

T H I R T I E T H A N N U A L
NCORE 2017



PROGRAM AND RESOURCE GUIDE

National Conference on Race & Ethnicity
In American Higher Education
May 30 - June 3, 2017 • Fort Worth, Texas

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

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NCORE is a program of the Southwest Center for Human Relations Studies, which is part of the University OUTREACH at the University of Oklahoma.

Belinda P. Biscoe, PhD

Interim Vice President, University OUTREACH
Director, Public and Community Services Division, OUTREACH
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NCORE 2017 staff wish to acknowledge the significant work contributions made by Ashley Robinson, OUTREACH Registration and Records, Julie Tate and Courtney Floyd, OUTREACH Contract Administration. We thank our outstanding on-site team for their important work and dedication.

About the Cover: ***Women Will March***

Adriana M. Garcia, an award-winning artist, muralist, and scenic designer, was born and raised in the west-side of San Antonio. She received her BFA from Carnegie Mellon University in Pittsburgh, Pennsylvania and studied fine arts in Valencia, Spain. She has been invited to present and speak of her work at national conferences such as 2013 National Association for Chicana and Chicano Studies (NACCS), the Roots and Remedies conference, and el Mundo Zurdo.

She has created community murals with South West Workers Union, Bill Haus Arts, San Anto Cultural Arts Center, and Casa de la Cultura in Del Rio, Texas, to give voice to mental health and immigrations issues. She has exhibited work in San Antonio, Austin, and Houston, Texas, Phoenix, Arizona, and California.

Of her artworks, Adriana notes:

"When my grandmother was alive she was quiet, ever watchful, and still. Looking back, I have often felt upset that she was not as vocal as her daughters. As I picture her sitting quietly with her hand holding her head up, I begin to wonder: Was she not ready to talk? Did she refuse? Or was she just waiting for the right moment to speak? I remember her whispering under her breath, behind her hand. One of her favorite sayings still rings in my ear, 'Cada cabeza es su propio mundo.' In my work, I often present moments of listening, of contemplating, of deciding, 'What will be next?'

As way to document the lives I have witnessed, particularly those of my ancestors, I paint as a way of honoring a person's existence and to make visible the mark they have imprinted upon me and the environment—a legacy they have left for me and those to come. Intimacy abounds in the lives I encounter, and whether she is a grandparent, an activist, neighbor, or a friend, I aim to articulate their story. Thus, my artwork extracts the inherent liminality of a moment before I commit that space and time to the images I extract from their lives—a moment drives us to act. Using posture, symbols, and hot and cold colors, I provide the viewer with a visual articulation of the interweaving delight and pathos that is our human structure. My artwork tells our stories.

As a child of the carpas, I am connected to art as a visual performer to manifest my work as an artista and muralista. As a set and graphic designer, I unveil. It is this inheritance that compels me to create the forward movement of my people through colorful portraits and murals, using bold brushstrokes, often painting women who have a strong sense of self, even if even in their silence. For me, it is important to represent women in a strong manner and to illustrate the dignity I witness in them every day. My work reflects my activism as I give voice to mental health and immigration issues.

I believe in the social importance of art. It is the most accessible way to protest, love, heal, and learn. The way we share our stories, the voices we choose to manifest our passion, hurt, anger, sadness, love, hope, and heritage has the power to fortify our human relationship with one another. Understanding emotions increases the quality of our existence in the multicultural landscape we occupy. Through my artwork and paintings, I provide the viewer a visual articulation of emotions."

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CONSUELA WARD

Speaker • Educator • Author



NCORE BOOTH #108

NCORE SESSIONS

**SELF-CARE FOR
THE SUPERWOMAN**

**FRIDAY, JUNE 2, 2017
3:00-4:30 P.M.**

**CULTURALLY RELEVANT
TEACHING**

**SATURDAY, JUNE 3, 2017
8:30-11:30 A.M.**



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.



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Office of the President

April 17, 2017

Dear NCORE Participants,

It is with great pleasure that I welcome you to the 30th Annual National Conference on Race & Ethnicity in American Higher Education (NCORE 2017) in Fort Worth.

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

660 Parrington Oval, Suite 110, Norman, Oklahoma 73019-3073

PHONE: 405-325-3916 FAX: 405-325-7605

WEBSITE: www.ou.edu





March 16, 2017

Dear NCORE Participants,

For thirty years, the National Conference on Race & Ethnicity in American Higher Education (NCORE) has worked to build a vibrant community that is committed to understanding and addressing issues of social justice, racial and sovereign equity, and to providing guidance and support for higher education institutions in their efforts to create more accessible, inclusive and equitable campuses. Our work together has become one of the most important, comprehensive, ongoing, authentic dialogues on race and inclusion in America. By joining us here this year, you have become part of this growing legacy. Your collective energy is a catalyst for the transformation of the U.S. higher education system.

Over thirty years ago, NCORE was first conceptualized by staff and administrators at the University of Oklahoma Outreach. The sponsoring Outreach department for NCORE is the Southwest Center for Human Relations Studies (SWCHRS), a social justice focused department which was established in 1961. The SWCHRS has a proud and storied history of engaging communities in Oklahoma and the surrounding region to address important social issues. Through the SWCHRS, we identified a need amongst the higher education community for tools and technical assistance in addressing diversity and equity issues on their campuses. As a result, NCORE was first held on the campus of the University of Oklahoma in 1988.

Today, our work together continues to be vitally important. Pushback and resistance to movement toward a culture where all are respected and seen as fully human across our social differences has been particularly bitter, inspired in part by a caustic and divisive presidential campaign. A careful look reveals this resistance has been building for some time, a result of our perceived successes. We know that what gains we have made are not permanent. We must be creative and work together, to face up to the challenges around us, and to ensure systemic racism is undone.

So, welcome to this, the 30th annual National Conference on Race & Ethnicity in American Higher Education. I hope you find important connections, personal transformation, inspiration and resources to further your work back home. We are grateful you are here, and we are very proud to share with you this vibrant community which has been fostered by the many courageous, passionate, brilliant and caring people who have made NCORE their home.

Yours truly,

Belinda Biscoe Boni, PhD
Interim Vice President, OUTREACH
The University of Oklahoma

**NCORE is sponsored, organized, and developed by the Southwest Center for Human Relations Studies (SWCHRS)
A department of the Public and Community Services Division in University Outreach at the University of Oklahoma**

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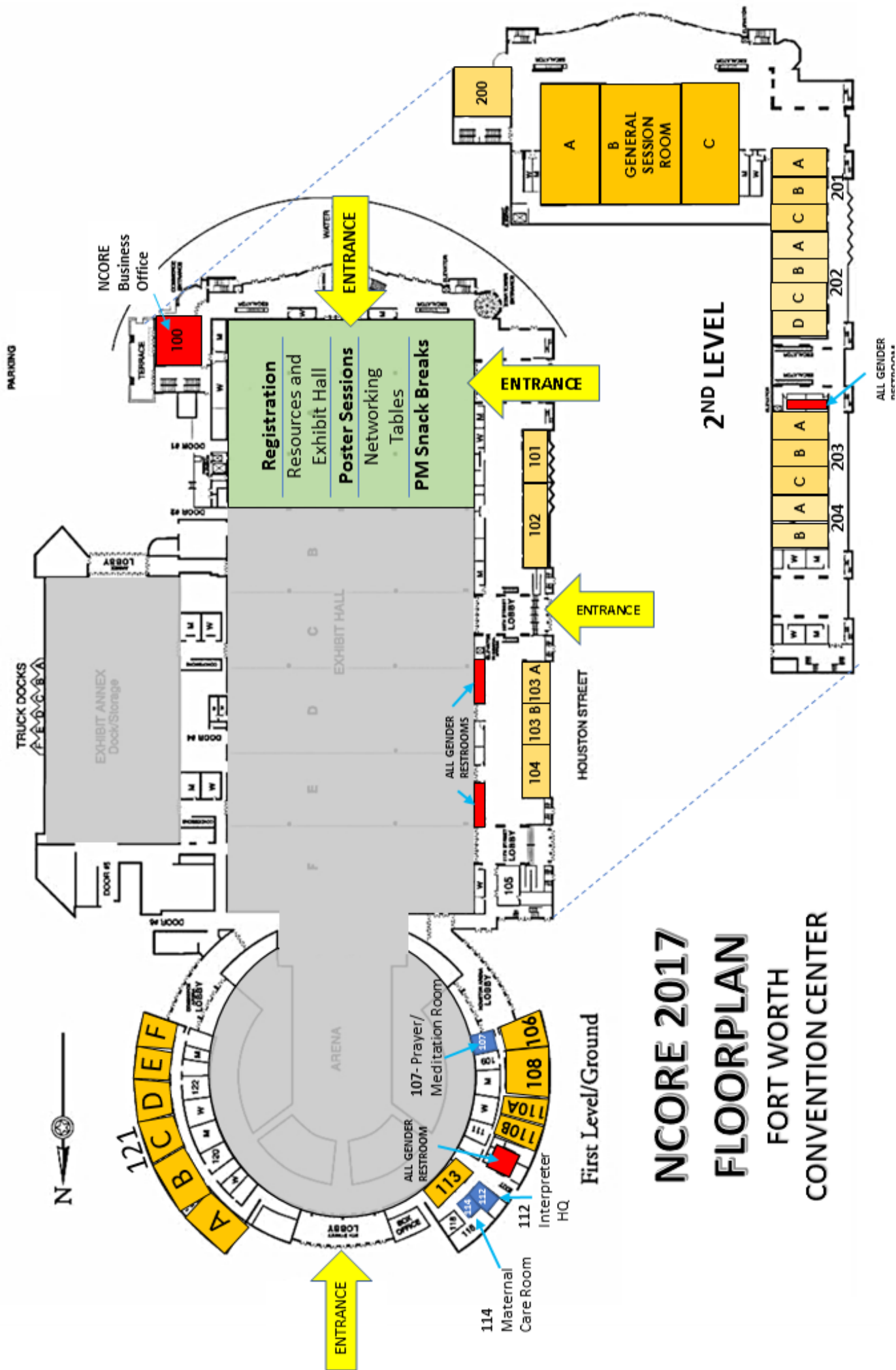
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NCORE 2017 WEEK AT A GLANCE

MONDAY 28-May	TUESDAY 30-May	WEDNESDAY 31-May	THURSDAY 1-Jun	FRIDAY 2-Jun	SATURDAY 3-Jun
7:00 AM	7:00 AM	7:00 AM	7:00 AM	7:00 AM	7:00 AM
7:30 AM	7:30 AM	7:30 AM	7:30 AM	7:30 AM	7:30 AM
8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM
8:30 AM	8:30 AM	8:30 AM	8:30 AM	8:30 AM	8:30 AM
9:00 AM	9:00 AM	9:00 AM	9:00 AM	9:00 AM	9:00 AM
9:30 AM	9:30 AM	9:30 AM	9:30 AM	9:30 AM	9:30 AM
10:00 AM	10:00 AM	10:00 AM	10:00 AM	10:00 AM	10:00 AM
10:30 AM	10:30 AM	10:30 AM	10:30 AM	10:30 AM	10:30 AM
11:00 AM	11:00 AM	11:00 AM	11:00 AM	11:00 AM	11:00 AM
11:30 AM	11:30 AM	11:30 AM	11:30 AM	11:30 AM	11:30 AM
NOON	NOON	NOON	NOON	NOON	NOON
12:30 PM	12:30 PM	12:30 PM	12:30 PM	12:30 PM	12:30 PM
1:00 PM	1:00 PM	1:00 PM	1:00 PM	1:00 PM	1:00 PM
1:30 PM	1:30 PM	1:30 PM	1:30 PM	1:30 PM	1:30 PM
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10:00 PM	10:00 PM	10:00 PM	10:00 PM	10:00 PM	10:00 PM



NCORE 2017 FLOORPLAN

FORT WORTH CONVENTION CENTER

NCORE 2017 FAQs

SAFETY, FIRE, OR HEALTH EMERGENCIES

Dial 911 from a cellphone

WHAT IS THE DEAL ABOUT NAME BADGES?

Your NCORE credential is required for access into all NCORE events

- All sessions
- All meals
- All General/Keynote sessions
- Welcoming and Student Receptions

A lost credential can be replaced at the NCORE Registration tables in Exhibit Hall A during business hours.

WHAT MEALS ARE PROVIDED WITH MY REGISTRATION:

	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning Service (location: throughout Convention Center, first floor)	Beverages	Beverages	Continental Breakfast	Continental Breakfast	Beverages
Lunch Service (location: Ballroom, second floor)	For Pre-Conference Institute Attendees				Closing Conference Luncheon
PM Break (location: Exhibit Hall A, first floor)		Afternoon Break	Afternoon Break	Afternoon Break	
Reception	Student Scholar Reception (location: TCCD Trinity River Campus)	Welcoming Reception (location: Ballroom, second floor)			

HOW DO I REQUEST ACCOMMODATIONS FOR ACCESSIBILITY?

The University of Oklahoma's College of Continuing Education and the National Conference on Race & Ethnicity are committed to making activities as accessible as possible. If you have accessibility or accommodation needs that fall under the regulations of the Americans with Disabilities Act, please indicate this on your registration form or write to NCORE Staff at ncore@ou.edu by May 9, 2017.

CAN I EARN CONTINUING EDUCATION UNITS (CEUS)?

If you attend a Pre-Conference Institute, you will earn one CEU from the University of Oklahoma Outreach. A form will be available at your Pre-Conference Institute session that must be signed by the presenter at the conclusion. Your CEU certificate will be emailed to you after NCORE. It will be the discretion of your organization whether they accept the CEU for credit.

WHERE IS THE EXHIBIT HALL? WHEN IS IT OPEN?

On the first floor of the Fort Worth Convention Center in Exhibit Hall A. Hours of operation:

- Tuesday, May 30, 2017..... Noon-7:00 pm
- Wednesday, May 31, 2017..... 7:00 am-5:00 pm
- Thursday, June 1, 2017..... 7:45 am-5:00 pm
- Friday, June 2, 2017..... 7:45 am-5:00 pm
- Saturday, June 3, 2017..... 7:45 am-Noon

LOCAL TRANSPORTATION

Molly the Trolley: Travels from the Fort Worth Convention Center to Sundance Square and has stops outside NCORE host hotels (Omni, Sheraton, Hilton, Courtyard Blackstone, Worthington Renaissance). There is no cost to ride the trolley. During NCORE, the trolley will run from 8 am - 10 pm. Time between trolleys is 10 minutes. Look for Molly-themed flags for trolley stop location.

WHERE WILL WE FIND ALL-GENDER RESTROOMS IN THE FORT WORTH CONVENTION CENTER?

First floor: across from Breakout Rooms 102, 103, 111, and 121 C/D.

Second floor: near Breakout Rooms 200 and 203.

WHERE CAN I FIND NCORE STAFF TO ASSIST ME ON-SITE?

Information booths will be staffed during the conference at the Fort Worth Convention Center. 9th Street Lobby Entrance and 13th Street Lobby Entrance

IS THERE A MOBILE APP?

Yes. NCORE is using the free GUIDEBOOK application.

EXECUTIVE COMMITTEE MEMBERS

Since the Center's beginning in 1962, the Southwest Center for Human Relations Studies has relied on the Executive Committee to review and recommend policy for governing the overall operation and management of the Center, and to serve as a liaison to the community on issues that may be controversial.

The Committee is composed of University community members, business persons, and members of the community at large. Membership is not limited to association with or residence in Oklahoma.



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

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

Allen has been working with the Cherokee Nation for 26 years and has only spent eight years away from northeast Oklahoma.

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

Previously, Allen was director of the Jack Brown Center for the Cherokee Nation, supervising more than 30 employees in a long-term residential treatment center for American Indian adolescents in need of treatment for alcohol and substance abuse and behavior issues. He also served as education liaison for the Center, planning and coordinating education and training activities.



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

PhD, Arizona State University; MEd, Arizona State University; BA, Public Programs, Arizona State University

In her role as an associate professor of Instructional Psychology and Technology at the University of Oklahoma, Bradshaw is currently

working on projects involving overtly interrogating issues of privilege and social justice in the realm of instructional design and technology. Her other interests include visual communication for teaching, learning, and problem-solving; scaffolding higher order and critical thinking; and social and cultural implications of technologies.

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.

Bradshaw has been rewarded for her work in the college with the 2012 Teaching and Advising Award, Jeannine Rainbolt College of Education, at the University of Oklahoma, as well as multiple awards for her scholarly research.

Amy approaches life with the intention of "critical self-interrogation." She believes in holding each other to a high standard, while also cutting each other some slack.



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

(Note: As of June, 2017, Dr. Bryan will retire as an active member of the SWCHRS Advisory Committee)

Former Vice Provost and associate professor, Health Promotion Sciences; The University of Oklahoma Health Sciences Center

Bryan provided 39 years of meritorious service at the University of Oklahoma as instructor, administrator, and advocate for those with disabilities. Before arriving at OU, Bryan served as a vocational rehabilitation counselor for the State of Oklahoma, Director of Rehabilitation and Personnel for Goodwill Industries of Oklahoma City.

Bryan is the author of several books on disabilities and helping relationships, including:

- *In Search of Freedom: How Persons with Disabilities Have Been Disenfranchised from the Mainstream of American Society*
- *Multicultural Aspects of Disabilities: A Guide to Understanding and Assisting Minorities in the Rehabilitation Process*
- *Sociopolitical Aspect of Disabilities: The Social Perspectives and Political History of Disabilities and Rehabilitation in the U.S.*

Bryan's life of achievements has received numerous honors and awards. They include: Honorary member, Golden Key National Honor Society; Book award Presidents Committee on Employment of the Handicapped; Rufus G. Hall Faculty Award, College of Liberal Studies; Superior Teaching Award, College of Liberal Studies.

His modest advice on living a fulfilled life is simple - "Believe in yourself."



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

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

Dancy is Professor and Associate Dean in the Jeannine Rainbolt College of Education at the University of Oklahoma in Norman. He holds affiliate faculty appointments in African and African American Studies, Women's and Gender Studies, and the OU Center for Social Justice. Prior to the associate deanship, Dancy served as Fellow in the OU Office of the Senior Vice-President and Provost.

An education sociologist, Dancy studies educational settings as sites for social identity development. More specifically, his research focuses on issues of access and equity in the educational pipeline as informed by race, gender, class, and the intersection of these social identities. Dancy's research is driven by questions related to sociohistorical contexts, masculinity formations, and the ways in which policies affect students' academic and social outcomes. With nearly 90 publications to his credit, he is author or editor of five books including *The Brother Code: Manhood and Masculinity among African American Males in College*. Dancy's sixth and forthcoming book is *Black Colleges across the Diaspora: Global Perspectives on Race and Stratification in Postsecondary Education*. He is past editor of the College Student Affairs Journal.

EXECUTIVE COMMITTEE MEMBERS

Dancy has received research and scholarship awards from the Association for the Study of Higher Education Council on Ethnic Participation, Thomas B. Fordham Institute, and American Enterprise Institute. In 2014, *Diverse Issues in Higher Education Magazine* named him Top Emerging Scholar for his contribution to the study of race and gender in higher education and society. Dancy's research on males of color and academic outcomes has been supported by several funding agencies including the National Science Foundation. He currently serves on several executive boards of national associations for research on race and education. Dancy has served as subject matter expert for several highly visible periodicals including *Ebony Magazine*, *The Root.com*, and *Diverse Issues in Higher Education*.



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

M.S.S.W., PhD, University of Texas; BA (Honors), University of Strathclyde, Glasgow, Scotland

Davidson has been at OU for 13 years, focusing her research and writing on the areas of African-American Studies; cultural competence

in education and social work practice; interracial marriage; and educational success for college students from underrepresented racial/ethnic groups. She produced a text, *African-American Studies*, published in 2010 by Edinburgh University Press (distributed in the U.S. by Columbia University Press).

In addition to her position on the executive committee of SWCHRS, Jeanette also supports her community by serving as a board member of the National Council for Black Studies (NCBS), as an advisory board member, *Whatever It Takes*, Oklahoma City and as a board member, *It's My Community*, Oklahoma City.

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.

Davidson is dedicated to her role as director of African and African-American Studies. At the same time, she still loves to be in the classroom, teaching both African and African-American Studies and Social Work. She also frequently teaches overseas in Advanced Programs (Multicultural Issues in Human Relations). Davidson is the sponsor for several student organizations including the African Student Association (AFSA), the OU Gospel Choir, and the Essence Dance Group. Davidson is a frequent keynote presenter on topics related to Race and the Academy.



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

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

Davis-Undiano, Neustadt Chair and Presidential Professor of English, is Executive Director of the World Literature Today organization at the University of Oklahoma. He graduated from Cal-State, East Bay and received an MA and PhD from the University of California, Davis.

A third-generation Mexican American, Davis-Undiano publishes in Chicano Studies and literary theory and is author, co-author, or editor of many books and articles, including *Mestizos Come Home*, *The Paternal Romance: Reading God-the-Father in Early Western Culture*; *Culture and Cognition: The Boundaries of Literary and Scientific Inquiry* (co-author); and *Criticism and Culture: The Role of Critique in Modern Literary*

Theory (co-author).

Davis-Undiano serves on numerous national editorial and advisory boards and is editor of the Chicano and Chicana *Visions of the Americas* book series at the University of Oklahoma Press. He is host of *Current Conversations*, a radio and television program sponsored by OU, which is broadcast throughout Oklahoma.

At the University of Oklahoma, Davis-Undiano has received the Rufus G. Hall Faculty Achievement Award, the Kenneth E. Crook Annual Faculty Award, the Sullivant Award for Perceptivity, and many student-generated awards—including Outstanding Faculty of the Year—for his work with Latino students. He is part of the leadership of the OU College of Liberal Studies and the National Conference on Race and Ethnicity (NCORE) and serves as the director of the OU Latino Studies program.



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

PhD, University of Oklahoma; MEd, University of Oklahoma; BA, University of Oklahoma

Hale is currently serving as President of Northeastern Oklahoma A&M College. Hale has worked closely with the nine federally recognized tribes of Ottawa County to establish the first

American Indian Center for Excellence on the campus of NEO A&M College and has established Native American education as a top priority for the College.

Hale has served in public higher education for nearly 25 years. His service includes stints at Miami University, the University of Oklahoma, Southeastern Oklahoma State, and NEO A&M College. During his career, Hale has served as a vice president for Enrollment and Marketing, Director of Intercollegiate Athletics, Director of the Center for Student Life, and Vice Chancellor for Administration. Hale has led efforts on several campuses to improve student performance and raise both retention and graduation rates on each of the campuses he has served. Over the past decade, Hale has helped lead and coordinate campus improvements that total nearly \$100 million.

Hale was recognized by Dr. John Gardner and the National Resource Center with the Outstanding First Year Student Advocate award in 2004. That same year, Noel Levitz recognized Hale and Southeastern State with the outstanding Retention program. In 1995, the University of Oklahoma recognized Hale with the outstanding staff award and, most recently (2012), Hale was recognized by the Miami Area Chamber of Commerce with their Citizen of the Year Award.

During Hale's 31-year career in public education, he has been a strong advocate for access to affordable, quality public education with a strong emphasis on student completion. Hale has led several efforts, on multiple campuses, to improve academic support efforts and increase student engagement. Hale believes that educational attainment is the key to closing the inequality gaps that plague our nation.

EXECUTIVE COMMITTEE MEMBERS



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

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

Hall brings his perspective as a practicing attorney to the Executive Committee. He served 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. His career has earned him multiple honors:

- The A.C. Hamlin Tribute of Appreciation and Commendation from the Oklahoma Legislative Black Caucus
- Annual scholarships in his name at the University of Oklahoma and Langston University awarded to students who exemplify leadership and aspire to become lawyers
- The Trailblazers Award from the University of Oklahoma Black Alumni Society
- The Distinguished Alumnus Award from Langston University
- The Oklahoma Bar Association Diversity Committee's Ada Lois Sipuel Fisher Diversity Award

Says Mr. Hall, "Throughout my professional career, whether it be in the courtroom, board room, or class room, I have advocated for genuine diversity and equality, and fought against all forms of discrimination, repression, and unequal access to opportunities in law, business, and academia. I sincerely believe that this approach enhances the realization of Martin Luther King, Jr.'s dreams that someday we will be judged not by any particular characteristic, but by the content of our character."



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

MA, PhD, Wayne State University

Henderson has been a civil rights activist for 56 years and a university professor for 50 years.

Henderson founded the Department of Human Relations at the University of Oklahoma. He was chair of the Human Relations Department for 20 years and dean of the College of Liberal Studies for four years. Before 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.

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.

Henderson has spent most of his professional life helping students from all racial and ethnic backgrounds be accorded equal educational opportunities. Or in his words, "As a teacher, it is my moral and community obligation to help provide equal educational opportunities for all students."



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

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

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

Hilbert is a founding member of the Executive Committee of the Southwest Center for Human Relations Studies at OU, serving as the chairman for many years. Hilbert has attended each of the NCORE conferences since the first in 1987.

Hilbert served in the armed forces of the U.S. from 1943-1946, after which he settled in NYC to work as a jazz musician. The highlight of his career during this period was his association with the Red Rodney septet which worked briefly at the famous Three Deuces on 52nd Street, NYC.

Hilbert's interests vary widely. While a professor at the University of Oklahoma, he worked part-time as a jazz musician, lobbied for AARP at the State Capitol in Oklahoma City, and was an official United Nations monitor for elections in Nicaragua in 1990 and in El Salvador in 1995. His commitment to his community continues as a Member, Board and Treasurer of Common Cause, Oklahoma, and as a member of the Norman Election Commission.

Hilbert lives in Norman, Oklahoma with his wife Lois.



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

Hill became Iowa State's Senior vice president for Student Affairs on August 1, 1997. He came to Iowa State from the University of Florida, where he had been Dean for Student Services for the previous four years. In that position, he worked for former ISU Dean of Students Art Sandeen, and then vice president for Student Affairs at Florida. Before accepting the position at Florida, Hill had served as assistant athletic director for Student Life, first at Tulane University and later at the University of Oklahoma.

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).

Before pursuing a career in higher education, Hill excelled on athletic fields and earned several honors. He was twice named Arkansas Amateur Athlete of the Year, and he was ultimately inducted into both the Arkansas Track and Field Hall of Fame and the Arkansas Sports Hall of Fame. He competed in the 110-meter high hurdles competition in the 1972 Olympics in Munich, winning the Bronze Medal.

EXECUTIVE COMMITTEE MEMBERS



Silas Law, PhD, Norman, Oklahoma, Business Owner and Entrepreneur

PhD, MA, University of Oklahoma

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.

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, and South and Southeast Asia for work coordinated by the University.

Law was born in Shanghai, China, and finished high school in Hong Kong before coming to the United States for college education. For many years, Law has been involved with local international communities, minority groups, arts, and cultural events. He is currently a member of the SWCHRS executive committee and a coordinator for the University of Oklahoma Chinese Alumni and Friends Global Organization.

Having grown up in several different social environments, Law believes people should try to live harmoniously and take care of one's contemporary, and that we should not sacrifice anyone for the sake of future generations.

Jessica Martinez-Brooks, MA, Director, Diversity Enrichment Programs



MA, BA, University of Oklahoma

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.

She currently serves on a number of boards and organizations in the metro area including: the Regional Food Bank, Teach for America, Oklahoma City Public Schools English Language Learners Committee and Leadership Oklahoma City. She is married to Michael Brooks-Jimenez, an attorney and advocate for the Latino community, and resides in Southwest Oklahoma City with her husband and children, Joaquin and Lucy.



Teresa (Teri) Mora, Guymon, Oklahoma, Director of Hispanic Student Services and of Upward Bound Oklahoma Panhandle State University.

MEd, University of Central Oklahoma; BA, Wartburg College

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, and is a charter member of Oklahoma Leadership Arts in 2008. She was selected as the Oklahoma representative for the Governing in the Global Age Conference in 2002 and 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 Oklahoma 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.



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

Morales has been a longtime advocate in the Oklahoma City community in the areas of education, children, families, history, and politics. Among the organizations on which Morales 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.

Morales' effective and dedicated work has been validated by appointments from Oklahoma State Governors and City Mayors to serve on local and state commissions such as Oklahoma Metro Library Commission, Hispanic Advisory Committee, Oklahoma Merit Protection Commission, and the Affirmative Action Review Council.

Just a few of her rewards for years of service and volunteerism in the OKLAHOMA CITY Metro area include YWCA Volunteer of the Year, Tinker AFB Hispanic Heritage Committee Outstanding Community Volunteer, and a national award by the Valley Forge Freedoms Foundation with the National George Washington Medal of Honor for Community Service.

EXECUTIVE COMMITTEE MEMBERS



Joshua B. Nelson, PhD, Norman, OK, Film and Media Studies Program, Associate Professor, Department of English, University of Oklahoma

PhD, MA, Cornell University; BA, Yale University

Nelson, a Cherokee citizen, is Director of the Film and Media Studies Program and Associate Professor of English at the University of Oklahoma, and affiliated faculty with Native American Studies. He is the author of *Progressive Traditions: Identity in Cherokee Literature and Culture* (University of Oklahoma Press, 2014), and other pieces on Native film and literature. His next book will look at representations of the body in indigenous film. He is the lead organizer of the Native Crossroads Film Festival and Symposium, and in 2016-2017 was Faculty Fellow for Diversity and Inclusion with the Center for Teaching Excellence.

Outreach to American Indian communities in scholarship and teaching is of paramount concern to Nelson 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.



Shad Satterthwaite, PhD, Norman, Oklahoma, Associate Dean, College of Liberal Studies, University of Oklahoma

PhD, MPA, University of Oklahoma; MSS, US Army War College; BA, Weber State University

Satterthwaite is associate dean for the College of Liberal Studies. He and his wife Valerie have three children. Before coming to OU Outreach, he served as assistant to the president. He has

also taught 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 the faculty advisor to the OU Student Veterans Association.

He is also a lieutenant colonel in the National Guard and has served two tours in Afghanistan. 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 his many professional achievements, Satterthwaite has also published a variety of articles, papers, and other works, focusing mostly on political science, public administration, education, and history.



Heather Shotton, PhD, (Wichita/Kiowa/Cheyenne), Norman, Oklahoma

PhD, MA, BA, University of Oklahoma

Shotton is a citizen of the Wichita and Affiliated Tribes, and is also Kiowa and Cheyenne. She currently serves as an assistant professor in Native American Studies at the University of Oklahoma. She received her doctorate in Adult and Higher Education from the University

of Oklahoma in 2008. Shotton's research focuses on Indigenous students in higher education and Indigenous women, particularly in the areas of leadership and Indigenous women scholars. She served as a co-editor for the book, *Beyond the Asterisk: Understanding Native Students in Higher Education* (Stylus), which addresses strategies for serving Native college students and is a co-editor for the forthcoming book, *Reclaiming Indigenous Research in Higher Education* (Rutgers

University Press). Shotton is the past president for the National Indian Education Association and was recently named the NIEA educator of the Year. She is a strong advocate for Native education and serves Native students and communities on a national and local level.



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

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

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.

At the national level, Tan is a peer evaluator-consultant (PEAQ and AQIP) for the Higher Learning Commission of the North Central Association of Colleges and Schools and is an active participant on many national organizations. Tan has been a member of the Southwest Center's Executive Committee since 1991 (he served as vice chair from 2005-2010) and has been addressing diversity issues from the constructs of race, gender, age, social class, and religion for more than three decades.



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

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

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.

Wilson is an attorney, consulting company president, and certified mediator. She served as associate provost of Columbia University from 1995 to 2000 and has held adjunct faculty positions at the University of Oklahoma and Oklahoma City University School of Law. She has administered affirmative action programs for the University of Oklahoma, Oklahoma City Public Schools, and University Hospital and Clinics in Oklahoma City.

The new SMU administrator has served as consultant for numerous clients, including civic organizations, universities, law schools and other education bodies in Oklahoma, New York, Pennsylvania, New Jersey, Vermont, and Maryland. She was national president of the American Association for Affirmative Action from 1998 to 2000 and previously was chair of the Affirmative Action Review Council for the State of Oklahoma. She has received numerous service awards and was twice named an Outstanding Young Woman of America. Wilson has appeared on various public service television programs in Oklahoma and has been a panelist and featured speaker on affirmative action issues on several national television broadcasts.

EXECUTIVE COMMITTEE MEMBERS

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Belinda Biscoe, PhD, Norman, Oklahoma, Interim Vice President, University Outreach, University of Oklahoma

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

Belinda P. Biscoe, PhD serves as Interim Vice President for Outreach at the University of Oklahoma. Trained as a research psychologist, she has nearly 30 years of experience with school- and community-based programs, including higher education as an administrator, researcher, and program developer. Among her areas of expertise are research and evaluation, administration and program development in higher education and common education, including school improvement and reform and early literacy, grant writing, diversity in the workplace, youth development, and substance abuse prevention and treatment. As Interim Vice President, she bears responsibility for more than thirty-one program units employing close to 600 professionals. These departments focus on programs in higher education, common education, including early childhood, juvenile justice, disability education and training, social justice and human relations, executive training and team development, health and human services, public radio, social justice, American Indian education and health, research and evaluation, and substance abuse prevention.

Biscoe's collaborative spirit has been acknowledged by her appointment to the Regional Educational Laboratory - Southwest (REL Southwest) Board of Directors (2005-2012), where she served as Chair from 2010-2011. Additionally, she was appointed from 2011-2013 to serve on ED's National Advisory Board for the Office of Special Education (OSEP). She was appointed to an Educational Research Board for the Texas State Education Agency in 2008 by the Texas Commissioner of Education.

Before her time at OU, Biscoe worked for eight years in the Oklahoma City Public School District as a senior research associate and Director for Federal and State Programs focusing on areas such as bilingual education, homeless education, safe and drug free schools, Indian Education, Title I and Community Education. As a researcher, practitioner, and competitive grant writer, Biscoe has been able to blend scientific rigor successfully to TA work resulting in numerous awards. Her grant writing skills have resulted in more than \$150,000,000 in funding to the State of Oklahoma. She is co-founder of Eagle Ridge Institute, a non-profit, community-based drug and alcohol and treatment prevention agency and founder of Positive Tomorrows, a school for homeless youth and their families. She has received numerous awards, including the 2004 University of Continuing Education Association (UCEA) Award for Continuing Education Professionals, the Journal Record Award for 50 Women Making a Difference in Oklahoma, and the Adella Robertson National University Continuing Education Award. In 2015, Biscoe was inducted into the Oklahoma Hall of Fame for Higher Education for her significant contributions to education and the community.



James P. Pappas, PhD, Norman, Oklahoma, Vice President for University Outreach, and Dean, College of Liberal Studies, University of Oklahoma (Retired)

PhD - Purdue University

Pappas received his PhD in Clinical Psychology from Purdue University and was a Psychological Fellow at the Veterans Affairs Neuropsychiatric Hospital in Marion, Indiana and the West 10th Street General Medical and Surgical Hospital in Indianapolis. Additionally, he has completed the Executive Management Program at Stanford University, the Institute for Management of Lifelong Education at Harvard University (elected to serve on the MLE Advisory Board) and completed the Columbia Coaching Certificate from Columbia University.

Pappas has served as President of the Association of Graduate Liberal Studies Programs, University Professional and Continuing Higher Education Association (UPCEA), and is currently Executive Director of the Association of Continuing Higher Education and the International Adult and Continuing Education Hall of Fame. He has served on the board of directors of the Association of Public and Land-Grant Universities, the Association of Academic Affairs Administrators and the Association for Counseling and Development.

He has received a Bittner Citation for service to the field and the Nolte Award for extraordinary leadership from UPCEA, has been inducted into the International Adult and Continuing Education Hall of Fame, the Oklahoma Higher Education Hall of Fame, and been elected a Fellow in the Association for Graduate Liberal Studies Program. His bibliographic entries include Who's Who in America, Who's Who in the World and Who's Who in Training and Development.

Pappas helped to create the National Conference on Race and Ethnicity after recognizing in the late 1980s 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, 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.



CALL FOR PAPERS FOR FALL 2017

The *Journal Committed to Social Change on Race and Ethnicity (JCSCORE)* enters its third year as the journal of NCORE. Previous issues have presented such articles as:

Toward a Critical Race Praxis for Educational Research: Lessons from Affirmative Action and Social Science Advocacy

Uma M. Jayakumar and Annie S. Adamian

Am I Really Filipino?: The Unintended Consequences of Filipino Language and Culture Courses in Hawai'i

Daniel B. Eisen, Kara Takasaki, and Arlie Tagayuna

"I Just Feel Like I Have to Duke It Out by Myself": How Latino Men Cope with Academic and Personal Obstacles During College

Sarah L. Rodriguez, Charles Lu, and Beth E. Bukoski

Awareness, Sensitivity, and Checking Our Privilege are Not Enough: Reflections on Whiteness and American Higher Education

Tim Wise

Submission Deadline: November 1, 2017 — 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 2017 issue. The deadline is Nov. 1, 2017 to be considered for the Fall 2017 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

Manuscripts must include an abstract and should not exceed 30 double-spaced pages total and should conform to APA sixth Edition guidelines. The deadline for Fall 2017 issue submissions is Nov. 1, 2017.

Please include a cover letter with your submission explaining how your work contributes to the mission and scope of JCSCORE and that your manuscript is not considered for publication in any other journal. All documents should be submitted as a word document. Please visit <https://ncore.ou.edu/en/jcscscore-copy/> to read the Overview and Submission Guidelines.

Please refer to the JCSCORE website (<https://ncore.ou.edu/en/jcscscore-copy/>) 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.

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Assistant Director of the Women's Center, Grand Valley State University, Allendale, Michigan

Jason Rodriguez, MS
Director of Multicultural Programs, Student Affairs, Linfield College, McMinnville, Oregon

Adrienne Thunder
Doctoral Student, Educational Leadership and Policy Analysis, University of Wisconsin-Madison, Madison, Wisconsin

Daisy Torres-Baez, MS
Coordinator of Diversity Initiatives, Office of Community Engagement/Multicultural Center, Purchase College, SUNY, Port Chester, New York

Veronica Weaver, EdD
Director of Multicultural Affairs, Stephen F. Austin State University, Nacogdoches, Texas

Nadia Williams
Director/Faculty, Parsons Scholars Program, Parsons School of Design/The New School, New York City, New York

STUDENT SCHOLARSHIP RECIPIENTS

NCORE Student Scholarship recipients are chosen through an application, review, and selection process. Details can be found at www.ncore.ou.edu/en/2017/programming/student-info/

Keren Akakpo

The University of Akron
Undergraduate
Bachelor of Science
Physical Therapy

Uchenna Emenaha

University of Houston
Doctoral Student
Curriculum and Instruction

Lorene Michelle Fisher

University of Arizona
Graduate Student
Masters of Arts
Higher Education

Alicia Michaela Fox

Pacific University
Undergraduate
Psychology, Sociology, and Peace
and Justice Studies

Brian Hamilton

University of Louisville
Graduate Student
Master of Education
Counseling and Personnel Services

Toqa Hassan

The University of Akron
Graduate Student
Master of Arts
Communication/STEM

Victoria Anne Hathaway

University of California
Graduate Student
Masters of Education
Student Affairs

Michelle A. Johnson

Texas A&M University
Doctoral Student
Human Resource Development

Mia Moore Kirby

Texas Woman's University
Doctoral Student
Sociology

Anesat Leon-Guerrero

Oregon State University
Undergraduate
Bachelor of Arts in Sociology

Ashley Cierra Marshall

University of Colorado
Graduate Student
Master of Arts in Leadership

Ashley McMillan

North Carolina State University
Doctoral Student
Educational Leadership

Shanztyn Keakaokalani Nihipali

Southern Oregon University
Undergraduate
Business Administration

Bria Renae Oden

The University of Akron
Undergraduate
Bachelor of Science
Biology/STEM

Natalie Therese Riquelmy

Pratt Institute
Graduate Student
Master of Fine Arts
Writing

Kaitlyn Marie Schrader

The University of Akron
Graduate Student
Master of Education
Higher Education Administration

Haley Stiles

University of Oklahoma
Graduate Student
Master of Education
Adult and Higher Education

Yashwant Prakash Vyas

Texas A&M University
Graduate Student
Bachelor of Science
Electrical Engineering/STEM

Darrien Watson

Langston University
Undergraduate
Bachelor of Science
Physical Education

Chelsey R. Williams

San Francisco State University
Graduate Student
Master of Arts in Counseling

POSTER SESSIONS

NCORE POSTER SESSION – PART I

Please join us at the NCORE 2017 Poster Session in Exhibit Hall A. This year, more than 50 posters were accepted for display and presentation at NCORE 2017. All posters will be on display Thursday, June 1st.

THURSDAY, 8:30-11:00 AM, Exhibit Hall A

Posters being presented during this session are as follows

TITLE	PRESENTERS
"It's Not Just About Access": Health Equity in a Trump Administration	Dr. Stephen Nelson , MD, Faculty, Pediatrics-Cancer and Blood Disorders Children's Hospitals and Clinics of Minnesota, Minneapolis, Minnesota
A Narrative Exploration of Black and Latinx Students' Conversations About Race and Racism In Cross-Race Mentoring Relationships	Angela Gay , MA, LPCA, NCC, Graduate Assistant, The NC State Women's Center, North Carolina State University, Raleigh, North Carolina
A Pathway to Racial Justice for Campus Residence Life	Dr. Heather Hackman , Founder and President, Hackman Consulting Group, Minneapolis, Minnesota Jessica Carter , MEd, Associate Director of Residential Life Washington University, St. Louis, Missouri Allison Schipma , MEd, Residential College Director Washington University, St. Louis, Missouri
African American College Men and the Need for Self-Reliance in University Settings	Chelsey Williams , BA, Graduate Student, Department of Counseling San Francisco State University, San Francisco, California
Against All Odds: The Experiences of African American Community College Achievers in Developmental Education	Janice Hicks , PhD, Associate Dean, Educational Partnerships Eastfield College, Mesquite, Texas
Black Women and the Historically Black Colleges and University (HBCU) Presidency	Cheryl Ponder , Graduate Assistant, Southwest Center for Human Relations Studies, University of Oklahoma Outreach, Norman, Oklahoma
Closing the Conversation Gap: Polarization at Eastern Washington University	Ariel McMillan , MSC, Student Graduate, Communications Eastern Washington University, Cheney, Washington
Conflict Management and Dialogue in Higher Education	Nancy Hutchins , PhD, Assistant Director, College of Education and Human Development, Texas A&M University, College Station, Texas Nancy Watson , PhD, Assistant Director, College of Education and Human Development, Texas A&M University, College Station, Texas
Considering Race in Navigating Ethical Dilemmas in College Campus Victim Advocacy: Critical Dialogues in Higher Education	Nancy Hutchins , PhD, Assistant Director, College of Education and Human Development, Texas A&M University, College Station, Texas Michelle Johnson , MS, Graduate Assistant, Educational Administration and Human Resource Development, Texas A&M University, College Station, Texas
Helping ESL Students to Identify and Deal Appropriately with Discrimination	Myo Myint , MA, Language Arts Division Chair, ESL, Mission College (Santa Clara), San Jose, California
Heterosexist Discrimination, Sexual and Ethnic Identification, and Perceived Stress: Identity Intersections	Alvin Akibar , BA, Doctoral Student, Psychology, University of North Texas, Denton, Texas
Intentionality and Commitment in Internationalization of Higher Education	Osman Ozturgut , PhD, Dean of Research and Graduate Studies, Office of Research and Graduate Studies, University of the Incarnate Word, San Antonio, Texas
Intersections of Racialized Identity and Teacher Identity: Experiences of Graduate Teaching Assistants of Color	Elba Moise , PhD Student in Education, Graduate Instructional Consultant at University of Washington's Center for Teaching and Learning Education, University of Washington, Seattle, Washington
Learning Revolutionary Love: Reflections on Race, Spirituality, and Hip Hop-Based Education	Maira Pirsch , MEd, PhD Candidate, English Education, Arts and Humanities Teachers College, Columbia University, New York, NY
Operationalizing Health Equity for Men of Color	Moacir Barbosa , BA, Director of Community Engagement, Training and Capacity Building, Health Resources in Action, Boston, Massachusetts
Patterns and Efficacy in Teaching Anthropological Concepts of Race: A Case Study from a Predominately White Institution	Crystal Dozier , MA, Graduate Teaching Assistant, Anthropology Texas A&M University, College Station, Texas
Psychologists 'Outside In': Working Effectively Across Divides to Form Relational Bridges	Matthew Mock , PhD, Professor, Counseling Psychology, John F. Kennedy University, San Jose, California
Positive Data: Recognizing Your Role in Restorative Justice	Heidi Arnold , MA, in Communication, Professor of Communication, Sinclair Community College, Dayton, Ohio
Race Matters: African American Undergraduates and Study Abroad	Karyn Sweeney , PhD, Higher Education, University of Denver, Denver Colorado

POSTER SESSIONS

NCORE POSTER SESSION – PART I CONT'D

TITLE	PRESENTERS
Race, Residence, and the Effects on Students' Cultural Competence	<p>Audwin Anderson, PhD, Director, Center for Diversity and Gender Studies, Associate Professor, Sociology, Texas State University</p> <p>Darolyn Flagg, MA Doctoral Research Assistant, Curriculum and Instruction, Texas State University, San Marcos, Texas</p> <p>Ricardo Lowe, MA, Statistician, National Agricultural Statistics Service, Austin, Texas</p> <p>Debarun Majumdar, PhD, Associate Professor, Texas State University, San Marcos, Texas</p> <p>Emily Summers, EdD, Research Coordinator, Center for Diversity and Gender, and Associate Professor, Curriculum and Instruction, Texas State University, San Marcos, Texas</p>
Speaking Ourselves into Being: An Art Sankofa	<p>Anita Hopson Malone, PhD Candidate, Staff and Grad Student Program Specialists, Center of Public Management, Jeannine Rainbolt College of Education, University of Oklahoma, Norman, Oklahoma</p>
The Equity Project, 3CSN Community of Practice	<p>Jessica Cristo, EdD, Associate Dean of Student Success, Office of Student Success Los Angeles Community College District, Los Angeles, California</p> <p>Arnita Porter, JD, Faculty Co-Coordinator, Equity Project California Community College Success Network (3CSN), Los Angeles, California</p>
The Long-Term Impact of Developmental Assets on Multiracial Students	<p>Nicole Belisle, MA, Graduate Student, School of Educational Studies San Diego State University and Claremont Graduate University, San Diego, California</p>
Unconscious Mind	<p>Ashley Rippey, MA, MS, (PsyD candidate), CADC Staff, MAJOR, United States Army, MS, Medical Service Corps, United States Army, San Antonio Texas</p>
Walkout! Black Students Call for Action on an Urban-serving University Campus	<p>Reesha Flavors, Student, Interdisciplinary Arts and Sciences, University of Washington-Tacoma, Black Student Union, Federal Way, Washington</p> <p>McKynze Rogers, Student, Interdisciplinary Arts and Sciences, University of Washington, Tacoma, Black Student Union, Tacoma, Washington</p>
Why Persist? Understanding Underrepresented Graduate Student Enrollment Beyond the First Year	<p>Kathryn Woods, MSW, MPA, LCSW, PhD, Assistant Professor Social Work, Ferris State University, Big Rapids, Michigan</p>

POSTER SESSIONS

NCORE POSTER SESSION – PART II

Please join us at the NCORE 2017 Poster Session in Exhibit Hall A. This year, more than 50 posters were accepted for display and presentation at NCORE 2017. All posters will be on display Thursday, June 1st.

THURSDAY, 3:00-6:00 PM, Exhibit Hall A

Posters being presented during this session are as follows

TITLE	PRESENTERS
#NOTMYCOLLEGEPRESIDENT: An Analysis of a College President's Public Statements in Response to Campus Racial Incidents	Nola Butler-Byrd , PhD, Director of the Community Based Block Program, Counseling and School Psychology, San Diego State University, San Diego, California
Advocating for Structural Change: Shifting Structures to Foster Inclusive and Intersectional Collaborative Engagement	Jessica Jennrich , PhD, Director of the Women's Center and Social Justice, Project Specialist, Inclusion and Equity, Grand Valley State University, Allendale, Michigan Danielle Lake , PhD, Assistant Professor, Liberal Studies Faculty Associate and Division of Inclusion and Equity, Liberal Studies, Grand Valley State University, Allendale, Michigan
American Indian Tribal Identity on Predominantly White Institutions: An Exploration in the 21st Century	Beverly Smith , PhD Candidate and Assistant Director, Native American House, University of Illinois at Urbana-Champaign, Urbana, Illinois
College Level Efforts to Transform Learning and Expand Global Educational Opportunities	Patrice French , MSW, Manager for Assessment and High Impact Practices, College of Education and Human Development, Texas A&M University, College Station, Texas Xinyu (Alice) Zhang , MS, Program Coordinator, Global Education, College of Education and Human Development, Texas A&M University, College Station, Texas
Critical Race Theory as a Framework for Understanding and Promoting Minoritized Student Retention at Predominantly White Institutions...And the After Effects	Terrell Morton , MS, Graduate Assistant Researcher, School of Education/Office of Undergraduate Retention, The University of North Carolina at Chapel Hill, North Carolina Candice Powell , MEd, Senior Assistant Director of Retention, Office of Undergraduate Retention, The University of North Carolina, Chapel Hill, North Carolina
Developing a Pipeline for Alaska Native Students into the Teaching Profession	A. Doreen Mingo , DNP, MSN, RN, CNE, Associate Professor and Coordinator, Office of Diversity Services, School of Nursing, Allen College, Waterloo, Iowa
Developing the Next Generation of Urban Leaders: A Review of the Edgerley-Franklin Urban Leadership Program at Kansas State University	Tess Hobson , MS, Advisor, Office of Undergraduate Research and Creative Inquiry, Kansas State University, Manhattan, Kansas Yubisela Toledo , Undergraduate Student, Kansas State University, Manhattan, Kansas
Employee Volunteerism as an Effective Tool to Building Stronger Communities	Janeile Johnson , MEd, Assistant Director of Strategic Initiatives, Adjunct Professor, Lindy Center for Civic Engagement, Drexel University, Philadelphia, Pennsylvania
Enhancing Equity in Higher Education	Nancy Hutchins , PhD, Assistant Director, College of Education and Human Development, Texas A&M University, College Station, Texas Nancy Watson , PhD, Assistant Director, College of Education and Human Development, Texas A&M University, College Station, Texas
Enhancing the Welcoming and Inclusive Environment at Sincuse Health Center	Sarah Good , MA, LPC, LMFT, NCC, Faculty Specialist II, Sincuse Health Center, Western Michigan University, Kalamazoo, Michigan
Facilitating Difficult Dialogues on Campus Race Relations: A Goal-Based Approach	Srividya Ramasubramanian , PhD, Associate Dean for Climate and Inclusion, Liberal Arts, Texas A&M University, College Station, Texas Vanessa Gonlin , MA, Student Doctoral Student, Sociology, Texas A&M University, College Station, Texas
Historically Black College and University Students' Perceptions of a Pre-Graduate School Mentoring Program	Quincy Clark , PhD, Student Graduate Research, Department of Youth Development and Agricultural Education, Purdue University, West Lafayette, Indiana Torrie Cropps , PhD Student, Graduate Research Assistant, Department of Youth Development and Agricultural Education, Purdue University, West Lafayette, Indiana
Improving Race Relations Through Film, Collaboration, and Community Conversation	Joel Lewis Billingsley , PhD, Associate Professor, Professional Studies, University of South Alabama, Mobile, Alabama

POSTER SESSIONS

NCORE POSTER SESSION – PART II CONT'D

TITLE	PRESENTERS
Increasing Minority Participation in STEM Through Mentorship	Uchenna Emenaha , MS, Education PhD Student, Curriculum and Instruction in Science Education, University of Houston, Houston, Texas
Just the Facts Ma'am: The Life and Times of a Uterus Podcast	Jennifer Palm , MS, Communications, Assistant to The Graduate School, The Graduate School, Grand Valley State University, Allendale, Michigan
Men in Black-MIA: Missing in Action or Men in Action - An Innovative, Multifaceted Approach to Recruitment and Retention	Jay T. Hairston , MS, Assistant Dean of Students/Diversity Consultant, Student Affairs/Diversity Affairs, Baldwin Wallace University, Berea, Ohio
Money Talks: A Guide to Promoting Financial Literacy to First Generation Students and Helping Them Navigate Through the College Admissions Process	Al-Lateef Farmer , BA, Student Development Specialist, Student Affairs, Mercer County Community College, Trenton, New Jersey Bilquis Zaka , MA, Associate Director of Financial Aid, Mercer County Community College, Trenton, New Jersey
Promoting Diversity in the Peace Corps	Carla Koop , Public Affairs Specialist, West Region Peace Corps, Oakland, California Eddie Rosenbaum , Regional Representative, West Region Peace Corps, Oakland, California
Public Deliberation: Creating Space for Racial Justice	Scott Corley , MA, Associate Professor, History, Philosophy and Social Science, SUNY, Broome Community College, Binghamton, New York Brian Rowland , PhD, Consultant, Founder and Managing Principal, Visionary Leadership LLC, Austin, Texas Lea Webb , BS, Diversity Specialist, Division of Diversity, Equity and Inclusion, Binghamton University, Binghamton, New York
Social Justice for Science Majors: Incorporating Critical Pedagogy into a Freshman Seminar for Prospective Natural Science Majors	Amanda Masino , PhD, Associate Professor of Biology, Natural Science Huston-Tillotson University, Austin, Texas Gina Tillis , MA, Instructor, Sociology, Huston-Tillotson University, Austin, Texas
Start with the End in Mind: Peer Career Coaching and a Career Planning and Practicum Experience for Low-Income, First-Generation Students Beginning their First Year of College	Alfredo Sandoval-Flores , BA, Advisor, Student Support Services, TRIO Multicultural Student Opportunity Services, University of Wisconsin-Parkside, Kenosha, Wisconsin Christopher Zanowski , PhD, Director of Student Support Services TRIO Multicultural Student Opportunity Services University of Wisconsin-Parkside, Kenosha, Wisconsin
The Color Ceiling: Still Fighting for Equality	Osaro Airen , PhD, MBA, LPC, NCC, Dean of Student Retention and PBI Administrator, President's Office, Cedar Valley College, Lancaster, Texas
The Social Construction of Prestige: The Discourse of Meritocracy in Named Awards in Professional Societies of Higher Education	Kevin Bazner , MS, Graduate Research Assistant, Department of Educational Administration and Human Development, Texas A&M University, College Station, Texas Kalyn Cavazos , MA, Doctoral Student, Education Administration and Human Resource Development, Texas A&M University, College Station, Texas Christine Stanley , PhD, Professor of Higher Education, Associate Provost and Vice President for Diversity, Texas A&M University, College Station, Texas Jyotsna Vaid , PhD, Professor of Psychology and Director of Organizational Development, Research and Equity, Office for Diversity, Texas A&M University, College Station, Texas
Transforming the Hispanic Leader: Know Yourself/Know Your Roots	Juan Gallardo , MBA, Retention Specialist and Assistant Project Coordinator for Title III Grant, College of Education and Social Sciences, West Texas A&M University, Canyon, Texas
Two Strikes, You're Out	Arlissa Byers , MSU, BSN, SN, College of Nursing and Health Professions, McNeese State University, Lake Charles, Louisiana
Why Diversity Matters	S. Nicole Diggs , PhD, MPA, Assistant Professor, Public Affairs and Administration California State University- East Bay, Hayward, California

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.)

AFRICAN-AMERICAN CAUCUS, Hosted by JDOTT

The African-American Caucus serves to address the issues that are unique to African Americans across all ranks in our institutions of higher education. The caucus serves as an opportunity for African Americans to gather and share ideas and experiences with the hopes of creating community, fostering the development of best practices, and being a voice for the issues that are most pressing for our faculty, staff and students. Because of our connection with NCORE, the John D. O' Bryant National Think Tank (JDOTT) for Black Professionals on PWIs will serve as the host for this event. Our goal is to assist all African-American conference attendees with the opportunity to meet, greet, network, and share ideas with each other to take back to our respective campuses.

Schedule:

Networking Session, hosted by JDOTT: Wednesday, May 31 — 12:45-2:00pm - Room 101

Summit: Thursday, June 1 — 3:00-4:30 pm - Room 121B (See Index #3508)

JDOTT Party: Friday, June 2 — 10:00 pm - Midnight - OMNI Hotel

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:

Meeting: Tuesday, May 30 — 6:45 am-7:45 pm-Room 103B

Meeting: Thursday, June 1 — 6:15 am-7:15 pm-Room 103B

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:

Welcome Time: Tuesday, May 30, 7 pm | OMNI Hotel Lobby | 1300 Houston Street

Caucus Official Welcome: Wednesday, May 31, Time: 10:30 am: Use session workshop time | Exhibit Hall A | Purpose: Welcome everyone

Caucus Meetup Luncheon: (meet at location), Time: 11:30 am - 1 pm | Location: Cheesecake Factory: 455 Commerce Street

Serving La Comunidad: Time: 11:30 am - 1:30 pm | Location: Daggett Middle School, 1108 Carlock St. Fort Worth, Texas, Registration Required

Final Caucus Meeting: Friday, June 2, Time: 10:30 am: Use session workshop time | Exhibit Hall A, Purpose: Elections and wrap up

Banda Baile: Thursday, June 1, "A mover el bote! Ajuaal!" Vengan a disfrutar de una noche bailando y escuchando musica! Come and join a night full of dancing with live music. All are welcome to connect with the group at the OMNI hotel at 9 pm and depart from there. Otherwise feel free to join us at the OK Corral!

Time: 9 pm | Meet at OMNI Hotel Lobby, 1300 Houston Street

Venue: OK Corral! Address: La Gran Plaza de Fort Worth, 4200 South Fwy

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.

Schedule:

Meeting: Tuesday, May 30, — 6:00-7:00 pm-Room 103A

Meeting: Friday, June 2, — 6:15-7:15 pm-Room 103A

MULTIRACIAL CAUCUS

The Multiracial Caucus at NCORE will provide a gathering place and community for multiracial and multiethnic NCORE members. The Multiracial Caucus provides a collaborative space for multiracial and multiethnic higher education professionals who seek to: co-create a support network, discuss intersectionality while complicating notions of race, celebrate our achievements, and share best practices.

Schedule:

No-Host Lunch: Wednesday, May 31 — 12:30-2:00 pm
Email multiracialncore@gmail.com to RSVP

Meeting: Thursday, June 1 — 11:45 am-12:45 pm-Room 103A

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.

Meeting: Monday, May 29 — 4:00-6:30 pm-Room 103A

Meeting: Tuesday, May 30 — 6:00-7:30 pm-Room 104

Meeting: Wednesday, May 31 — 2:15-3:00 pm-Room 103A

Meeting: Thursday, June 1: 6:15-7:30 pm-Room 103A

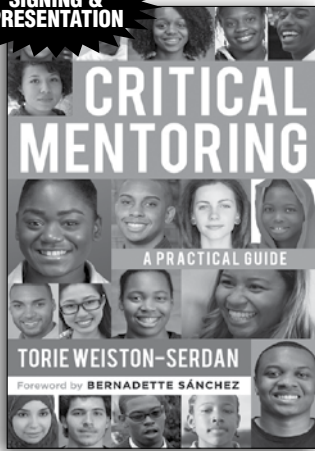
Caucus Dinner Event: Information Announced at Thursday Meeting

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.

Schedule: Wednesday, May 31, — 11:45 am-1:00 pm-Room 103A

**AUTHOR
SIGNING &
PRESENTATION**



NEW

Critical Mentoring

A Practical Guide

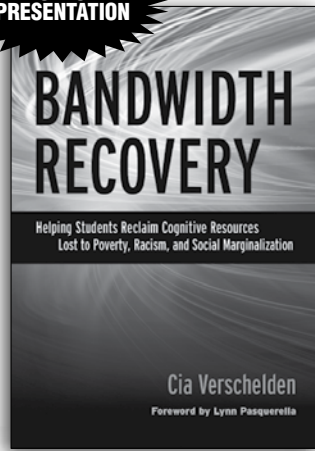
Torie Weiston-Serdan

Foreword by Bernadette Sánchez

"Readers learn not only what this unique brand of mentoring is, but also how to more effectively develop and support youth, particularly those who are often pushed to the margins."—Shaun R. Harper

Paper, \$24.95 • eBook, \$19.99

**AUTHOR
PRESENTATION**



FORTHCOMING

Bandwidth Recovery

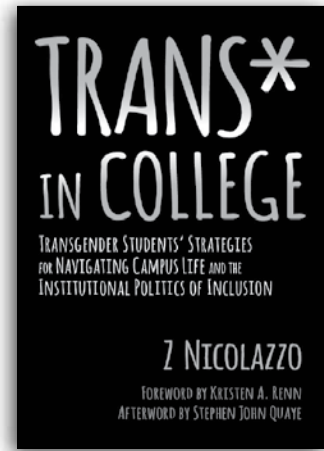
Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and Social Marginalization

Cia Verschelden

Foreword by Lynn Pasquerella

"By drawing attention to the persistent economic and cultural barriers that continue to thwart the equity imperative upon which the American Dream is built, Verschelden brings us closer to being able to fulfill the true promise of American higher education."—Lynn Pasquerella, President, AAC&U

Paper, \$27.50 • eBook, \$21.99



NEW

Trans* in College

Transgender Students' Strategies for Navigating Campus Life and the Institutional Politics of Inclusion

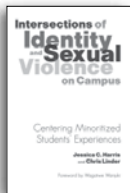
Z Nicolazzo

Foreword by Kristen A. Renn

Afterword by Stephen John Quayle

"As a trans parent of a trans* child, I am unspeakably grateful to the nine trans* collegians who have collaborated with Nicolazzo to create together this beautiful reflection of us."*—Dafina-Lazarus Stewart

Paper, \$24.95 • eBook, \$19.99



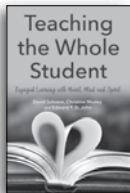
NEW

Intersections of Identity and Sexual Violence on Campus

Centering Minoritized Students' Experiences

Edited by Jessica C. Harris and Chris Linder
Foreword by Wagatwe Wanjuki

Paper, \$32.50 • eBook, \$25.99



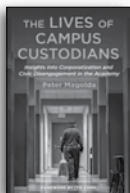
NEW

Teaching the Whole Student

Engaged Learning With Heart, Mind, and Spirit

Edited by David Schoem, Christine Modey, and Edward P. St. John
Foreword by Beverly Daniel Tatum

Paper, \$35.00 • eBook, \$27.99

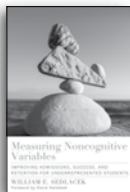


The Lives of Campus Custodians

Insights into Corporatization and Civic Disengagement in the Academy

Peter M. Magolda
Foreword by Jeffrey F. Milem

Paper, \$35.00 • eBook, \$27.99



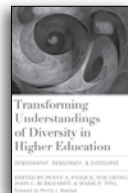
NEW

Measuring Noncognitive Variables

Improving Admissions, Success and Retention for Underrepresented Students

William Sedlacek; Foreword by David Kalsbeek
Co-published with Big Picture Learning

Paper, \$35.00 • eBook, \$27.99



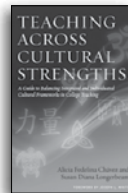
NEW

Transforming Understandings of Diversity in Higher Education

Demography, Democracy, and Discourse

Edited by Penny A. Pasque, Noe Ortega, John C. Burkhardt, and Marie P. Ting; Foreword by Phillip Bowman

Paper, \$35.00 • eBook, \$27.99



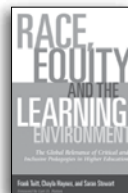
Teaching Across Cultural Strengths

A Guide to Balancing Integrated and Individuated Cultural Frameworks in College Teaching

Alicia Fedelina Chávez and Susan Diana Longerbeam
Foreword by Joseph L. White

Co-published with NISOD

Paper, \$29.95 • eBook, \$23.99



Race, Equity, and the Learning Environment

The Global Relevance of Critical and Inclusive Pedagogies in Higher Education

Edited by Frank Tuitt, Chayla Haynes, and Saran Stewart
Foreword by Lori D. Patton

Paper, \$32.50 • eBook, \$25.99

All book signings are at the Stylus Exhibit booth.

30% off for NCORE attendees. Use code **NCORE7** or visit the Stylus exhibit booth. *Offer expires June 30th, 2017.*



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OFFICE OF MINORITY AFFAIRS & DIVERSITY
UNIVERSITY of WASHINGTON

PASSION NEVER RESTS

As the University of Washington Office of Minority Affairs & Diversity prepares to celebrate our own 50th anniversary in 2018, we congratulate NCORE on 30 great years! We are proud to be a partner in the work to advance diversity, equity and inclusion in higher education.



UW.EDU/OMAD

W

TIME	SESSION #	TITLE	ROOM #
8:30 AM - 5:30 PM	1101	Make Assessment and Evaluation Work for Diversity, Equity, and Inclusive Excellence: It Works If You Work It!	121F
	1102	The University of Michigan's Diversity, Equity, and Inclusion Strategic Planning Initiative	110A
	1103	Intersectional Interventions: Supporting Queer and Trans Students of Color	110B
	1104	Writing and Assessing Student Learning Outcomes for Social Justice Education	113
	1105	Equity, Multiculturalism, and Internationalization in the Academy: Examining the Contradictions, Checking the Rhetoric, Constructing Effective Actions	121C
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PRE-CONFERENCE INSTITUTES

8:30 AM-5:30 PM

1101

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

Room: 121F
Session Type: Pre-Conference Institute
Session Track: Human Resources
Experience Level: All Levels

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 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 institute will explore who we are as educators, what we bring to our work---our lenses/filters/frames and our sociopolitical locations. How can we more empathically discern and engage relevant attributes 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 institute will benefit educators in the classroom and beyond who are (or want to become) more learner- and learning-centered. Participants will deepen the understandings of oneself as educator 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 responsively 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 institute will lay the groundwork for demystifying assessment and evaluation, for clarifying its intimate connections to effective and appropriate.

Hazel Symonette, PhD, Program Development & Assessment Specialist, Division of Student Life University of Wisconsin-Madison — Madison, Wisconsin

1102

The University of Michigan's Diversity, Equity, and Inclusion Strategic Planning Initiative

Room: 110A
Session Type: Pre-Conference Institute
Experience Level: All Levels

This institute will provide an overview of the development process used by University of Michigan's senior leadership to assist units in developing diversity plans, which were incorporated into the institution's 5-year strategic diversity plan. Participants will work in groups to develop a template that can be used to start the strategic planning process for their campus participants and will leave the institute with the framework for a campus- wide diversity plan.

During the panel discussion, the presenters representing all levels of the University (Academic Affairs, Student Life, etc.) will discuss the current climate at U-M, and review the development process for unit plans. In addition, the implementation/roll out of the plan will be discussed. This institute will benefit any institution developing a strategic plan for diversity. Participants should have a basic knowledge of the strategic planning process, and experience with developing campus-wide programs.

Tabbye Chavous, Executive Director of the National Center for Institutional Diversity, School of Education, University of Michigan — Ann Arbor, Michigan

Mark Allen Kamimura, PhD, Assistant Dean, Rackham Graduate School, University of Michigan — Ann Arbor, Michigan

Katrina Wade-Golden, PhD, Assistant Vice Provost and Director, Office of Diversity, Equity and Inclusion, University of Michigan — Ypsilanti, Michigan

Charles Gregory Ransom, MLS, Multicultural Studies Librarian, University of Michigan Library, University of Michigan — Ann Arbor, Michigan

Robert M. Sellers, PhD, Vice Provost for Equity and Inclusion and Chief Diversity Officer, Provost's Office, University of Michigan — Ann Arbor, Michigan

Leon Howard III, MA, Program Manager, Office of Multi-Ethnic Student Affairs/ Student Life, University of Michigan — Ann Arbor, Michigan

Janice S. Reuben, BA, Senior Associate for Programs and Outreach, Center for the Education of Women, University of Michigan — Ann Arbor, Michigan

Lumas J. Helaire, PhD, Associate Director, Office of Academic Multicultural Initiatives, University of Michigan — Ann Arbor, Michigan

PRE-CONFERENCE INSTITUTES

8:30 AM-5:30 PM

1103

Intersectional Interventions: Supporting Queer and Trans Students of Color

Room: 110B
Session Type: Pre-Conference Institute
Session Track: Intersectionality, Identities, and Discussions
Experience Level: Intermediate

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

Join five queer, higher education practitioners work in a variety of roles strive to intervene with an intersectional perspective rooted in liberation. Participants will leave this institute with a litany of qualitative and quantitative tools to engage or establish their own frameworks including but not limited to the over-policing of LGBT students in juvenile centers, the foremothers, and future of intersectionality, a thorough examination of themes and frameworks vital for all social justice educators. The institute will close with a dialogue between five dynamic higher education practitioners and how they continue to intervene intersectionally.

This institute will benefit intermediate to advanced higher education practitioners invested in engaging examining how to take theoretical frameworks of intersectionality to practice and application.

Michael Akeem Riley, MS, Workshop Coordinator, Center for Identity, Inclusion and Social Change, DePaul University — Chicago, Illinois
Romeo Jackson, BA, Teaching Assistant, Gender Studies, University of Utah — Salt Lake City, Utah
Natalie Tuyet Nguyễn, MEd, Director, LGBT Student Services, Western Michigan University — Kalamazoo, Michigan
Vanessa Aviva Gonzalez-Siegel, Graduate Program Coordinator for LGBT Programming and Outreach, Office of Multicultural Affairs, Undergraduate Student Life, Columbia University — New York, New York

1104

Writing and Assessing Student Learning Outcomes for Social Justice Education

Room: 113
Session Type: Pre-Conference Institute
Session Track: Student Affairs
Experience Level: Novice

Faculty and student affairs staff who teach social justice education content in curricular or co-curricular settings are often asked to demonstrate their impact on student learning to compete for attention and resources. Not only is there pressure to demonstrate what students are learning, regional accreditation associations are beginning to require universities to annually assess all curricular and co-curricular learning experiences on campus.

This institute will prepare participants in creating measurable learning outcomes and associated assessment strategies that collect data on student learning related to curricular courses or co-curricular institutes and programs. Specifically, participants will learn the basics of learning assessment, best practices for writing student learning outcomes, skills to map learning outcomes to components of educational experiences, and strategies to create qualitative and quantitative learning assessments using rubrics and learning surveys. This institute will benefit staff or faculty with little experience with learning assessment who want (or need) to assess student learning within courses, institutes, or programs, as well as professionals who want to use learning assessment to inform and improve the design and implementation of educational experiences.

D. Scott Tharp, MSW, Assessment Coordinator, Student Affairs, DePaul University — Chicago, Illinois

PRE-CONFERENCE INSTITUTES

8:30 AM-5:30 PM

1105

Equity, Multiculturalism, and Internationalization in the Academy: Examining the Contradictions, Checking the Rhetoric, Constructing Effective Actions

Room: 121C

Session Type: Pre-Conference Institute

Experience Level: All Levels

Over the past two decades, colleges and universities have developed many kinds of “diversity” programs and strategic plans, yet often there is widespread dissatisfaction with the outcomes. There has been success in raising expectations and expending resources, yet the results are often disappointing.

This institute will examine contradictions between rhetoric and realities, including the failure to collect and/or value relevant data that could help pinpoint and shape needed changes. To this end, the presenters will reflect on the following statements:

- While we state that we want students to become “global citizens,” we do not provide the curriculum and resources to develop the transnational education needed, including equitable opportunities for international study.
- While we profess to understand that our colleges and universities impact local geographic, social, and cultural communities, we do not critically examine how we understand these communities to incorporate their needs, interests, concerns, and aspirations into our educational and research programs.
- While we promise to prepare students for the world of work, that preparation mirrors a work world as it was 30 years earlier: white, homogeneous, and meritocratic.
- While we encourage bringing international students to campuses to “internationalize” institutions and curriculum, we treat these students as budget enhancing commodities.
- While we claim to want “diversity” among faculty, we continue with hiring practices that allow departments to hire those who “fit,” and whose scholarship and research won’t challenge existing paradigms.
- While we claim to value internal and external community input in the development of the institution’s missions and plans for equity and inclusion, we do not invite and involve these communities in any meaningful way to help shape our efforts and build culturally responsive and relevant programming about race, ethnicity, color, nationality, language, gender and gender identity, socio-economic status, religion and spiritual beliefs, abilities and disabilities.
- While all our plans speak of “transformational change,” our action plans often comprise onetime events, celebrations of the status quo, and a collection of “feel good” statistics as a means of managing our reputation, while failing to collect and/or publicize the data measuring actual change, and ignoring or downplaying persistent structural inequalities.

This institute will benefit faculty, administrators, staff, and students who are interested in participating in serious discussions with a focus on identifying new approaches to creating truly inclusive campus communities.

Zoila Airall, PhD, Associate Vice President, Student Affairs, Duke University — Durham, North Carolina

Annette Henry, PhD, Professor, Language and Literacy Education, University of British Columbia — Vancouver, British Columbia

Cris Cullinan, PhD, Founder, ALiVE: Actual Leadership in Vital Equity — Wilsonville, Oregon

Carl Everton James, PhD, Professor, Faculty of Education, York University — Toronto, Canada

Li-Chen Chin, PhD, Assistant Vice President for Intercultural Programs Division of Student Affairs, Duke University — Durham, North Carolina

1106

Navigating Triggering Events: Critical Competencies for Facilitating Difficult Dialogues

Room: 121D

Session Type: Pre-Conference Institute

Experience Level: Intermediate

Facilitating authentic, constructive dialogue is a critical core competency for creating inclusive, socially just campus communities. Meetings, institutes, and conversations about how to achieve inclusive excellence can become difficult when participants feel triggered and experience intense, unexpected emotional reactions to the comments and actions of others. If well-managed, triggering situations can result in greater understanding, communication, and team work. If mismanaged, however, reactions may shut down the conversation and result in significant misunderstanding, damaged relationships, and long lasting unresolved conflict. Effectively navigating triggering moments is a critical multicultural competency for creating sustainable campus change.

In this institute, participants will identify their common triggers and less effective reactions during discussions about creating inclusive campuses, practice tools to navigate their own triggered reactions so they can respond effectively, and explore strategies to use triggering events as teachable moments to advance learning outcomes. This institute will benefit participants who are interested in strategies to facilitate meaningful dialogue among campus constituencies and increase their capacity to respond effectively when they feel triggered. Participants will receive a comprehensive handout packet of worksheets and tools, and access to Dr. Obear’s recent book, *Turn the Tide: Rise Above Toxic, Difficult Situations in the Workplace*.

Kathy Obear, EdD, Founding Faculty, Social Justice Training Institute — New York City, New York

Micia Mosely, PhD, Founder and Executive Director, The Black Teachers’ Project — Oakland, California

PRE-CONFERENCE INSTITUTES

8:30 AM-5:30 PM

1107

The Fundamentals of Social Justice Education

Room: 102
Session Type: Pre-Conference Institute
Experience Level: Novice

Through a variety of experiential activities, presentation, and discussion, participants will gain an understanding of key concepts for social justice education. Going beyond diversity or multiculturalism, the institute 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 institute will utilize participants' own experiences, participants will gain personal awareness as well as theoretical knowledge.

This institute will provide a foundation for doing social justice education and attending more advanced trainings. This institute 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 Goodman, EdD, Diversity and Social Justice Trainer/Consultant — Nyack, New York

1108

Social Justice Training Institute: The Student Experience

Room: 106
Session Type: Pre-Conference Institute
Session Track: Student Interest and Engagement
Experience Level: All Levels

Students Only

The current national and global context is centralizing identity in many ways. There is an increased focus and awareness on how race, class, gender/gender identity, sexual orientation, nationality, and more are having an impact on how people live and operate. Colleges and universities are often places where students have a strong voice and play a major role in addressing these issues. While we might be getting opportunity to learn about the issues, we don't always have the opportunity to focus on how to apply our learnings. This institute will benefit students looking to explore how to create more inclusive and liberatory spaces on campus and/or in their communities regardless of the current experience they have.

Samuel Offer, MA, Faculty, Washington Consulting Group, Social Justice Training Institute — Pikesville, Maryland
Craig Elliott, PhD, Assistant Vice President, Enrollment and Student Services, Samuel Merritt University — Oakland, California
Carmen Rivera, MS, Talent Manager for Organizational Development, VP for Student Affairs, Colorado State University — Fort Collins, Colorado

1109

Sliding Backwards, Moving Forward: Five Lenses for Developing, Assessing, and Advocating for Cultural Competence in an Era of Polarization

Room: 200
Session Type: Pre-Conference Institute
Experience Level: Intermediate

This institute will engage participants in exploring three questions: "post-election, is there one best approach to developing cultural competence?"; "is cultural competence measurable?"; and "how does cultural competency and leadership advance organizational results?". Presenters will introduce five distinct approaches to educating for cultural competency along with a sampling of corresponding assessment instruments. They will also provide participants an opportunity to identify their own preferred "lens (es)" on cultural competence, and explore some of the comparative strengths and limitations of each lens and discuss the implications of the institute to participants' home organizations.

This institute will benefit faculty, faculty developers, staff, students, administrators, trainers, and consultants interested in examining the strengths and limitations of various approaches to cultural competence, tackling resistance to diversity in a myriad of settings, and/or designing and assessing learning outcomes for individual and/or organizational cultural competence.

James Francisco Bonilla, EdD, Consultant and Professor Emeritus, Organizational Leadership and Conflict Studies, Hamline University School of Business — St. Peter, Minnesota
MayKao Yangblongsua Hang, DPA, President and CEO, Amherst H. Wilder Foundation — Saint Paul, Michigan

PRE-CONFERENCE INSTITUTES

8:30 AM-5:30 PM

1110

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

Room: 101

Session Type: Pre-Conference Institute

Experience Level: Intermediate

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 institute is to interrogate the what, why, and how of intersectionality towards developing and fostering a habit of mind and 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 institute seeks to offer a paradigm shift in how intersectional practice can indeed be more action-oriented alongside being theoretical.

This institute will benefit practitioners who have a working understanding of intersectionality and seek to engage in deeper conversations about how to activate intersectionality across areas and levels of practice.

This institute is offered with the support to the National Consortium of LGBT Resource Professionals (lgbtcampus.org).

Warren Anthony Scherer, MPH, Director, Inclusive Excellence Center, University of Wisconsin — Milwaukee, Wisconsin

Gabe Castro Javier, MA, Assistant Dean of Students/ Interim Director, Multicultural Student Center, University of Wisconsin — Madison, Wisconsin

PRE-CONFERENCE INSTITUTES

8:30 AM-5:30 PM

1111

Chapter 11: Women of Color and Women in the Academy: Stealth Leadership Means Never Going Bankrupt—The Ultimate in Restructuring

Room: 121E

Session Type: Pre-Conference Institute

Experience Level: Intermediate

What connects this community of women are their experiences as change agents and cultural bridge brokers within their respective roles. While in mid-career it is evident that women of color need to continue to build strategic strengthening skills and competencies, particularly amongst those who are cognizant that social justice, diversity, and equity are driving components of the work. Challenges and resistance are expected, and they can bring a personal sense of worth, accomplishment, and self-confidence to an abrupt halt. Thus, the ability to interpret environmental scans accurately is often jeopardized and the ability to focus on determining a “new normal,” and to make “appropriate adjustments” is compromised. How do we transcend the doubt? How do we provide and/or seek professional and emotional care? How do we re-stimulate and re-interpret our culture of success and excellence? How do we negotiate the fray or go through the fire, and exit on the other side renewed? What collective and supportive strategies need to be in place to feel secure, brave, and most of all, whole? How do we impact the “new normal?”

This highly interactive session will engage participants in hands on activities, as well as small and whole group dialogue that will focus on arriving at a place of clarity for managing and navigating through what can be termed the “yuckiness”. Deliberate recognition of the historical context for accessing the understandings and resources is needed and required to stay the course with courage, care, and compassion even in the face of struggle, strife, and suffering. How do we stay afloat and continue to build our credibility? How do we re-innervate resiliency? Is the assessment of ally support accurate? Are we quick at discerning events or circumstances that alter our environmental scans within our departments and/or within our institutions/organizations? Where and how do we seek newly elevated concepts for renewal? Have we intentionally attended to collaborative relationships? Does our stealth behavior include practicing innovation in all aspects of an assignment?

These questions represent phases of career longevity; however, in mid-stream there is predictability of changing administrations, altering policies, and shifting expectations concomitant to mid-career trajectories. These changes present a unique mandate for restructuring with agility, acuity, and new capabilities. Chapter 11 or bankruptcy of ourselves and our work is not an option!

This institute will benefit women of color and women in the academy, who are midcareer academic professionals or those desiring midcareer restructuring, as they approach advanced years as faculty, administrators, or student affairs personnel.

Catherine Wong, MEd, Director, Urban Outreach Initiatives, Lynch School of Education, Boston College — Chestnut Hill, Massachusetts

Jackie Valerie Reza, MFT, EdD, Professor, Director - Emeritus, Office of Professional Development, De Anza College — Newark, California

Pat Lowrie, MS, Senior Consultant and Director Emeritus, Office of the Provost, Michigan State University — Okemos, Michigan

PRE-CONFERENCE INSTITUTES

8:30 AM-5:30 PM

1112

Creating a Counter-Storytelling Community for Cross-Race Dialogue

Room: 103A
Session Type: Pre-Conference Institute
Experience Level: Intermediate

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

Presenters will introduce and use the storytelling model and four story types from *Storytelling for Social Justice* (Bell, 2010) as a framework for naming and analyzing the kinds of stories told about race and racism in the United States. This includes stock, concealed, resistance, and emerging/transforming stories. Examples drawn from history, sociological and economic data, and contemporary art will be used to illustrate the different story types, participants will be invited to contribute their own examples using the story types as a frame. Participants will be involved in cross-racial dialogue using the documentary film, "40 Years Later: Now Can We Talk?" as a prompt for writing, reflection, dialogue, and planning future action. Through the film, participants will have the opportunity to consider cross-race dialogue from both an historical and contemporary perspective (Bell, Joshi, Funk & Valdivia, 2016). Participants will then examine factors that prevent authentic dialogue across differences, and identify skills and frameworks that can more effectively sustain honest dialogue in diverse communities (Bell, 2016). Through small groups, participants will work in a supportive community to generate ideas, problem-solve, and design future action steps they can take home with them to encourage and facilitate effective cross-race dialogue.

Because the institute focuses on cross-race dialogue, participants are encouraged to bring colleagues whose perspectives and experiences can enhance the diversity of the group.

Lee Anne Bell, EdD, Professor Emerita, Barnard Education Program Barnard College, Columbia University — New York City, New York

Michael Funk, EdD, Clinical Assistant Professor, Steinhardt School of Culture, Education, and Human Development, New York University — New York City, New York

1113

The Many Faces of Indigeneity: Conversations of Native Identity

Room: 103B
Session Type: Pre-Conference Institute
Experience Level: All Levels

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 to determine and dilute tribal membership. Impacts of these identity politics are felt at many levels within Native communities throughout the Americas.

In recent history, Native Hawaiians, Puerto Ricans, and Mexican Americans have also asserted their place in the Native or Indigenous spectrum. The infusion of these new groups has had an impact on North American Indian communities and students. Participants will have an opportunity to examine the many facets of "Native identity" through the eyes of other groups that, through their efforts of decolonization, are asserting their place on college campuses as Native and/or Indigenous.

This institute will bring together scholars, author/poets, a sacred land activist, and tribal leaders who will explain how they define themselves as Indigenous and how they perceive to connect with other Indigenous groups in a social justice context, as well as amplify their cultural and national identity. These talented spokespersons and educators will present multidisciplinary perspectives that will shift the conversation to a more comprehensive view of Native identity. Facilitators will guide participants through the terrain of context and complexities to further appreciate racial resiliency and collectively search new pathways to advance support for students and professionals. Groups will be asked to address how they define themselves as indigenous and how they connect with each other. This institute will provide a contemporary overview and a survey of the political history and social cultural constructs of Native identity while concomitantly addressing problems, perceptions, and complexities created in the milieu of identity as it may apply or conflict with socio political status and sovereignty.

This institute will benefit those who work with indigenous students and/or those whose life experience intersects with Native identity. Participants of all levels are welcome to meet and engage in interactive dialog with Native students, educators, and student affairs professionals who will share their collective interests and experiences.

Pua Case, Poet, Hawai'i Cultural Environmentalist, Musician and Activist — Kamuela, Hawaii

Se-ah-dom Edmo, Movement Building Director, Western States Center — Portland, Oregon

Bobby González, Multicultural Motivational Speaker — Bronx, New York

Roberto Rodríguez, PhD, Associate Professor, Mexican American Studies, University of Arizona— Tucson, Arizona

PRE-CONFERENCE INSTITUTES

8:30 AM-5:30 PM

1114

Engaging Intersectionality in Race and Identity Work in Higher Education

Room: 104

Session Type: Pre-Conference Institute

Session Track: Intersectionality, Identities, and Discussions

Experience Level: All Levels

Keyword(s): Multiple Racial Identities, Diversity and Inclusion, Intersectionality, Theory to Praxis, Identity Development

Models of identity development are historically focused on race as an isolated dimension of a person's experience. Likewise, courses and co-curricular programs often position race apart from other aspects of identity, such as gender, sexual orientation, disability, and class. The framework of intersectionality describes how individuals experience multiple social identities simultaneously, and how these identities influence and interact with each other. It 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 assists educators and practitioners to critically evaluating identity, intergroup dynamics, and the nature of power and privilege in numerous contemporary contexts.

This interactive institute offers participants opportunities to examine and evaluate core aspects of intersectionality and the strengths and struggles of integrating the framework into research, teaching, and practice. Through presentations, personal reflection, a panel program, and small and large group activities, participants contribute to, and gain a greater understanding of, intersectionality and its application to several areas of academic and campus life.

Part 1: Intersectionality and Identity: An Ongoing Conversation

In this session, participants work with the presenters and each other to examine intersectionality from a number of perspectives. Discussion covers core aspects of the framework, including historical underpinnings, the connection between larger systems and identity, and the promises and challenges of applying intersectionality in teaching, research, campus programming, staff development, and work with individual students.

Susan R. Jones, PhD, Professor and Program Chair, Educational Studies, Ohio State University

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

Part 2: Integrating Intersectionality in Teaching, Research, and Practice (Related to Race and Identity) on Campus

Building on the morning session, this program focuses specifically on the integration of intersectionality into work related to race and identity on campus. A panel presentation by individuals who currently use intersectionality in the areas of research, teaching, student programming and cultural centers, and community engagement and service learning forms the foundation for participant discussion and work. Guided by the perspective shared by panelists, participants engage in an active discussion of the use of intersectionality to explore issues of race and identity on campus, examples of how the framework has been used in research, teaching, theory building, student organizations, and student engagement in local communities. In addition, the group will consider issues that may arise when using intersectionality in any of these areas. Working in small groups facilitated by one of the panelists or presenters, participants discuss and develop concrete ways to apply intersectionality to specific areas of campus life.

Kimberly Anne Griffin Haynes, PhD, Associate Professor, Counseling, Higher Education, Special Education, University of Maryland

James C. McShay, PhD, Associate Director, Office of Multicultural Involvement and Community Advocacy-Center for Campus Life, University of Maryland, College Park

Tania DaShawn Mitchell, EdD, Assistant Professor of Higher Education, Organizational Leadership, Policy and Development, University of Minnesota

Stephen John Quaye, PhD, Associate Professor, Educational Leadership, Miami University

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

Susan R. Jones, PhD, Professor and Program Chair, Educational Studies, Ohio State University

PRE-CONFERENCE INSTITUTES

8:30 AM-5:30 PM

1116

Student Leadership Development Program (SLDP)-The Undergraduate Student's Guide to Understanding, Navigating, and Being Transformative Leaders within Institutions of Higher Education

Room: 121A

Session Type: Pre-Conference Institute

Experience Level: Novice

Serving as the opening session of the NCORE Student Leadership Development Program (SLDP), this 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 seven SLDP Mentors, whose leadership experiences span the many types of institutions and the multiple professional levels of higher education.

During the institute, participants will take part in case studies, in-depth brainstorming and discussion, leadership style assessment, and meetings with local student leaders. Students should leave this institute, and the conference with a better understanding of the complex political structures that exist within all higher education institutions and the many ways that students may strategically navigate these complex structures to create long lasting and positive change.

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

Olivia Muñoz, Doctoral Student, University of San Francisco — San Francisco, California

Kelvin Harris, MA, Director, Leadership Development Programs, Gates Millennium Scholars Program — Washington, D.C. Columbia

Monica M. Johnson, MEd, Director, Neal-Marshall Black Cultural Center, Indiana University — Bloomington, Indiana

Adrienne Keene, EdD, Assistant Professor, American Studies and Ethnic Studies, Brown University — Providence, Rhode Island

Dewain La Sha Lee, PhD, Vice President for Student Life and Dean of Students, Student Life, Hanover College — Hanover, Indiana

Craig Elliott, PhD, Assistant Vice President, Enrollment and Student Services, Samuel Merritt University — Oakland, California

Temple Jordan, MEd, Assistant Director of Mentoring and Inclusion Programs, Office of Social Justice, Inclusion and Conflict Resolution, Rowan University — Glassboro, New Jersey

Quantá Dwayne Lamont Taylor, MA, Coordinator of Student Involvement, Office of Student Life, The Ohio State University — Columbus, Ohio

1117

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

Room: 121B

Session Type: Pre-Conference Institute

This interactive institute is designed for aspiring, new, and seasoned Chief Diversity Officers. The institute will provide an overview of the CDO portfolio, essential competency areas and Standards of Professional Practice, the importance of strategic partnerships with Affirmative Action/EEO and compliance professionals, as well as community organizations, government, and others, and the role identity plays in our work.

Additionally, the presenters will focus on how to build a viable infrastructure for the work of the CDO and 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 institute will also feature participant-identified small group coaching sessions led by institute facilitators who will draw from their own expertise and experiences to provide guidance on moving to the next level. Participants may bring current resumes or CV's 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.

This institute is led by diversity professionals in higher education who have administrative authority across varying institutional contexts ranging from academic departments to central university diversity offices and within a system-level diversity unit.

Elizabeth Halimah, MPP, Associate Vice Provost, Diversity and Engagement, University of California — Oakland, California

Victoria Sanchez, Associate Dean, Educational Equity, Earth and Mineral Sciences, Pennsylvania State University— University Park, Pennsylvania

Becky Petitt, PhD, Vice Chancellor, Equity, Diversity and Inclusion, University of California— San Diego, California

David McIntosh, PhD, Associate Dean, Urban Health Innovation, University of Louisville — Louisville, Kentucky

PRE-CONFERENCE INSTITUTES

8:30 AM-5:30 PM

1118

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

Room: 201A

Session Type: Pre-Conference Institute

Experience Level: All Levels

Internalized racism is part of the system of chains contributing to the continuation of racism affecting racially oppressed groups and it has encouraged the physical, spiritual, and emotional self-mutilation and self-degradation of a community of people. By influencing the psychological experience of People of Color, it has enticed individuals to contribute to their own demise within 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 can gain a liberatory perspective in the midst of a racially-oppressive society, just as it is important for whites to work to gain a liberatory perspective over internalized dominance.

This interactive institute, specifically designed for individuals who identify as people of color and multiracial and who have a subordinated identity in a system of racism, 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 institute will benefit participants who want to explore another way to challenge a system of oppression, want to understand the psychological impacts of oppression, and work toward individual and collective healing.

Tanya O. Williams, EdD, Founder and Lead Coach/Consultant, Authentic Coaching and Consulting — New York City, New York

1119

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

Room: 201B

Session Type: Pre-Conference Institute

Experience Level: Intermediate

This interactive institute is designed to explore the critical role, successful establishment, and dynamic development of cultural centers on college campuses while working with, and honoring, issues of intersectionality. The Cultural Center Establishment and Growth Model, developed by the California Council of Cultural Centers in Higher Education (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 and admission priority will be given to those who are pursuing a Certificate of Participation.

This institute will 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 and those seeking to enhance existing centers.

Leela MadhavaRau, MPhil, Special Advisor to the President, Campus Diversity and Inclusion, University of Redlands — Redlands, California

Rosalind Denise Conerly, EdD, Director, Center for Black Cultural and Student Affairs, University of Southern California — Los Angeles, California

William Vela, Director, El Centro Chicano, University of Southern California — Los Angeles, California

Koby Rodriguez, Associate Director, Cross Cultural Center, University of California-Davis — Davis, California

PRE-CONFERENCE INSTITUTES

8:30 AM-5:30 PM

1120

Black Identity Development at American Higher Educational Institutions: An Examination of How Concepts of Blackness Inform the Campus Climate Experience, Success, and Achievement

Room: 201C

Session Type: Pre-Conference Institute

This institute will explore perceptions of Blackness* and how it effects student development at a Predominantly White Institution (PWI), and society in general. Presenters will examine the historical context that Blackness is situated in, how it is informed by that context, and 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 spring 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.

This institute 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 of, used in this description to indicate people of African ancestry, is capitalized by the authors' choice.

S. Nzingha Dugas, MA, Director, African American Girls and Young Women Achievement, Office of Equity, Oakland Unified School District
— San Francisco, California

1121

An Assessment Tool to Hire Multiculturally Competent Leaders and Other Personnel

Room: 202A

Session Type: Pre-Conference Institute

Session Track: Human Resources

Experience Level: All Levels

This institute will focus specifically on hiring administrators, faculty, and staff at educational institutions and the framework presupposes that effective higher education institutions in the 21st century should include leaders and employees who possess knowledge, skills, and personal action consistent with the multicultural competency framework. Using high impact engagement strategies, participants will learn how to utilize the Multicultural Competency Interviewing Rubric (MCIR) to assess the multicultural competency of potential employees engaged in the hiring process. This performance based model will be applied to a range of employees at different stages of the interview process. It is designed to assist screening committees in evaluating the level of multicultural competency of potential leaders and other candidates in an interview process.

Participants will examine and discuss the behaviors of potential employees (leaders, faculty, and staff) as evident in their responses to supplemental, interview, and open-forum questions. The performance outcomes on this measure are correlated with the employee's capacity to facilitate or lead the implementation of institutional change that supports multicultural organizational development. The conceptual framework of this instrument focuses on five levels of multicultural competency, each of which is correlated with a corresponding stage of the multicultural organization development (MCOOD) model. Participants will have the opportunity to examine the utility of the MCIR within the context of advancing a multicultural organization. This institute will benefit constituencies at any institution interested in hiring multiculturally-competent employees who will further the institution's commitment to promoting greater equity and inclusion.

Ernest Belford Johnson II, PhD, Professor, Multicultural Studies, Shoreline Community College — Shoreline, Washington

Yvonne Linette Terrell-Powell, PhD, LMHC, Associate Vice President for Equity and Inclusion, Edmonds Community College — Lynnwood, Washington

PRE-CONFERENCE INSTITUTES

8:30 AM-5:30 PM

1122

Strengthening Skills to Be a Socially Just Student Affairs Professional

Room: 202B

Session Type: Pre-Conference Institute

Experience Level: Novice

Student affairs professionals are currently facing issues and situations that are deeply challenging, both at the personal and professional levels and for which there are no simple answers. Much is riding on their abilities to address issues of heightened racism and sexism in a socially just way.

This institute will benefit student affairs professionals and others who have been and/or will likely be involved in addressing situations that involve racial incidents, conflicts, or misunderstandings. In this institute, participants will cover numerous topics including: exploring what is meant by a “socially just” student affairs professional; examining the identity lenses through which they look at the world and their effect on how a situation and the people involved are viewed; and what personal work needs to be done to be able to work through an issue most fairly. Additionally, participants can expect to look at developing teams of staff to work through problems collectively; identify tools needed to develop staff members’ understanding of themselves, their privilege, and their biases; and create scenarios based on issues on participants’ campuses and work in cross-campus groups to identify possible solutions.

Francie Kendall, PhD, Consultant — Richmond, California

Rebecca Ein Wei Cheung, EdD, Program Director, Principal Leadership Institute, University of California Berkeley — Oakland, California

1123

Affirming Our Asian American Cultural Identities in the Context of Current Political Times* (*Individually yet Collectively, Individualized yet Unified While Having Our Needs Met on College and University Campuses)

Room: 202C

Session Type: Pre-Conference Institute

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

In this interpersonal and experiential institute, the presenters will explore how social, political, media, arts, and inter-cultural depictions of Asian Americans, South Asians, Pacific Islanders and Asians internationally influence the development of self-image among Asian American and Pacific Islander (AAPI) college students. Presenters and participants will “unpack” how multiple generated images and popular media counterbalance traditional stereotypical images, and ask what are the generational implications of the most recent depictions of AAPIs, of our families and communities. These depictions and more will be used to assist the examination of the media’s role in perpetuating AAPI images in the public sphere. The national events of 2016 including the elections challenges Asian communities to think about how diverse, separate or united we are and how we will “show up” when needed. Each of the presenters will address aspects of Asian American and Pacific Islander (AAPI) identities across the life span and social, psychological, contextual and political forces that continue shape them. Presenters will then proceed to explore ways images of AAPIs impact our educational experiences, social relationships, mental and physical health and wellness, and support-seeking.

Both the presenters and participants will experientially and interactively explore the role of media, film, the Internet, the arts, and music as powerful influences with positive and negative consequences. Images influence us in various ways on university and college campuses. They can create, maintain, or break stereotypes, which in turn informs self-image and agency. In this dynamic institute intended to engage all attendees, the presenters will collectively generate multiple ways of perceiving to inspire, shift perceptions, develop strength-based response, and meaningful linkages within and across AAPI and other campus groups. In addition to challenges, the presenters will also underscore strengths, sources of resilience, and wellness, as well as share resources. As in prior recent years this AAPI institute will dynamically engage the audience through music, film, storytelling and listening among the audience, and small and large group participation by invitation.

Each of presenters in this symposium will represent unique perspectives from different vantage points including theoretical frameworks for inquiry, methodological analysis, social and psychological critique and interpretations of the media’s role in reflecting the AAPI experience. Using these innovative and evocative presentations as foundation, there will then be discussion of the continued shaping of AAPI identities through the lifespan, the role of psychologists, family interactions across generations, and even our social and cultural interactions, as well as relationships with others on university and college campuses.

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

Munn Saechao, MA, MSW, PPSC, PSYD Candidate and Faculty Assistant, The Wright Institute — Berkeley, California

Lou Collette S. Felipe, PhD, Assistant Professor, Counseling Psychology, University of San Francisco — San Francisco, California

Sherry Wang, PhD, Assistant Professor, Counseling Psychology, Santa Clara University — Santa Clara, California

Quang Do, BA, Coordinator of Student Leadership, Office of Student Involvement and Leadership, Division of Student Affairs, University of Alabama — Birmingham, Alabama

Kayoko Yokoyama, PhD, Professor, College of Psychology, John F. Kennedy University — El Cerrito, California

PRE-CONFERENCE INSTITUTES

8:30 AM-5:30 PM

1124

Aspire: Administrative Leadership Institute for Women of Color

Room: 202D
Session Type: Pre-Conference Institute
Session Track: Intersectionality
Experience Level: Intermediate

This institute is designed to increase the number of women of color in senior level administrative positions within higher education. The goal of the institute is to provide entry level and mid-level professionals with essential skills, strategies, and practices that will help them advance in their careers of leadership. In this way, the hope is to have an impact on the levels of participation and power by women of color in the field of higher education. Institute participants will have an opportunity to meet and interact with other women of color who possess a similar interest in administration, as well as women of color who already have administrative experience.

This institute will benefit graduate students, entry-level professionals, and mid-level professionals interested in pursuing advanced leadership roles in student affairs.

Edwanna A. S. Andrews, MA, Director, Social Justice and Advocacy, University of Central Florida — Orlando, Florida
Toby S. Jenkins-Henry, PhD, Assistant Professor, Educational Leadership, University of South Carolina — Columbia, South Carolina

1125

Black Women and White Women: Reconciling Our Past, Re-Defining Our Future

Room: 203A
Session Type: Pre-Conference Institute
Experience Level: Advanced

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 institute will 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. Presenters will also recommend looking within to uncover how we contribute to both maintaining and eventually dismantling the conditioned rift.

The institute 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; and, how we can begin to connect with each other authentically. The goal is to raise both personal and collective awareness so there may be effective unification around shared goals.

This institute will 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 to creating authentic cross-cultural relationships will be identified and together participants will 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. This is a challenging institute designed to uncover and begin to heal unspoken tensions to move beyond them.

Deborah Kittredge Irving, MBA, Racial Justice Educator and Writer — Cambridge, Massachusetts
Ayeshah Faith English, LLM, Consultant and Speaker, A.F. English and Associates — McCordsville, Indiana

1126

Cultivating Inclusive and Interactive Engagement in the Classroom

Room: 203B
Session Type: Pre-Conference Institute
Session Track: Faculty Interest and Needs
Experience Level: All Levels

This institute will provide faculty with unique and creative andragogical tools, strategies, and new ideas to affect more inclusive and interactive engagement in the classroom to foster positive interactions among diverse students. Faculty will examine effective strategies that promote inclusion, interaction, and engagement among diverse students in both the face-to-face and online classroom settings.

Participants will evaluate existing resources, build new resources and activities, and leave with tangible resources to take back to their classrooms. This institute will benefit faculty interested in collaborating and exploring new ideas and activities to affect positive change in the classroom as well as others who influence what happens in the classroom.

Kristina M. Marshall, JD, Social Science Program Official, Baker College of Owosso — Owosso, Michigan

PRE-CONFERENCE INSTITUTES

8:30 AM-5:30 PM

1127

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

Room: 203C

Session Type: Pre-Conference Institute

Experience Level: Intermediate

This institute is based on two key ideas: the first is that Race, Racism, and Whiteness (RRW) serve to unnaturally divide and violently disrupt inherent human connection. The second is that the 50 trillion cells in the human body already know how to live in just and supportive communities and this knowledge can serve as a powerful framework for uprooting racial oppression and achieving racial justice. Thus, the dismantling of RRW is not actually something that has to be worked toward, but rather a “coming home” to the rightful human interdependence. And, it is in the space of this interconnectivity, rooted in the bodies’ own knowledge, that deep sources of racial liberation and healing can be found.

The institute includes small group work dedicated to the concrete application of this framework to participants’ racial justice work in higher education, and will benefit those who are looking for more complex ways to understand how to dismantle the dynamics of RRW on campuses. Participants can expect to leave with both cognitive and somatic tools for their racial justice work as well as resources to further their individual growth in these areas.

While there is attention given to embodiment in the institute, the primary focus is the deepening our critical race knowledge base and developing racial justice tools that can be used in any sector of a higher educational setting. Because of the complexity of its content, this interactive institute is not a good fit for folks new to racial justice content.

Heather W. Hackman, EdD, Founder and President, Hackman Consulting Group — Minneapolis, Minnesota

1128

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

Room: 204A

Session Type: Pre-Conference Institute

Session Track: Student Affairs and Affiliated Professionals

Experience Level: All Levels

This 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. 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 effect progressive change? How do professionals in cultural centers negotiate institutional priorities and tensions with underrepresented student needs and perspectives? At this important time in the United States, what is the role of student development in the American Academy?

This institute will benefit all those who work in student affairs and/or engage as scholars or professionals in higher education and student development.

Genyne L. Royal, PhD, Neighborhood Student Success Director, Neighborhood Student Success Collaborative, Michigan State University — East Lansing, Michigan

Ariana Vargas, MEd, Graduate Assistant/Doctoral Student, Educational Leadership and Research-Higher Education Administration, School of Education, Louisiana State University — Baton Rouge, Louisiana

Christopher John Weiss, MEd, MA, Senior Academic Counselor, Student Support Services, Syracuse University — Syracuse, New York

Paul M. Buckley, PhD, Assistant Vice President, Student Life and Dean of the College, Colorado College — Colorado Springs, Colorado

Mohammed I.T. Bey, MS, Director, Diversity and Inclusion/ Title IX Coordinator, Human Resources, Northeast Wisconsin Technical College — Green Bay, Wisconsin

PRE-CONFERENCE INSTITUTES

8:30 AM-5:30 PM

1129

Latinos in Higher Education: Moving the Equity Needle—The Intersectionality of Latinos and Latinx Identities

Room: 204B

Session Type: Pre-Conference Institute

Experience Level: All Levels

This institute explores best practices and resources through active and interactive dialogue with expert panels and keynote presenters. The focus is on making institutions more responsive and effective in advancing Latino student recruitment, retention, and graduation. The presenters will provide a wide variety of skills and experiences that enable participants to connect with and develop partnerships, mentorships, and awareness of opportunities for growth in higher education. The institute 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 Rodriguez Corona, EdD, Director, Office of Equity, Diversity and Inclusion, Southwestern College — Chula Vista, California

Samuel Thomas Lopez, DPT, Assistant Vice President for Diversity Initiatives, Division of Diversity, Equity and Inclusion, West Virginia University — Charlotte, North Carolina

Cristobal Salinas Jr., PhD, Assistant Professor, Educational Leadership and Research Methodology, Florida Atlantic University — Boca Raton, Florida

6:00-8:00 PM

1700

NCORE Student and Student Scholars Reception

Room: Beltbuckle

Session Type: Special Event

Experience Level: All Levels

NCORE 2017 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. Participants will meet in the Beltbuckle Lobby and board buses at Commerce Street for this reception which will be held on the Fort Worth campus of the Tarrant County Community College District.

PRE-CONFERENCE INSTITUTES

8:00-9:30 PM

1900

Healing Justice

Room: 108
Session Type: Film and Dialogue
Experience Level: All Levels

Shakti Butler will premiere World Trust's new film/dialogue project, Healing Justice. The film explores "justice" and the role of healing in terms of interrupting the youth to prison pipeline. The film explores this subject through three lenses: what is justice, both-philosophically and historically; what is broken: exploring the systemic and structural patterns, policies and practices of criminal inequities; and what is radical healing: the roles of addressing trauma and community building. The school-to-prison pipeline is linked to the policies of suspension and expulsion that are disproportionately directing young people - red, black, brown, poor and immigrant - toward incarceration rather than promoting health, healing, well-being, community, connection and restoration. Participants are invited to grapple with both the intellectual and emotional complexities of race that are deeply embedded in the justice system. The film is intended to support building public support that will affect policy change, practices, laws and customs that incorporate a mandate for broader cultural change, restorative justice and other forms of community healing.

Shakti Butler, PhD, and Creative Director, World Trust Educational Services — Oakland, California

1901

Out Run

Room: 102
Session Type: Film and Dialogue
Session Track: Global, Multicultural, and Transnational Issues
Experience Level: Intermediate

A screening of OUT RUN - an award-winning new documentary that follows the historic quest of the world's only LGBT political party to elect the first trans* woman to Congress in the Philippines. Followed by an in-depth Q&A with director S. Leo Chiang about the film's production, themes, outreach, and impact.

Synopsis: Mobilizing working-class transgender hairdressers and beauty queens, the dynamic leaders of the world's only LGBT political party wage a historic quest to elect a trans woman to the Philippine Congress. (2016, 75 minutes, in Tagalog & English with English Subtitles)

OUT RUN models how to politically organize for equality on a national and international level. The documentary sheds new light on political engagement in global LGBTQ and human rights movements, stories beyond the typical transition narrative, LGBTQ lives in Asia and the Global South, and challenges LGBTQ communities face when they work to transition from outsiders to insiders in national politics. The documentary and Q&A will be of particular interest to academics involved in LGBTQ Studies, Asian and Asian American Studies, Ethnic Studies, Political Science, and Women, Gender, and Sexualities Studies.

S. Leo Chiang, MFA, Director/Producer, Walking Iris Media — San Francisco, California



Congratulations to the National Conference on Race and Ethnicity (NCORE) on 30 years of conferences!

On behalf of the Office of Diversity, Equity, and Inclusion at Westminster College in Salt Lake City, Utah.



Westminster is a place where diversity is at the core of learning.

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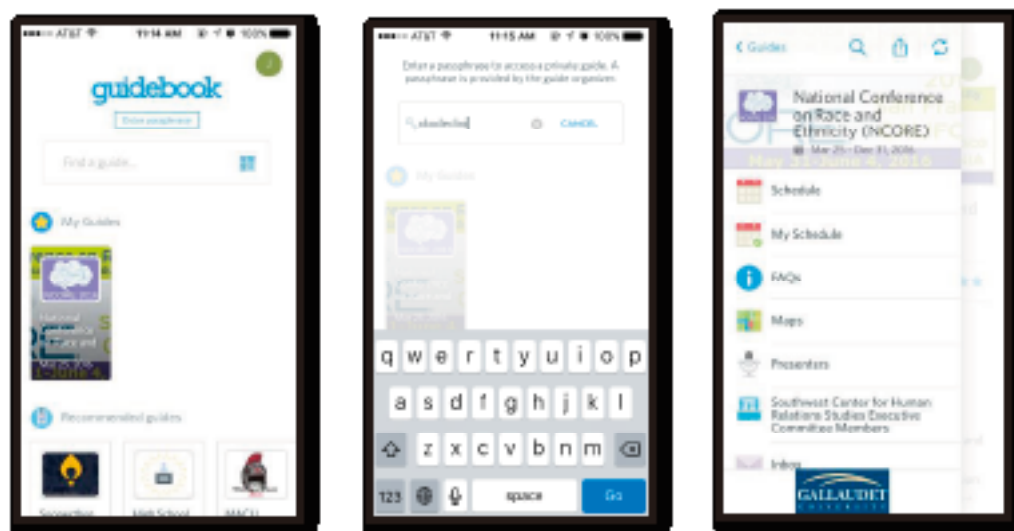
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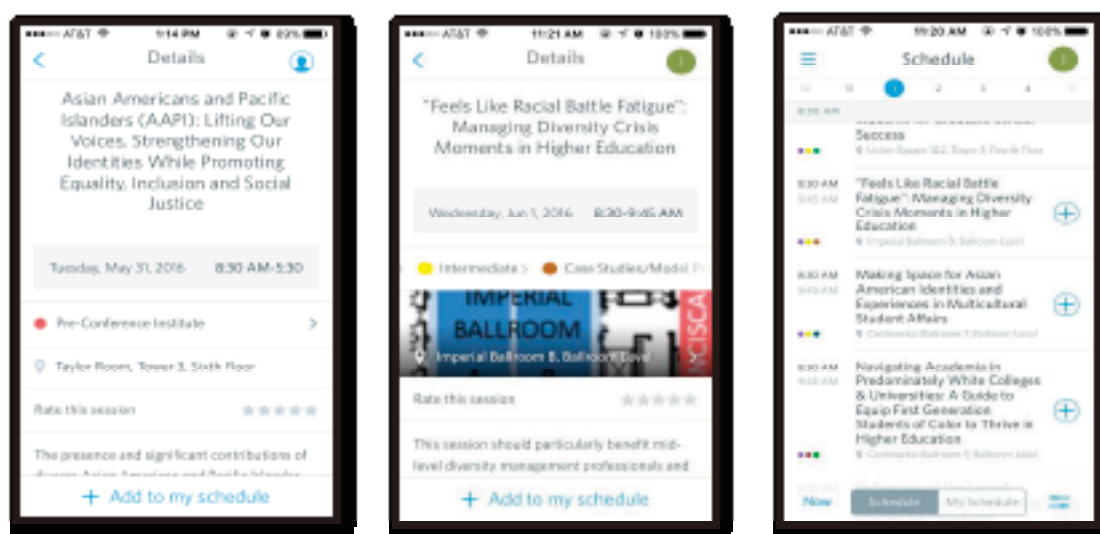
Welcome to the NCORE Guidebook Application

NCORE 2016 is the launch of the new mobile application using Guidebook™. This free application is available from the App Store, Play Store or the appropriate resource for your mobile device.

Once downloaded, enter the following passphrase upon request: **xlxdecbx**



- Search, and sift through the week-long schedule organized by date and time.
- Select tracks in order to best find the sessions that fit your interests.
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- Access to maps of conference hotel.
- Direct links to NCORE social media.
- View FAQ's, Sponsors, and other valuable information about NCORE as a whole!
- View and submit photos live.



TIME	SESSION #	TITLE	ROOM #
8:30-11:30 AM	2000	Citizenship, Membership, and Blood: Multiracial Native (American Indian) Identity in Education	106
	2001	The University of Michigan's Diversity, Equity, and Inclusion Strategic Planning Initiative	110A
	2002	"When Can We Talk about Liberation? Strategies for Moving Between Facilitation, Training, and Instruction"	110B
	2003	Writing and Publishing for Social Justice	113
	2004	Equity, Multiculturalism, and Internationalization in the Academy: Examining the Contradictions, Checking the Rhetoric, Constructing Effective Actions	121C
	2005	Designing Social Justice Education Workshop Curriculum: A Step-By-Step Process for Practitioners.	121D
	2006	Chapter 11: Women of Color and Women in the Academy: Stealth Leadership Means Never Going Bankrupt—The Ultimate in Restructuring	121E
	2007	Make Assessment and Evaluation Work for Diversity, Equity, and Inclusive Excellence: It Works If You Work It!	121F
8:30-9:45 AM	2100	Dismantling Homophobia: Queer People of Color (QPOC) Experiences in Diversity and Multicultural Affairs	200
	2101	There is No Such Thing as A Neutral Campus	101
	2102	A Critique of Diversity Discourses in Higher Education	102
	2103	Make STEM Education Great Again: The Challenges of Creating an Intentional and Transformational Pipeline for Historically Underrepresented College Students	103A
	2104	You Can't Shake the Eight: American Indian Student Support in North Carolina	103B
	2105	Leaders Yearning for Excellence: A Development Program Intended to Empower Diverse Student Athletes	104
	2106	Ten Myths of Social Justice	108
	2107	Understanding and Developing Peer Leadership Programs in Universities and Colleges	121A
	2108	Our Voices: The Life of a Black Student on a Predominately White Campus	121B
	2109	Shifting Perceptions of Worth Across Minoritized Cultures	201A
	2110	From Plan to Practice: Engaging Leadership in the University's Diversity Plan	201B
	2111	Response Post-Trump Elections at Two-Year Institutions: M.E.E.S. and Understanding What Verbal and Non-Verbal Actions Says to Staff and Students	201C
	2112	The Big Lies of Education: Discussing Curriculum Ideologies	202A
	2113	Nuestra Identidad Y Experiencias (Our Identity and Experiences): Understanding Latino Cultural Identity in High School Students and its Influences on College-going	202B
	2114	Community Engagement Through Design: Collaboration with the Brazos Valley African American Museum	202C
	2115	Damn, Can I get a Break?!: Managing Racial Battle Fatigue as a Student Affairs Professional	202D
	2116	Surviving and Thriving as an Underrepresented Student Veteran at a Private Predominately White University	203A
	2117	Something is Not Always Better Than Nothing: How Hispanic Serving Institutions (HSI) Can Be the Schools We Need Them to Be	203B
	2118	Creating Counterspaces at Predominately White Institutions: Digital Media as a Tool for Black Centered Spaces	203C
	2119	The Rise of Student Activism: The Positive Intersection Between Campus Activism and Leadership Education	204A
2120	More than a Box: An Innovative Discussion on Demographic Reporting	204B	

TIME	SESSION #	TITLE	ROOM #
10:00-11:30 AM	2200	The Art of Mindfully Communicating with Those Different from Ourselves	200
	2201	Queer Women of Color (QWOC) Engaging Self-Care as Leadership	101
	2202	Black Student Success and Eliminating the College Completion Gap	102
	2203	Recruiting and Retaining Diverse Faculty	103A
	2204	Approaches and Challenges to Implementing Opportunities for Staff Development in the Areas of Inclusion, Diversity, and Equity in the UW-Madison Division of Enrollment Management	103B
	2205	Freedom Rides: Tracing Civil Unrest and Coalition Building in Your Neck of the Woods	104
	2206	Trumped and Scared: Responding to The Needs of Marginalized Religious Identities During Times of Political Uncertainty	108
	2207	Disrupting the Silence: Liberating the Voices from the Margins	121A
	2208	<i>Fisher vs. The University of Texas</i> : Policy Implications for Higher Education Admissions	121B
	2209	The Construction and Deconstruction of Experiential Inequality	201A
	2210	The Mentoring Institute: A Collaborative Space to Build and Develop NCORE Professional Networks	201B
	2211	Intersectional Coalition Building Across Difference	201C
	2212	Segregating Mexican Americans: A Brief History	202A
	2213	Antiracist Teaching and Learning: Exploring White Privilege	202B
	2214	Colorado State University Alliance Summer STEM Institutes: Providing STEM-Focused High Impact Engagement for Historically Underrepresented Students from Alliance Partnership High Schools	202C
	2215	Hiding from Scary Ideas: An Explorative Workshop on Trigger Warnings, Safe Spaces, and Brave Spaces in Higher Education	202D
	2216	Innovation Models to Improve Student Success for Underrepresented Students: Showcasing Georgia Institutional Recipients of the Department of Education's First in the World Grant	203A
	2217	The Light. The Light. One Will Perish Without the Light.: Collecting Stories for Addressing Racism to Ignite Radical Change	203B
	2218	Can White Family Members Ever Truly Get It? Biracial Individuals Navigating Racial Justice Conversations within Interracial Families	203C
	2219	Dismantling Geishas, Tiger Moms, and China Dolls: APIDA Womxn of Color Labor, Leadership, and Self-Care	204A
2220	Solidifying Foundations in the Age of Trump: Learning, Unlearning, and Organizing through Writing and Performance	204B	
1:00-2:15 PM	2302	Conference Opening and Welcoming Remarks	Ballroom
	2303	Pari Shahabi-Nabavi Opening Keynote Address: Juliet V. Garcia	Ballroom
3:00-6:00 PM	2400	Doing the Work Without the Title: Examining the Challenges of Advancing the Campus Diversity Effort as an "Unofficial" Chief Diversity Officer	106
	2401	Enacting Inclusive Excellence: Negotiating Campus Climate Perfect Storms of Racial-Cultural, Socio-Political, and Academic Freedom Tensions in American Higher Education	110A
	2403	The Pedagogy of Intersectionality through Spoken Word Poetry	113
	2404	Beyond Diversity Programs: Multicultural Organizational Development	121C
	2405	Effective Mentoring of Diverse Faculty in the Academy: It's About More than Just Having "the" Conversation	121D
	2406	Courageous Conversation About Race: Setting the Stage for Systemwide Equity Transformation	121E
	2407	Why Don't We Recruit? Recruitment, Retention, and Development in NPHC and Multicultural Greeks	121F

TIME	SESSION #	TITLE	ROOM #
3:00-4:30 PM	2500	Queeribbean: Bridging the Intersections	200
	2501	Changing the Discourse/Mobilizing Action: The National and International Influences of Black Lives Matter Movement in Higher Education	101
	2502	A Conversation with Victor Lewis and Hugh Vasquez	102
	2503	Promising Practices that Advance Critical Leadership Among Faculty Women of Color in STEM and Beyond	103A
	2504	"We're change agents": Understanding the Need for Peer to Peer Diversity Education at a Predominately White Institution	103B
	2506	The Campus Sanctuary Movement: Creating Safe Spaces for Undocumented Students	108
	2507	Exploring Social Identities, Privilege, and Oppression from an Intersectional Perspective Using the Tapestry Model	121A
	2508	Campus Climate Impact Post 2016 Elections: Feelings, Dialogue, and Action Toward Greater Campus Inclusion through Intergroup Dialogue Efforts	121B
	2509	Intersectionality: Maintaining the Connection to Power in the Exploration of Identity	201A
	2510	"The Danger of a Single Story": The Struggle to Effectively Respond to Protesters' Concerns	201B
	2511	The FLAN Effect: Developing Personal and Organizational Cultural Competencies for Student Organizations	201C
	2512	The Mexican American (Chicano) Civil Rights Movement	202A
	2513	Cultivating Cultural Competency at PWIs: A Blueprint for Grassroots Graduates Student Activism	202B
	2514	From Their Mouths: The Lived Experiences of Chief Diversity Officers in Higher Education	202C
	2515	Moving Forward: Pathways to Transform Health Inequities through Social Justice in Nursing Education	202D
	2516	A Conversation with Pua Case: Kū Kia'i Mauna - Hawai'i	203A
	2517	Renaissance Women of Change	203B
	2518	A Dialogue on Race, Equity, and Learning Centered Developmental Education Strategies	203C
	2519	Minding the Gap: Integrating Campus Religious, Secular, and Spiritual Identities into Everyone's Work	204A
	2520	White Washing Asian Americans in Film and Media	204B
4:45-6:00 PM	2600	Changing the Rules of the Game to Achieve Equity for Students of Color	200
	2601	Mentoring Minorities and Women in STEM.	101
	2602	Deep Diversity: How Brain Science Advances and Challenges Racial Justice Education	102
	2603	Bring Back the Field Trip: Engaged Pedagogy in Graduate Student Affairs Preparation Programs	103A
	2604	Every Campus a Refuge: A Model for Campuses to Host Refugee Families	103B
	2605	Teaching the Teacher: Guidelines for Managing Tough Discussions in the Classroom	104
	2606	Protesting or Protecting: Language, Culture, and Advocacy in the Standing Rock Sioux Debate	108
	2607	Black Lives Matter 101: Bringing Social Activism to The Classroom	121A
	2608	"I Am Gonna Let You Make It:" Social Identities of Black Women Doctoral Students	121B

WEDNESDAY, MAY 31

AT A GLANCE

TIME	SESSION #	TITLE	ROOM #
4:45-6:00 PM	2609	Anatomy of a Manufactured Controversy	201A
	2610	The Erasure of Black, Brown, and Trans Bodies in Campus Recreation and their Importance in the Management of Self Care	201B
	2611	Showing Up For and With Each Other: Solidarity Among Communities of Color	201C
	2612	Showing Up in the Comments Section: The Role White Folks Have to Challenge Bigotry, Address Racism, and Dismantle White Supremacy in the Age of Technology	202A
	2613	The Antidote to Institutional "Isms" is Inclusive Excellence: A Systemic Transformational Approach to Change	202B
	2614	The Internal Dissonance of Code Switching for Latinx Individuals	202C
	2615	Challenging Whiteness in the Student Affairs Profession	202D
	2616	Navigating Triggering University Spaces: Queer-Identifying Iranian American Student, and First Generation Iranian-American Professor Share Their Experiences	203A
	2617	Critical Cognitive Empathy: Can Diversity and Inclusion Training Make an Organizational Difference?	203B
	2618	Silenced but Not Forgotten: Relating AAPI History to the Student Experience	203C
	2619	The ¡Adelante! Model: Leadership as an Intervention and Mentoring Strategy	204A
	2620	An Evaluation of Change Makers: A Longitudinal Study of Inclusion Training for University Faculty and Staff	204B
7:00-9:30 PM	2800	NCORE 2017 Welcoming Reception and Talent Showcase	Ballroom
8:30-10:00 PM	2900	Forty Years Later: Now Can We Talk? Film and Discussion about Cross-Race Dialogue	Faculty Interest and Needs

8:30-11:30 AM

2000

Citizenship, Membership, and Blood: Multiracial Native (American Indian) Identity in Education

Room: 106

Session Type: Major Workshop

Experience Level: Intermediate

Keyword(s): American Indian/Native American Multiracial, Affirmative Action, Sovereignty, Tribal Critical Race Theory, Two Spirits

This workshop will examine the history of education as it relates to Indianness, public and boarding schools, and state commitments to teach Indian history and tribal sovereignty as well as emerging disciplines centered in Indigenous knowledge, and issues such as ethnic fraud and working with tribes and tribally focused organizations as an institutional practice.

Since 1492 there has been a debate over who the Indigenous Peoples of, what is now known as, the United States are and who can be a tribal citizen. The various interpretations of membership and citizenship are fraught with historical and legal misconceptions—misconceptions that the contemporary body politic continues to replicate and continues to misunderstand in evaluating the legal authority of tribal governments and the legal obligations federal, state, and local governments owe tribal nations and native peoples.

Answering the question “Who is an Indian?” results in multiple different answers. The conversation over Indian identity—both inside and outside of Indian country—needs to accurately reflect the historical, legal, and socio-cultural issues that created the world in which this debate takes place. Every Indian person is acutely aware of the responsibilities and consequences of their identity because it is tied to every major life event: birth, death, marriage, education, medical services, housing, criminal proceedings, public safety, artistic expression, child welfare, and religious freedom.

Ultimately, it should be the goal of every institution to build a body politic dedicated to the preservation and protection of United States treaties and rights that tribal peoples have reserved for themselves in those treaties. Mainstream institutions have generally worked to dismantle tribal sovereignty based on how they recognize the citizenship, race, or ethnicity of individual Indians, by deciding the content of what they teach about Indians and tribes and not including tribes in research and consultation. These three choices have created the framework and context for the general public’s view about who Indian peoples and tribes are.

Se-ah-dom Edmo, Movement Building Director, Western States Center — Portland, Oregon

2001

The University of Michigan’s Diversity, Equity, and Inclusion Strategic Planning Initiative

Room: 110A

Session Type: Pre-Conference Institute

Experience Level: All Levels

Participants should have a basic knowledge of the strategic planning process and experience with developing campus wide programs. This institute will provide an overview of the development process used by University of Michigan’s senior leadership to assist the units in developing their plans. These unit plans were incorporated into the institution’s five-year strategic diversity plan. Attendees will also work in groups to develop a template that can be used to start the strategic planning process for their campuses and will leave the institute with the framework for a campus-wide diversity plan.

During the panel discussion, the presenters representing all levels of the University (academic affairs, student life, etc.) will discuss the current climate at U-M and review the development process for unit plans. In addition, implementation of the plan will be discussed. This session will benefit any institution developing a strategic plan for diversity.

Special guest speaker: Dr. Robert Sellers, Vice Provost for Equity, Inclusion and Academic Affairs, University of Michigan

Charles Gregory Ransom, MLS, Multicultural Studies Librarian, University of Michigan Library, University of Michigan — Ann Arbor, Michigan

Robert M. Sellers, PhD, Vice Provost for Equity and Inclusion and Chief Diversity Officer, Provost’s Office, University of Michigan — Ann Arbor, Michigan

Lumas J. Helaire, PhD, Associate Director, Office of Academic Multicultural Initiatives, University of Michigan — Ann Arbor, Michigan

Leon Howard III, MA, Program Manager, Office of Multi-Ethnic Student Affairs/Student Life, University of Michigan — Ann Arbor, Michigan

Katrina Wade-Golden, PhD, Assistant Vice Provost and Director, Office of Diversity, Equity and Inclusion, University of Michigan — Ypsilanti, Michigan

Janice S. Reuben, BA, Senior Associate for Programs and Outreach, Center for the Education of Women, University of Michigan — Ann Arbor, Michigan

Mark Allen Kamimura, PhD, Assistant Dean, Rackham Graduate School, University of Michigan — Ann Arbor, Michigan

Tabbye Chavous, PhD, Executive Director of the National Center for Institutional Diversity, School of Education, University of Michigan — Ann Arbor, Michigan

8:30-11:30 AM

2002

"When Can We Talk about Liberation? Strategies for Moving Between Facilitation, Training, and Instruction"

Room: 110B

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Intermediate

Keyword(s): Pedagogy, Intersectionality, Facilitator Development, Intergroup Dialogue/Facilitation, Coalition Building, Curriculum

This session provides intermediate to advanced level training for those interested in hosting and supporting group dialogue on liberation, social justice, and intersectionality. Because any given group will have various, unique needs, the curriculum emphasizes mode-switching across different strategies: facilitation, training, and instruction to adaptively improve communication and engagement, inclusive of intersectional identities. More specifically, the session focuses on tailoring curriculum to four flexible types of content: communication and relationship building; raising awareness; education and training; and consensus/buy-in and community development. The approach, developed in partnership with the VTInterCom program in the Intercultural Engagement Center Virginia Tech, offers open-source, open-content resources for attendees. Participants will obtain access to VTInterCom facilitator curriculum. The model is relevant to instructors, practitioners, activists, and researchers interested in broadening and sharing their skill set.

Patricia Smith, MS, MBA, Associate Dean of Students and Director, Intercultural Engagement Center, Virginia Tech — Blacksburg, Virginia

Christian Matheis, PhD, Visiting Assistant Professor of Government and International Affairs, Teaching and Research Associate, School of Public and International Affairs, Intercultural Engagement Center, Virginia Tech — Blacksburg, Virginia

2003

Writing and Publishing for Social Justice

Room: 113

Session Type: Major Workshop

Session Track: General

Experience Level: All Levels

Keyword(s): Writing, Publishing

This interactive session explores the joys, challenges, strategies, and processes related to using the written word to promote and further social justice. First, a panel will address successful writing in various genres of social justice literature (such as memoir, research studies, and educational strategies and practice). They will also address the processes and decisions related to writing while on the tenure track, the path to securing a publisher and logistics of a contract, and how to successfully work with an editor or a co-author. Through discussion and interaction with the audience, panelists may touch on topics such as: choosing a voice and venue for specific pieces and audiences, strategies for overcoming blocks and barriers to writing, implications of retaining or relinquishing copyright of material, and how to navigate and build support along the path from draft to published manuscript. Following the panel presentation, participants will work with panelists in small groups to explore their own journeys and questions related to writing and publishing. 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.

John von Knorring, MA, President and Publisher, Stylus Publications, LLC. — Reston, Virginia

Charmaine L. Wijeyesinghe, EdD, Consultant, Organizational Development and Social Justice Education — Delmar, New York

Lee Anne Bell, EdD, Professor Emerita, Barnard Education Program Barnard College, Columbia University — New York City, New York

Tania DaShawn Mitchell, EdD, Assistant Professor of Higher Education, Organizational Leadership, Policy and Development, University of Minnesota — Minneapolis, Michigan

Lauret Edith Savoy, PhD, Professor, Environmental Studies, Mount Holyoke College — Leverett, Massachusetts

Susan R. Jones, PhD, Professor and Program Chair, Educational Studies, The Ohio State University — Columbus, Ohio

8:30-11:30 AM

2004

Equity, Multiculturalism, and Internationalization in the Academy: Examining the Contradictions, Checking the Rhetoric, Constructing Effective Actions

Room: 121C

Session Type: Pre-Conference Institute

Experience Level: All Levels

Over the past two decades, colleges and universities have developed many kinds of “diversity” programs and strategic plans, yet often there is widespread dissatisfaction with the outcomes. There has been success in raising expectations and expending resources, yet the results are often disappointing.

This institute will examine contradictions between rhetoric and realities, including the failure to collect and/or value relevant data that could help pinpoint and shape needed changes. To this end, the presenters will reflect on the following statements:

- While we state that we want students to become “global citizens,” we do not provide the curriculum and resources to develop the transnational education needed, including equitable opportunities for international study.
- While we profess to understand that our colleges and universities impact local geographic, social, and cultural communities, we do not critically examine how we understand these communities to incorporate their needs, interests, concerns, and aspirations into our educational and research programs.
- While we promise to prepare students for the world of work, that preparation mirrors a work world as it was 30 years earlier: white, homogeneous, and meritocratic.
- While we encourage bringing international students to campuses to “internationalize” institutions and curriculum, we treat these students as budget enhancing commodities.
- While we claim to want “diversity” among faculty, we continue with hiring practices that allow departments to hire those who “fit,” and whose scholarship and research won’t challenge existing paradigms.
- While we claim to value internal and external community input in the development of the institution’s missions and plans for equity and inclusion, we do not invite and involve these communities in any meaningful way to help shape our efforts and build culturally responsive and relevant programming about race, ethnicity, color, nationality, language, gender and gender identity, socio-economic status, religion and spiritual beliefs, abilities and disabilities.
- While all our plans speak of “transformational change,” our action plans often comprise onetime events, celebrations of the status quo, and a collection of “feel good” statistics as a means of managing our reputation, while failing to collect and/or publicize the data measuring actual change, and ignoring or downplaying persistent structural inequalities.

This institute will benefit faculty, administrators, staff, and students who are interested in participating in serious discussions with a focus on identifying new approaches to creating truly inclusive campus communities.

Ruby Paredes, PhD, Assistant Vice Chancellor, University of Wisconsin — Madison, Wisconsin

Zoila Airall, PhD, Associate Vice President, Student Affairs, Duke University — Durham, North Carolina

Carl Everton James, PhD, Professor, Faculty of Education, York University — Toronto, Canada

Annette Henry, PhD, Professor, Language and Literacy Education, University of British Columbia — Vancouver, Canada

Cris Cullinan, PhD, Founder, ALIVE: Actual Leadership in Vital Equity — Wilsonville, Oregon

2005

Designing Social Justice Education Workshop Curriculum: A Step-By-Step Process for Practitioners

Room: 121D

Session Type: Major Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: All Levels

Keyword(s): Faculty, Student Affairs, Assessment/Evaluation, Curriculum, Diversity and Inclusion, Pedagogy

Designing social justice education experiences should be an intentional process grounded in scholarship that uses theory to inform practice. Many scholars discuss the development of students’ cultural competence from a conceptual, developmental, or pedagogical lens; however, relatively little literature is available on how to intentionally design co-curricular educational experiences to cultivate cultural competence. This workshop synthesizes the existing literature and research on social justice education curricula design and shares Tharp’s (2015) four-part framework to systematically design social justice education workshops based on contextual influences, developmental theories, cultural competence learning outcomes, and pedagogical approaches. This workshop will teach attendees the four-part model and apply the process as participants design (or revise) a workshop curriculum to take back to campus. Specifically, attendees will learn Freirean approaches to curriculum design, developmental theories and conceptual frameworks relevant to social justice education, cultural competence frameworks that can help design measurable student learning outcomes, and an overview of pedagogical approaches to inform activity selection. This workshop is very hands-on and will utilize mini-lecture, independent work, and small group activities as we practice designing workshop curriculum that can be used upon returning to campus. This workshop will benefit staff or faculty who develop social justice education workshops, as well as those who want to learn an intentional process to design curriculum for social justice education outcomes.

D. Scott Tharp, MSW, Assessment Coordinator, Student Affairs, DePaul University — Chicago, Illinois

8:30-11:30 AM

2006

Chapter 11: Women of Color and Women in the Academy: Stealth Leadership Means Never Going Bankrupt—The Ultimate in Restructuring

Room: 121E
Session Type: Pre-Conference Institute
Experience Level: Intermediate

What connects this community of women are their experiences as change agents and cultural bridge brokers within their respective roles. While in mid-career it is evident that women of color need to continue to build strategic strengthening skills and competencies, particularly amongst those who are cognizant that social justice, diversity, and equity are driving components of the work. Challenges and resistance are expected, and they can bring a personal sense of worth, accomplishment, and self-confidence to an abrupt halt. Thus, the ability to interpret environmental scans accurately is often jeopardized and the ability to focus on determining a "new normal," and to make "appropriate adjustments" is compromised. How do we transcend the doubt? How do we provide and/or seek professional and emotional care? How do we re-stimulate and re-interpret our culture of success and excellence? How do we negotiate the fray or go through the fire, and exit on the other side renewed? What collective and supportive strategies need to be in place to feel secure, brave, and most of all, whole? How do we impact the "new normal?"

This highly interactive session will engage participants in hands on activities, as well as small and whole group dialogue that will focus on arriving at a place of clarity for managing and navigating through what can be termed the "yuckiness". Deliberate recognition of the historical context for accessing the understandings and resources is needed and required to stay the course with courage, care, and compassion even in the face of struggle, strife, and suffering. How do we stay afloat and continue to build our credibility? How do we re-innervate resiliency? Is the assessment of ally support accurate? Are we quick at discerning events or circumstances that alter our environmental scans within our departments and/or within our institutions/organizations? Where and how do we seek newly elevated concepts for renewal? Have we intentionally attended to collaborative relationships? Does our stealth behavior include practicing innovation in all aspects of an assignment?

These questions represent phases of career longevity; however, in mid-stream there is predictability of changing administrations, altering policies, and shifting expectations concomitant to mid-career trajectories. These changes present a unique mandate for restructuring with agility, acuity, and new capabilities. Chapter 11 or bankruptcy of ourselves and our work is not an option!

This institute will benefit women of color and women in the academy, who are midcareer academic professionals or those desiring midcareer restructuring, as they approach advanced years as faculty, administrators, or student affairs personnel.

Catherine Wong, MEd, Director, Urban Outreach Initiatives, Lynch School of Education, Boston College — Chestnut Hill, Massachusetts
Jacquelyn Valerie Reza, MFT, EdD, Professor and Director - Emeritus, Office of Professional Development, De Anza College — Cupertino, California
Patricia M Lowrie, MS, Senior Consultant and Director Emeritus, Office of the Provost, Michigan State University — Lansing, Michigan

2007

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

Room: 121F
Session Type: Pre-Conference Institute
Experience Level: All Levels

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 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 institute will explore who we are as educators, what we bring to our work---our lenses/filters/frames and our sociopolitical locations. How can we more empathically discern and engage relevant attributes 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 institute will benefit educators in the classroom and beyond who are (or want to become) more learner- and learning-centered. Participants will deepen the understandings of oneself as educator 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 responsively 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 institute will lay the groundwork for demystifying assessment and evaluation, for clarifying its intimate connections to effective and appropriate.

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

8:30-9:45 AM

2100

Dismantling Homophobia: Queer People of Color (QPOC) Experiences in Diversity and Multicultural Affairs

Room: 200

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Intermediate

Keyword(s): TQPOC, Diversity and Inclusion, Multicultural Affairs, Intersectionality, LGBTQIAA, POC

This session examines the complexities of being a member of the Queer community while working in diversity and multicultural affairs, with a focus on the experience of Queer People of Color, Trans and Gender Non-Binary People of Color. The session will highlight how staff and administrators who identify as Queer People of Color are impacted by the ways in which homophobia, gender roles, and masculinity are perpetuated within communities of color. This session will benefit participants who identify as Queer People of Color (QPOC) working in diversity and multicultural affairs and are seeking community and tools to be effective while balancing multiple, intersectional identities.

Jessika Murphy, MEd, Coordinator, Diversity and Inclusion, California State University, East Bay – Hayward, California

2101

There's No Such Thing as A Neutral Campus

Room: 101

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

Keyword(s): Consultants, Institutional Efforts at Transformation, Organizing/Activism, Pedagogy, Changing Institutional Practices, Cultural Competence

Playing off the age-old economic adage "There is no such thing as a free lunch," this session examines the harsh reality of institutional values and safety through the lens of the 2016 presidential election. This session explores the intersection of political identity and identity politics, asking the question: How can campuses complicate the "colorblind" argument of including everyone's worldview and call out racism and structures of oppression? The presenter will debate if there ever has been or will be a "neutral campus," as well as explore the potential need to draw a figurative "line in the sand" in regards to institutional values while under this new presidential administration. This session will be beneficial to participants who are interested in debunking flawed arguments about free speech on college campuses, those who are interested in articulating the need for institutional moral standards to their constituents, and those who are concerned with learning creative and innovative ways to address political and social inequalities on their college campuses.

Jonathan Butler, MEd, Senior Program Associate of Service and Social Innovation, Honey W. Nashman Center for Civic Engagement and Public Service, George Washington University – Washington, D.C.

2102

A Critique of Diversity Discourses in Higher Education

Room: 102

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

Keyword(s): Critical Race Theory, Diversity and Inclusion, Theory to Praxis, Student Affairs, Recruitment, Empowering Diversity

This session has two primary objectives: to problematize how diversity discourses are represented, communicated, and discussed in the literature as it relates to rationales supporting increases in diversity in higher education, and to explore how scholars and student affairs administrators support diversity discourses in their research, teaching, and practice. This presentation begins with an investigation of the narratives and rationales used to construct and influence efforts to increase diversity in higher education. Six diversity discourses will be analyzed through the lens of Critical Race Theory; the discourses are rooted in rationales associated with demography, neoliberalism, internationalization, social justice, academic excellence, and pluralistic democratic education. The presenter will explore how distinct representations of diversity may support or reject particular identities, thereby influencing prospective students' college choice process and their subsequent participation rates in higher education (Iverson, 2012; 2008; 2010; Pippert, Essenburg, & Matchet, 2013). Throughout, the presenter will demonstrate how the positioning of diversity matters in supporting equitable and inclusive educational policies, programming, and practices. The session is designed for individuals interested in challenging their own assumptions and considering ways of incorporating social justice into their work with diverse students in higher education. This session will benefit participants interested in applying critical theoretical lenses to practice.

Leah Hakkola, PhD, Assistant Professor, Educational Leadership, Higher Education, Human Development, University of Maine – Orono, Maine

8:30 AM-9:45 AM

2103

Make STEM Education Great Again: The Challenges of Creating an Intentional and Transformational Pipeline for Historically Underrepresented College Students

Room: 103A

Session Type: Concurrent Workshop

Session Track: Faculty Interest and Needs

Experience Level: Intermediate

Keyword(s): STEM/STEAM, Academic Affairs, Retention, Assessment/Evaluation, Predominantly White Institutions, Diversity and Inclusion

Today, more than ever, historically underrepresented high school students (i.e., those who identify as African-American, Latino/Hispanic American, Native American, and Alaskan Native) in the United States are seeking to explore professions in the science, technology, engineering, and mathematics (STEM) fields. While there has gradually been a national increase in STEM-based curricula at the high school level and partnering afterschool programs, the utmost challenge is to ensure that this population of students are meaningfully guided toward entering colleges and universities that will understand some of the critical access challenges faced when advancing in class-level status. While this may readily appear to be a nationwide issue, and it is, the burden falls on state educational systems to best prepare underrepresented high school students so that they will have a solid academic foundation for competing in college with majority students once admitted. State educational agencies are often uncoordinated, underfunded, and unevaluated, leading to a collective uncommitment. This session will benefit faculty or staff who are interested in learning how New York State has had a thirty-year commitment to increasing the number of historically underrepresented high school and college students who pursue entry into STEM fields and the licensed professions.

Orlando-Marquez Kittrell, PsyD, Director, Office of State Grants (College Opportunity and Access Programs), Ithaca College – Ithaca, New York

2104

You Can't Shake the Eight: American Indian Student Support in North Carolina

Room: 103B

Session Type: Concurrent Workshop

Session Track: Student Interest and Engagement

Experience Level: Novice

Keyword(s): American Indian/Native American, Coalition Building, Sovereignty, Institutionalized Privilege, Recruitment, Retention

Native American students are left behind from educational opportunities in the nation more than any other ethnic group. During this session, participants will have the opportunity to learn about the current relative programs that University of North Carolina at Chapel Hill has in place to address the existing challenges, the current state of Native American education in North Carolina, and proposed efforts to further progress equitable education for North Carolina Native students. Presenters will introduce the proposed NAER program (Native American Educational Recovery) that will directly combat the gap between Native education and the education of the rest of the North Carolina ethnic populations. This session will benefit those at all levels of P-20 education systems interested in seeing more Native American students succeed in school and obtain a college education at a higher rate than what is currently taking place.

Garrett Locklear, American Indian Programs Student Coordinator, Office of Diversity and Multicultural Affairs, University of North Carolina at Chapel Hill
– Chapel Hill, North Carolina

Marcus Collins, EdD, Associate Dean and Director, Center for Student Success and Academic Counseling, University of North Carolina at Chapel Hill
– Chapel Hill, North Carolina

Christopher Faison, MAT, Coordinator, Men of Color Engagement, Center for Student Success and Academic Counseling, University of North Carolina at Chapel Hill
– Chapel Hill, North Carolina

8:30-9:45 AM

2105

Leaders Yearning for Excellence: A Development Program Intended to Empower Diverse Student Athletes

Room: 104

Session Type: Concurrent Workshop

Session Track: Student Interest and Engagement

Experience Level: Novice

Keyword(s): Multiple Racial Identities, Diversity and Inclusion, Leadership Development, Pedagogy, Cultural Competence, Student Life

Realizing that avenues are needed for diverse student athletes to better navigate potential social and academic barriers that lead to graduation, one response has been the creation of student athlete development programs that utilize Culturally Relevant Pedagogy (CRP). CRP is a theoretical model that addresses student achievement and helps students accept and affirm cultural identity. This helps to develop critical perspectives that challenge academic and social constructs that are perpetuated throughout society. CRP derives from the term culturally responsive, which refers to a more dynamic or synergistic relationship between home, community, and school culture. CRP also enlightens students along with educators on interpersonal contexts that must exist with students of color to maximize learning. CRP is a framework that athletic departments can utilize; this creates an environment in which educators can match home and community cultures of students of color who enter college campuses having excelled in certain aspects of their lives (i.e., student athletes, etc.), but may also be marginal students. For student athletes, academic success, social awareness and mobility, and career maturity before and after expired eligibility is an essential piece to moving forward in the next phase of their lives.

Michael Rutledge, PhD, MBA Student, Strategy Tutor, Athletics, Louisiana State University — Baton Rouge, Louisiana

2106

Ten Myths of Social Justice

Room: 108

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

Keyword(s): Diversity and Inclusion, Student Affairs, Cultural Competence, Empowering Diversity, Administrators, CDO

The term "social justice" is being used (and misused) on college and university campuses more and more these days. What exactly is social justice? What is a socially just community? What are the characteristics of a campus community committed to social justice? How do conversations about race, racism, and privilege fit into the social justice paradigm? In this workshop, the ten myths of social justice will be shared as well as an assessment that can be used to measure your campus' commitment to inclusion, equity, and social justice. "Injustice anywhere is a threat to justice everywhere!"

Vernon Wall, MS, Director, Business Development, LeaderShape — Washington, D.C.

2107

Understanding and Developing Peer Leadership Programs in Universities and Colleges

Room: 121A

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

Keyword(s): Leadership Development, Student Affairs, Student Life, Students, Academic Affairs, Mentoring

Peer leadership programs in universities and colleges are gaining popularity. Although the number of peer leadership programs is increasing, this area of research is under explored and there is need to understand and develop these programs. This session examines the advantages of peer leadership programs and offers insight into how the lack of proper training, motivation, and proper organizational structure in peer leadership programs might negatively impact a student body. Furthermore, participants in this session will learn about key factors to develop a peer leadership program; i.e. identifying a suitable leadership theory or/and model, understanding marketing, collaboration and recruitment, understanding leadership transition and transition documents. This session should particularly benefit student advisers, student affairs or affiliated professionals, and student leaders from larger campuses, but will also be insightful for others who are interested in developing peer leadership programs at their institutions.

Yashwant Prakash Vyas, Student Research Week Director, Offices of the Dean of Student Life Texas A&M University — College Station, Texas

8:30-9:45 AM

2108

Our Voices: The Life of a Black Student on a Predominately White Campus

Room: 121B

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Keyword(s): African American/Black, Academic Affairs, Student Life, Cultural Competence, Diversity and Inclusion, Predominantly White Institutions

Our Voices is an original thought-provoking reader's theatre presentation that expresses Black Students' anger, hope, loneliness, isolation, and solutions for succeeding in college. Both experiential and interactive, Our Voices is inspired by poet Nikki Giovanni's "Racism 101." The presentation speaks to other voices silenced or ignored on the college campus including faculty, administration, and staff. There will be an opportunity for participants to add to the script by sharing their own experiences. This session will benefit participants who want to have a courageous dialogue, implement action, and commit to an on-going process of inclusion and responsibility.

Theresa Ford, MS, JD, Professor, Counseling and Cross Cultural Studies, Grossmont College — El Cajon, California

2109

Shifting Perceptions of Worth Across Minoritized Cultures

Room: 201A

Session Type: Concurrent Workshop

Session Track: Global, Multicultural, and Transnational issues

Experience Level: Intermediate

Keyword(s): African American/Black, Diversity and Inclusion, Self-Care/Self-Work, Empowering Diversity, International/Transnational, Students

Institutions of higher education are never void of discrimination. Given the international population of these institutions, some students have to confront the idea of being a "minority" for the first time. However, there is a gap between those who have experienced injustices based on race and those who are new to this reality. This leads to a community of shared identities yet varied in perception of these instances of discrimination. In order to create a stronger, supportive community inside and outside of the classroom, an active analysis of positionality and its impact—positive and negative—is necessary. This session will benefit faculty, staff, and students at colleges and universities, nationally and internationally.

Nafisatou Mounkaila, Student, Arab Crossroads, New York University-Abu Dhabi — Abu Dhabi, UAE

Ayah Rashid, Student, Creative Writing and Literature, New York University-Abu Dhabi — Abu Dhabi, UAE

2110

From Plan to Practice: Engaging Leadership in the University's Diversity Plan

Room: 201B

Session Type: Concurrent Workshop

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Novice

Keyword(s): Changing Institutional Practices, Assessment/Evaluation, Research, Academic Affairs, Administrators, CDO

This presentation shares the assessment of presentations from deans and vice presidents about the effects of institutional engagement in addressing campus climate and equity issues. Texas A&M University's chief diversity officer instructed the deans and vice presidents to address three questions in their 2017 presentations: identify significant changes that have occurred in your unit (long-term and short-term) that are either coming to fruition or are in process; what have you learned from your peers at other universities that will enable your unit to be a leader in diversity?; and identify the structural changes you need to make in your unit in order for Texas A&M to be a national leader in diversity. These presentations are significant because they provide a cross-disciplinary forum for engaging university leadership in reviewing assessment results, identifying challenges, and celebrating success on diversity-related goals. To attain a comprehensive picture of the institution's progress toward creating a culture of respect for diversity, ethnographic data in the form of participant observation will be collected. This session will benefit participants who are interested in engaging institutional leadership in creating a culture of respect for diversity by facilitating and quantifying institutional progress.

Jennifer Reyes, PhD, Director of Assessment, Office for Diversity, Texas A&M University — College Station, Texas

Kay Varela, MS, Graduate Research Assistant, Office for Diversity, Texas A&M University— College Station, Texas

8:30-9:45 AM

2111

Response Post-Trump Elections at Two-Year Institutions: M.E.E.S. and Understanding What Verbal and Non-Verbal Actions Say to Staff and Students

Room: 201C

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

Keyword(s): Multiracial, Multicultural Affairs, Administrators, Retention, Diversity and Inclusion, and Predominantly White Institutions

In the 1970s Chester Pierce identified one of the consequences of microaggressions as mundane extreme environment. Mundane extreme environment is space where the elements of microaggression are constant, annoying, and supportive of subjugation of another group. Carroll (1998) realized that the concept of M.E.E. was a syndrome called M.E.E.S. The focus of this presentation is to help student development administrators (in a post-Trump election and at two-year colleges) acting in supervisory roles to: understand M.E.E.S.; illustrate how their double consciousness affects office practices and encourages M.E.E.S.; and show how M.E.E.S. is verbally and non-verbally communicated to the student body. Being aware of the elements of M.E.E.S. creates a space for administrators to begin to understand the social inconsistencies resulting in M.E.E.S. for historically oppressed social groups within the university setting.

Chrissy Davis-Jones, PhD, Dean of Student Support Services, Vice President of Students, Spokane Falls Community College — Spokane, Washington

Claudine Richardson, PhD, MS, MPA, Manager of Student Diversity and Equity, Student Affairs, Spokane Falls Community College — Spokane, Washington

2112

The Big Lies of Education: Discussing Curriculum Ideologies

Room: 202A

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

Keyword(s): Curriculum, Intersectionality, Pedagogy, Institutionalized Privilege, Socioeconomic Class, Practitioner Development

This interactive presentation examines the place of social (in)justice in the four curriculum ideologies in education: Scholar Academic, Social Efficiency, Learner-Centered and Social Reconstruction (Schiro, 2013). The main goal of the session is to challenge our (biased), incoherent, and inconsistent beliefs on the role of education on social justice. The presenters will discuss how the definitions of democracy and excellence vary, and what their impact on the understanding of education is. They argue that the Social Reconstruction ideology, with social justice at its core, is what should be the focus of 21st century education (Landsman, et al., 2015; Noddings, 2013). The presenters concern is that education has been superficially talking about "culture" and "diversity", using euphemisms rather than focusing on inequity, marginalization, and oppression. If justice is the purpose of the curriculum, then in-depth reflections on culture and diversity will naturally emerge. This presentation invites the participants to reflect on their own experiences and unaware ideologies, and how they have been affecting them as students, teachers, and community members. Thus, the attendees will explore current injustice issues embedded in higher education, focusing on what curriculum and ideological changes can achieve.

Emmanuelle Chiocca, PhD Student, ESL Instructor, Instructional Leadership and Academic Curriculum, University of Oklahoma — Norman, Oklahoma

Taewoong Kim, PhD Student, ESL Instructor, Instructional Leadership and Academic Curriculum, University of Oklahoma — Norman, Oklahoma

8:30-9:45 AM

2113

Nuestra Identidad Y Experiencias (Our Identity and Experiences): Understanding Latino Cultural Identity in High School Students and its Influences on College-going

Room: 202B

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Intermediate

Keyword(s): Latinx, Identity Development, Diversity and Inclusion, African American/Black

Culture and identity greatly influence the school experiences of historically underrepresented minority (URM) students in the United States, at both the K-12 and postsecondary levels, as their experiences, resources, and accessibility often greatly differ from their peers who may identify with the more dominant groups. Using Ferdman and Gallegos' Latino/a Racial Identity Orientations Model, the purpose of the session is to discuss how Latino high school students' identity affects their college planning, career development, and self-efficacy as students. Presenters will focus on dialogue and activities within a pre-college context and share testimonials from Latino students, faculty, and staff, demonstrating the impact of cultural identity class on their development as the impact of the cultural class on student's development as they transition to college.

During this interactive session, participants will engage in discussions about culture, identity, and the ways they influence college choice and fit. This session will discuss how Latino high school students' identity affects their college planning, career development, and self-efficacy as students. This session will benefit educators, particularly teachers, guidance counselors, and other personnel that work with Latino high school students.

Christina Wright Fields, PhD, Director, Balfour Scholars Program, School of Education, Center for P-16 Research and Collaboration, Indiana University — Bloomington, Indiana

Bianca Vasquez, BA, Doctoral Student, School of Education, School Psychology, Indiana University — Bloomington, Indiana

Sylvia Martinez, PhD, Associate Professor, Educational Leadership and Policy Studies and Latino Studies, School of Education, Indiana University — Bloomington, Indiana

2114

Community Engagement Through Design: Collaboration with the Brazos Valley African American Museum

Room: 202C

Session Type: Concurrent Workshop

Session Track: Faculty Interest and Needs

Experience Level: Novice

Keyword(s): Institutional Efforts at Transformation, Diversity and Inclusion, Pedagogy, Predominantly White Institutions, African American/Black, Coalition Building

This session will describe the Community Engagement Through Design program, a curriculum-based collaboration between the College of Architecture at Texas A&M University and the Brazos Valley African American Museum (BVAAM). The program started in 2012 and to date it has involved more than 400 students, faculty, and community members. The priority of the program is to establish and maintain engagement with the local African American community (which, as many others in the U.S., is not actively engaged in our campus) and A&M students through socially responsible design and participatory planning and engagement activities. The program is based on working with faculty members to incorporate projects within their class syllabi to serve the BVAAM and wider community. This session will benefit administrators, faculty members, and city stakeholders at or near Predominantly White Higher Education Institutions, specifically colleges and schools of architecture and planning, who are seeking to establish a low-budget, mutually beneficial collaboration between historically marginalized population and higher education institutions. The session will offer step-by-step description of the process undertaken, including successes, failures, formal and informal strategies, institutional support, and budget.

Weiling He, PhD, Associate Professor, Architecture, Texas A&M University — College Station, Texas

Bara Safarova, PhD Student, Architecture, Texas A&M University — College Station, Texas

Cecilia Giusti, PhD, Associate Dean for Outreach and Diversity, Associate Professor, Department of Landscape Architecture and Urban Planning, College of Architecture, Texas A&M University — College Station, Texas

Edelmiro Escamilla, PhD, Instructional Assistant Professor, Construction Science, Texas A&M University — College Station, Texas

8:30-9:45 AM

2115

Damn, Can I get a Break?!: Managing Racial Battle Fatigue as a Student Affairs Professional

Room: 202D

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

Keyword(s): Self-Care/Self-Work, Intergroup Dialogue/Facilitation, Intersectionality, Theory to Praxis, Critical Race Theory, Systemic Racism

This session examines racial battle fatigue experienced by higher education professionals and provides an opportunity for participants to discuss personal and institutional best practices when responding. Predominately White Institutions are one of the environmental conditions that produce racial battle fatigue for many faculty and administration of color. Personalities, emotions, and thoughts both reflect and influence physical condition. Among many manifestations of this recognition is understanding the adverse effects of extreme emotional disturbances. How do we as higher education practitioners continue to help students when we're not taking care of ourselves?

This session will benefit those who have had struggles finding balance, both professionally and personally, with responding to the national crisis and headlines.

Kim Turner, MEd, Director, Multicultural Resource Center, University of North Carolina at Charlotte — Charlotte, North Carolina

Taran McZee, MEd, Special Associate to Vice President of Inclusion and Equity, Inclusion and Equity, Grand Valley State University — Allendale, Michigan

2116

Surviving and Thriving as an Underrepresented Student Veteran at a Private Predominately White University

Room: 203A

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Novice

Keyword(s): Student Life, Diversity and Inclusion, Identity Development, Mentoring, African American/Black, Self-Care/Self-Work

This panel discussion will share the experiences of student veterans of color (underrepresented) while attending a private, predominately white university. The discussion will explore how veterans of color identify themselves using the social identity model (Zuniga & Kachwaha, 2009) and share how the intersection of these identities are impacted on campus. The panel will discuss challenges that stem from micro-aggressions, isolation, and lack of engagement on a campus that is primarily geared to meet the needs of traditional-aged, residential, and over 50 percent fraternity and sorority population. The panelists will share the strategies and resources that they use to engage on campus. Panelists will highlight the support systems they have used to enhance their academic success and personal growth.

April Brown, MEd, Director, Veterans Services, Texas Christian University — Fort Worth, Texas

2117

Something is Not Always Better Than Nothing: How Hispanic Serving Institutions (HSI) Can Be the Schools We Need Them to Be

Room: 203B

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

Keyword(s): Latinx, Systemic Racism, Changing Institutional Practices, Identity Development, Critical Race Theory, Minority Serving Institutions

Although most scholars have portrayed the rise in the number of HSIs as an unmitigated success, presenters will offer a mixed review. Specifically, they argue that while serving many Latino(a)s is a laudable achievement, compromising quality is not acceptable simply because 'something is better than nothing.' The quantity over quality argument is offensive because it assumes that Latina(o) students are either undeserving of attending higher caliber colleges and universities or incapable of benefiting from a rigorous education. Furthermore, the notion that Latino(a) students are better served at predominately Latino(a) schools alleviates the pressure that would otherwise be put on elite colleges and universities to fully integrate. These problems are compounded by the fact that HSIs do woefully little to inspire or reward ethnic identity development. We implore HSIs to develop an identity as Latina(o)-serving institutions manifested by the availability of Latina(o) Studies majors, increased emphasis on hiring faculty who have a desire and demonstrated ability to educate Latina(o) students, and a reward structure that positions those faculty who dedicate themselves to fostering a critical consciousness to be promoted and tenured. This session will benefit educators interested in promoting the educational attainment and identity development of Latino(a) students.

Cruz, MA, Doctoral student, Learning Technologies, University of North Texas — Denton, Texas

8:30-9:45 AM

2118

Creating Counterspaces at Predominately White Institutions: Digital Media as a Tool for Black Centered Spaces

Room: 203C

Session Type: Concurrent Workshop

Session Track: Student Interest and Engagement

Experience Level: Novice

Keyword(s): African American/Black, Organizing/Activism, Critical Race Theory, Social Media, Empowering Diversity, Predominantly White Institutions

The session will examine a campus symposium at the University of Michigan titled #UMBlackout: Transforming Black Communities for Radical Transformation in the Digital Age as a case study to reveal the power in creating culturally defined black spaces at Predominately White Institutions to build collective power and transformative change on college campuses. Following an overview of contemporary black campus based activism, in addition to a presentation about the conference, attendees will engage in an activity to discuss existing counterspaces on college campuses and strategies to develop and maintain environments that center the lived experiences of black students using digital media. This session will benefit students and institutional leaders who want to deepen their understanding of black campus activism and media based organizing to promote positive campus climates.

Amber Williams, MSW, MA, Program Manager and Adjunct Lecturer, School of Social Work Community Action and Social Change; Program on Intergroup Relations, University of Michigan-Ann Arbor — Ann Arbor, Michigan

2119

The Rise of Student Activism: The Positive Intersection Between Campus Activism and Leadership Education

Room: 204A

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

Keyword(s): Leadership Development, Organizing/Activism, Multicultural Affairs, Diversity and Inclusion, Student Affairs, Practitioner Development

In November 2015, college campuses across the country witnessed an increase in student activism after a group of student leaders at the University of Missouri protested against racial injustices they were facing on their respected campus. While this was certainly not the first time in U.S. higher education history that we saw a surge in protest activity, this moment served as a catalyst for similar protests to take shape across the country and a renewed interest by college leaders to understand college activism.

Subsequently, although there were various people within higher education that had mixed views about the student protest, (Kezar, 2010; Rhoads, Saenz, & Carducci, 2005) it was discovered that campus activism has the potential to be a powerful force in teaching students about the importance of democratic participation, leadership, and the ability to build coalitions amongst a wide variety of individuals on campus.

(Cole & Stewart, 1996; Stewart, Settles, & Winter, 1998) It was also discovered (Cole & Stewart, 1996; Stewart, Settles, & Winter, 1998) that students engaged in activism reap educational benefits such as developing an inclination to continue their political participation well into midlife and acquiring a greater sense of social responsibility and identity consciousness.

In addition to these two studies, (Eagan et al., 2015) others assert that the incoming freshmen class of 2015 signaled the highest anticipation to participate in student protest since 1967 while other experts have revealed that campus activism among student leaders also increases critical thinking (Tsui, 2000), civic engagement (Sax, 2004), and commitment to the larger community (Barnhardt, Sheets, & Pasquesi, 2015).

This presentation seeks to provide a positive intersection between campus activism and leadership development by focusing on helping emerging and seasoned leaders learn how to use these moments of campus activism as effective tools for leadership development amongst student leaders.

Specific leadership strategies will be provided in hopes that professionals can use them to empower their student activists for leadership success that will enable them to make the positive impact they desire to attain.

Marisa Herrera, EdD, Executive Director of Community Building and Inclusion, Office of Minority Affairs and Diversity University of Washington
— Seattle, Washington

Joshua Fredenburg, MA, President of the Circle of Change Leadership Experience, National Speaker, Author, Doctoral Student, Circle of Change Leadership Experience — Long Beach, California

8:30-9:45 AM

2120

More than a Box: An Innovative Discussion on Demographic Reporting

Room: 204B

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Intermediate

Keyword(s): Environmental Justice/Sustainability, Identity Development, Intersectionality, Changing Institutional Practices, Institutionalized Privilege, Empowering Diversity

This session will examine how American society forces individuals into identity-based boxes of sex, gender, class, race, sexuality, and other demographics. These boxes are engineered to control individuals and do not leave room for individual representations. This session examines how social constructions divide and conquer, creating a sense that individuals are monolithic rather than diverse. American institutions categorize people based on race in particular, such as birth certificates, census reports, state and federal government, and prisons. The demographics are difficult to understand based on these boxes, due to the disparity in reporting and categorization. The way in which demographic censuses are created can often be limiting. This session will discuss how these demographic boxes further perpetuate white supremacy, racism, classism, xenophobia, transphobia, and other tools that separate Americans. This session will also discuss the opposing side of how these boxes can give individuals a sense of community and belonging. This session will benefit participants who are interested in the flaws of the U.S. system of demographic reporting, individuals interested in critical analysis of American society, and those who are or work with minority students.

Linda Samarah, BA, Member of the Chancellor's Diversity Counsel, College of Arts and Sciences in the Communication Department, University of Michigan-Flint — Flint, Michigan

Maggie Marsh, BA, Research Assistant, Campus Director at Learning Enterprises, College of Arts and Sciences in the Communication Department, University of Michigan-Flint — Flint, Michigan

Rachel Strickland, BA, Vice President of Sigma Tau Delta; Tobacco Reduction Specialist at Wellness Services, Inc., School of Rackham- Liberal Studies on American Culture master's program, University of Michigan-Flint — Flint, Michigan

Rasha Mohammed, BS, Volunteer Coordinator at the Flint Muslim Food Pantry; Economics Tutor at the University of Michigan-Flint; Graduated AmeriCorps member at the American Red Cross - East Central Bay Michigan, College of Arts and Sciences in the Economics Department, University of Michigan-Flint — Flint, Michigan

Jia Ireland, BA, Community Liaison Officer of Black Student Union; Communications Director of College Democrats; Communication Director of Students for Free-Thought; Congressional Intern; WEC Peer Educator; 56th Precinct Delegate of the 8th District, College of Arts and Sciences in the Women and Gender Studies; Social Work, University of Michigan-Flint — Flint, Michigan

10:00-11:30 AM

2200

The Art of Mindfully Communicating with Those Different Than Ourselves

Room: 200

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Novice

Keyword(s): Intergroup, General, Human Resources, Intergroup Dialogue/Facilitation, Intersectionality, Empowering Diversity

Cross-cultural communication is an art that requires the utmost awareness and understanding. The subtleties are everywhere—within a simple question, an insignificant omission, the gesture of a hand, or a facial expression. In this workshop, participants will explore how to mindfully transform those subtleties into stronger, more authentic relationships, where everyone on campus can feel valued and acknowledged for their many gifts and contributions. The presenters will cover numerous topics, including: noticing the intent and impact of communicating; how to both listen and respond mindfully; healthy ways to communicate; what can open and close a diversity conversation; how to empathetically respond; ways to re-frame perception; and how to create a sense of community between diverse groups.

This session will benefit anyone who is interested in building stronger, more authentic relationships with others different than themselves and would like to be more effective at doing so.

Lee Mun Wah, MA, MS, Founder, Executive Director, StirFry Seminars and Consulting — Berkeley, California

2201

Queer Women of Color (QWOC) Engaging Self-Care as Leadership

Room: 101

Session Type: Major Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

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* and Chicana Feminist epistemology, 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. Participants 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.

Carmen Rivera, MS, Talent Manager for Organizational Development, Vice President for Student Affairs, Colorado State University — Fort Collins, Colorado

Trey Boynton, MA, Director, Multi-Ethnic Student Affairs, University of Michigan — Ann Arbor, Michigan

Dora S. Frias, MS, Director for Latin@ Student Services, Educational Opportunity Programs, University of Colorado Denver — Longmont, Colorado

2202

Black Student Success and Eliminating the College Completion Gap

Room: 102

Session Type: Major Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

Keyword(s): African American/ Black, Women, Men, Students, Diversity and Inclusion, Retention

The College Completion Agenda is a national priority. Established in 2008, the widely accepted national completion agenda set a goal of increasing the proportion of adults with an associate degree or higher to 55 percent by 2025. Almost 10 years later, national completion rates have increased slightly but sizable gaps persist by race and gender. For instance, although 63 percent of Asians completed a bachelor's degree (year of most recent data), only 16 percent of Hispanics and 21 percent of Blacks did so. Black-White college completion gaps are largest in states like West Virginia, North Carolina, and even Ohio, with an 18-point margin. Prior research suggests the importance of several levers for closing such gaps: college readiness, curriculum alignment, college counseling, predictive data use, high-impact practices, and clarifying processes. In this session, designed for professionals and scholars concerned with student success, the presenter will highlight national trends related to completion goals, present data demonstrating racial completion gaps, review evidence-based solutions, and offer recommendations for eliminating the Black-White college completion gap through practice, policy, and innovation.

Terrell Lamont Strayhorn, MEd, PhD, Professor and Director, Center for Higher Education Enterprise, Ohio State University — Columbus, Ohio

10:00-11:30 AM

2203

Recruiting and Retaining Diverse Faculty

Room: 103A

Session Type: Major Workshop

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: All Levels

Keyword(s): Chief Diversity Officers (CDO), Faculty, Human Resources, Administrators, Diversity and Inclusion, Mentoring

Despite the increasing student diversity in higher education, institutions have achieved only modest gains in the diversity of faculty members. Academic leaders and search committees can easily overlook issues related to faculty diversity because institutional planning efforts don't always prioritize the building of an inclusive environment. Adding a focus to the hiring and retaining of diverse faculty on your campus is the first step to creating a welcoming environment for students and employees alike. Topics covered in this session include: creating an inclusive search process, writing inclusive position announcements, developing faculty mentorship programs, and how to develop strategic policies and use technology to gain a competitive advantage in the recruitment process.

The goal of this session is to provide a platform for participants to identify, share, and discussion strategies to launch or improve a diverse faculty initiative at your institution. In addition, the facilitator will give best practices in recruiting and retaining diverse faculty, allowing your institution to move this intention from theory to practice.

After this session, participants will be able to implement proven approaches for recruiting and retaining a diverse faculty. Human resources professionals, chief diversity officers, affirmative action officers, senior academic administrators, faculty, and anyone looking to improve upon practices and results for recruiting and retaining diverse faculty are welcome.

Myron R. Anderson, PhD, Associate to the President for Diversity, Office of the President, Metropolitan State University of Denver — Denver, Colorado

2204

Approaches and Challenges to Implementing Opportunities for Staff Development in the Areas of Inclusion, Diversity, and Equity in the UW- Madison Division of Enrollment Management

Room: 103B

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Novice

Keyword(s): Diversity and Inclusion, Intergroup, Empowering Diversity, Leadership Development, General, Cultural Competence

This session should particularly benefit participants who are interested in providing sustainable structures for staff learning and dialogue in the areas of inclusion, diversity, and equity. The Division of Enrollment Management (DEM) Engagement, Inclusion and Diversity (EID) Committee is part of a broad structure of "Equity and Diversity Committees" within individual departments, colleges and units at UW-Madison. Two years ago, the EID Committee created a social justice learning community for colleagues within their campus division. The goal of this session is to highlight the EID Committee approaches and challenges to create space for social justice learning and dialogue across the DEM offices of Admissions and Recruitment, the Registrar, Student Financial Aid, and the Student Information System.

Paula Gates, MS, HR and Program Assistant, Office of the Vice Provost for Enrollment Management, University of Wisconsin-Madison — Madison, Wisconsin **Darren**

Martin, MS, Student Services Coordinator, Office of Student Financial Aid, University of Wisconsin-Madison — Madison, Wisconsin

Dale Redmond, BS, Computer Programmer, Office of the Registrar, University of Wisconsin-Madison — Madison, Wisconsin

Martina Diaz, BS, Senior Advisor, Office of Student Financial Aid University of Wisconsin-Madison — Madison, Wisconsin

10:00-11:30 AM

2205

Freedom Rides: Tracing Civil Unrest and Coalition Building in Your Neck of the Woods

Room: 104

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

Keyword(s): Coalition Building, Leadership Development, Identity Development, Systemic Racism, Curriculum, Student Life

This presentation will provide participants with a blueprint for building their own experiential/immersion learning trip experience connecting students to modern day coalition building. Participants will navigate the framework, logistics, potential barriers, and rewards of building opportunities for students to learn their regional history regarding civil rights while exploring self-identity, current environments, and new knowledge being discovered. At the end of the presentation, participants will begin a skeleton of their own freedom ride that can realistically be brought back to their home institution or be infused with inclusive leadership practices in private sectors. This session will benefit participants who are interested in building their own experiential/immersion learning trips, participants who are interested in learning about crisis management on trips, and participants who are interested in building a network for freedom rides at their institutions across the country.

Coretta King, MS, Associate Director, Campus Center and Student Experiences Indiana University, Purdue University - Indianapolis — Indianapolis, Indiana

Michelle Leao, MSEd, Graduate Assistant, Leadership Development, Campus Center and Student Experiences Indiana University, Purdue University - Indianapolis — Indianapolis, Indiana

2206

Trumped and Scared: Responding to The Needs of Marginalized Religious Identities During Times of Political Uncertainty

Room: 108

Session Type: Concurrent Workshop

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Intermediate

Keyword(s): Intersectionality, Popular Culture, Religion, Organizing/Activism, Diversity and Inclusion, Cultural Competence

The 2016 Election results necessitate higher education pay close attention to marginalized religious identifying persons. Considerations of policies and practices that support those of Muslim, Jewish, Buddhist, and Hindu traditions will be addressed and information from campuses across the United States will be incorporated into the session. This workshop will particularly benefit higher education professionals in diversity work and those specifically tasked with supporting the lives of religious, secular, and spiritual identifying students on campus.

J. Cody Nielsen, MA, Expert in Residence: Religious, Secular and Spiritual Initiatives, NASPA — Minneapolis, Minnesota

2207

Disrupting the Silence: Liberating the Voices from the Margins

Room: 121A

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

Keyword(s): Religion, Diversity and Inclusion, Predominantly White Institutions, Theory to Praxis, Institutional Efforts at Transformation, Systemic Racism

The current realities within Christian higher education are hostile and thus dehumanizing to students of color, queer students, and women—the “other”—inhibiting their ontological aim of realizing their full humanity. The solution is a pedagogy of reconciliation. Reflecting on Paulo Freire’s liberationist framework, the “culture of silence,” this interactive workshop will provide practical insights that will empower practitioners and educators to disrupt the silence prevalent in Evangelical Christian higher education and other spaces where such forces are prominent. This session will benefit higher education professionals and administrators and/or those invested in higher education who hold responsibilities in or have a passion for advancing the work of diversity, equity, and inclusion.

David Humphrey, MDiv, MA, Associate Dean of Student Affairs for Diversity and Inclusion, Student Affairs, Pepperdine University — Malibu, California

Kari Bolen, EdD, Director of Intercultural Affairs, Student Affairs, Pepperdine University — Malibu, California

10:00-11:30 AM

2208

Fisher vs. The University of Texas: Policy Implications for Higher Education Admissions

Room: 121B

Session Type: Special Feature

Experience Level: All Levels

Keyword(s): POC, Admissions, Students, Affirmative Action, Diversity and Inclusion, Systemic Racism

In June 2016, the Supreme Court upheld the University of Texas's affirmative action program in *Fisher v. The University of Texas* – eight years after Abigail Fisher first sued the university for racial discrimination in admissions. Debate over Fisher has coincided with an era of increasing concern for racial climate on college campuses. Within this timely context, this featured panel session will explore the policy implications of the influential Fisher v. University of Texas decision on admissions and racial diversity in higher education. In a conversational format facilitated by University of Texas at Austin professor Dr. Victor Saenz, Texas-based scholars and leaders will reflect on the ways in which this case has affected the treatment of race in admissions and its potential impact on diversity, inclusion, and equity in higher education. The target audience for this session includes all higher education stakeholders, from students to faculty and administrators.

Catherine Horn, Associate Professor, Educational Leadership and Policy Studies, University of Houston — Houston, Texas

Richard J. Reddick, EdD, Associate Professor, Educational Administration, University of Texas- Austin — Austin, Texas

Michael McLendon, Dean, School of Education, Baylor University — Waco, Texas

Victor Sáenz, PhD, Associate Professor, Educational Administration, University of Texas — Austin, Texas

Gregory J. Vincent, Vice President, Diversity and Community Engagement, University of Texas — Austin, Texas

2209

The Construction and Deconstruction of Experiential Inequality

Room: 201A

Session Type: Concurrent Workshop

Session Track: Student Interest and Engagement

Experience Level: Novice

Keyword(s): Institutionalized Privilege, STEM/STEAM, Diversity and Inclusion, Research, Changing Institutional Practices, Curriculum

This session examines Student, Experiential Learning, Engineering Competition Teams (SELECT) as a nexus of cultural structures and practices that result in inequitable access to the benefits derived from participation in this high value, high status educational opportunity. SELECT programs are resource intensive endeavors that provide an opportunity for engineering students to practice engineering technical and professional skills while engaged in competitive, design/build projects. Participation rates of students from underrepresented populations (URP) are exceptionally low even when normalized for engineering enrollment. SELECT are one example of co- or extra-curricular project-based learning in STEM education.

The session will begin with a presentation of our qualitative research findings. Participants then will engage in a structured conversation using the Nominal Group Technique to develop and prioritize strategies to expand the cultural relevance and insure the experiential equality in SELECT.

This session will benefit participants who are interested in equitable access to experiential learning opportunities and the outcomes accrued. It will also be of interest to students, faculty, and administrators who are concerned with broadening participation and increasing retention of URP in STEM higher education.

Randa Shehab, PhD, Associate Dean, Gallogly College of Engineering, University of Oklahoma — Norman, Oklahoma

Deborah Trytten, PhD, Presidential Associate Professor, Computer Science, University of Oklahoma — Norman, Oklahoma

Cindy Foor, MA, Research Associate, Industrial and Systems Engineering, University of Oklahoma — Norman, Oklahoma

Susan Walden, PhD, Research Associate Professor, Gallogly College of Engineering Dean's Office, University of Oklahoma — Norman, Oklahoma

10:00-11:30 AM

2210

The Mentoring Institute: A Collaborative Space to Build and Develop NCORE Professional Networks

Room: 201B

Session Type: Major Workshop

Session Track: Human Resources

Experience Level: All Levels

Keyword(s): Administrators, General, Career Path, Mentoring, Practitioner Development, Self-Care/Self-Work

This interactive session is designed to engage participants who are interested in serving as mentors and/or others who wish to receive mentoring. The presenters will provide practical information about the different purposes and types of mentor experiences, including sponsoring, championing, coaching, and advising roles. Through interactive exercises, participants will learn basic distinctions between terms and roles and have the opportunity to move from theory to practice. Additionally, this session will offer tools to assess individual needs and goals for being a mentor/ee, to identify appropriate mentors/mentees, and to create effective mentor/mentee relationships. Participants will also be encouraged to share their own mentor/mentee experiences as they consider different models for developing successful individual or group mentoring programs for their respective campuses. Participants will be able to: understand their aptitude as a mentor and needs as a mentee; develop strategies to identify and further define mentor/ee relationships; and learn about successful mentor/mentee frameworks.

This program will benefit students, faculty, and other professionals who seek to develop rewarding professional relationships both formally and informally. All participants are encouraged to bring business cards to share.

Marco Barker, PhD, Associate Vice President and Chief Diversity Officer, Diversity, Equity, and Inclusion, Westminster College — Salt Lake City, Utah

Ebony D. Caldwell, EdD, Project Direct, Title III, Monroe Community College — Rochester, New York

A. Faith English, LLM, Consultant and Speaker, A.F. English and Associates — McCordsville, Indiana

Kimberly DeLaine Johnson, EdD, Executive Staff Assistant, Office of the Chancellor, University of Missouri-Kansas City — Kansas City, Missouri

2211

Intersectional Coalition Building Across Difference

Room: 201C

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Keyword(s): African American/Black, TQPOC, LGBTQIAA, Theory to Praxis, Intersectionality, Coalition Building

Shrinking budgets have made coalition building more important than ever before. Multicultural student groups tend to be among the most underfunded. Financial concerns are among the most logical reasons for building coalitions across racial identities. Coalition building provides opportunities to present examples of unity and celebrate across difference. 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, BA, Teaching Assistant, Gender Studies, University of Utah — Salt Lake City, Utah

2212

Segregating Mexican Americans: A Brief History

Room: 202A

Session Type: Major Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

For most of the 20th century, Mexican Americans in the American Southwest experienced segregation in schools, housing, and employment. Although there was no constitutional provision for the segregation of Mexican Americans as there was for African Americans, Jim Crow was nonetheless seen as the logical way to handle the presence of a "second race." With particular attention to Texas, historian David Montejano will describe how segregationist policies and practices were extended to Mexican Americans. A key factor was the desire of growers to control the mobility of agricultural laborers.

David Montejano, PhD, Professor of the Graduate School, Ethnic Studies and History, University of California-Berkeley — Berkeley, California

10:00-11:30 AM

2213

Antiracist Teaching and Learning: Exploring White Privilege

Room: 202B

Session Type: Concurrent Workshop

Session Track: Faculty Interest and Needs

Experience Level: Novice

Keyword(s): Antiracism, Faculty, Whiteness, Curriculum, Predominantly White Institutions, Systemic Racism

This session describes a curricular model for antiracist teaching and learning at predominantly white institutions. The presentation is based on the presenter's books, *Antiracist Teaching* (Jan. 2015) and *Exploring White Privilege* (Nov. 2016), which are a culmination of 14 years of teaching and research. The presenter explores the questions, "Why is teaching about racism and white privilege to white students so difficult?" and "What can educators do to become more effective anti-racist teachers for all of their students?" 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, trainings, retreats, workshops, and community organizations to the college classroom. *Antiracist Teaching* is written for educators while *Exploring White Privilege* is written for students and activists. The books are designed to be used in tandem. This session will 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 and learning about white privilege.

Robert Amico, PhD, Professor of Philosophy, Philosophy, St. Bonaventure University — St. Bonaventure, New York

2214

Colorado State University Alliance Summer STEM Institutes: Providing STEM-Focused High Impact Engagement for Historically Underrepresented Students from Alliance Partnership High Schools

Room: 202C

Session Type: Concurrent Workshop

Session Track: Faculty Interest and Needs

Experience Level: Intermediate

Keyword(s): STEM/STEAM, Cultural Competence, Diversity and Inclusion, Environmental Justice/Sustainability, Socioeconomic Class, Students

The CSU Alliance Partnership provides high impact learning experiences for students from Alliance Partnership High Schools, whose mission is to encourage all students to attend college. The ten public high schools in Colorado were identified by: large numbers of First Generation Students, high percentages of Racially/Ethnically Diverse students, and high percentage of students receiving free/reduced lunch. In Summer 2016, Alliance partnered with Warner College of Natural Resources and the College of Engineering to deliver two STEM institutes on earth systems science and sustainability and river science. To advance diversity and inclusivity in student participation, recruitment and registration materials were developed in English and Spanish; CSU student mentors and instructors took part in diversity and inclusion training; and the institutes' high school students engaged in Talking Circles and other activities to build community and promote respect and appreciation. The session will present details on these and other programmatic elements to educate others interested in developing similar programs for CSU's service and outreach activities. This session will benefit faculty and staff who want to focus on programmatic and operational considerations in serving diverse high school students participating in science, technology, engineering, and mathematics (STEM) institutes at Colorado State University (CSU).

Patricia Vigil, PhD, Director of University Partnerships and Student Success, Director of the Alliance Partnership Relations, Access Center, Colorado State University — Fort Collins, Colorado

10:00-11:30 AM

2215

Hiding from Scary Ideas: An Explorative Workshop on Trigger Warnings, Safe Spaces, and Brave Spaces in Higher Education

Room: 202D

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

Keyword(s): Academic Affairs, Diversity and Inclusion, Student Affairs, Cultural Competence, Theory to Praxis, Intersectionality

This session examines how campuses currently handle and respond to issues relating to the perceived or actual marginalization and sensitivity of its student populations. This presentation hopes to facilitate an exploration of a growing trend in higher education whereby campuses seemingly walk the line between freedom of speech and expression and freedom from oppression in an effort to both protect and encourage free speech that often ends up doing neither. Attendees of this workshop will come away better understanding how to both protect and encourage freedom of expression and how they can play a role in facilitating the creation of new resources to serve student populations. This session will benefit students, student affairs professionals, those who coordinate student programming, as well as anyone who wishes to understand how campuses deal with societal events, student sensitivities, brave/safe spaces, and cultural center management.

Asher Hamilton, MA, Student Programming Intern, UNITY, American River College — Sacramento, California

Priscilla Kilili, MA, Researcher/Consultant, Interdisciplinary Independent — San Jose, California

2216

Innovation Models to Improve Student Success for Underrepresented Students: Showcasing Georgia Institutional Recipients of the Department of Education's First in the World Grant

Room: 203A

Session Type: Concurrent Workshop

Session Track: Faculty Interest and Needs

Experience Level: Intermediate

Keyword(s): Assessment/Evaluation, Institutional Efforts at Transformation, Curriculum, Research, Retention, Multiracial

The Department of Education's "First in the World Program provides grants to spur the development of innovations that improve educational outcomes, makes college more affordable for students and families, and develops an evidence base of effective practices" (<http://www2.ed.gov/about/offices/list/ope/fipse>). This session highlights two Georgia higher education institutions, Spelman College and Kennesaw State University's program initiatives. Spelman College's initiative offers a new model of thinking and learning for underrepresented students entering into their first year experience. Kennesaw State University's initiative offers a new one stop service delivery model for underrepresented and socioeconomically disadvantaged students who pursue their two-year degree and seek to transfer to a four-year institution to complete a bachelor's degree.

The session will be of benefit to those faculty, staff and administrators interested in academic success strategies for underserved and underrepresented student populations, and discussing how to create transformational change on an institutional level and in the classroom.

Francesina Jackson, PhD, Director and Principal Investigator, Spelman College Center for Academic Planning and Success Spelman College Center — Atlanta, Georgia

Jennifer Wade-Berg, PhD, CNP, Associate Professor & PI/Program Administrator - Transfer Advocate Gateway, Academic Affairs: Transfer Advocate Gateway Kennesaw State University — Kennesaw, Georgia

Jenna Terrell, MS, Research Associate, Evaluation Research Program WestEd — Atlanta, Georgia

Jimmeka Guillory, PhD, Assistant Professor, Department of Psychology Spelman College — Atlanta, Georgia

Angelino Viceisza, PhD, Assistant Professor, Department of Economics Spelman College — Atlanta, Georgia

10:00-11:30 AM

2217

The Light. The Light. One Will Perish without the Light: Collecting Stories for Addressing Racism to Ignite Radical Change

Room: 203B
Session Type: Special Feature
Experience Level: All Levels

We are in a time of danger. White supremacy and white nationalism have been legitimized and celebrated. We feel the pain, and we must seize the opportunity. We will come together to imagine a world of belonging. We will tell and hear stories of neighbors, organizations, institutions, communities who are working to create radical change out of radical love, from Awra Amba, Ethiopia to Fort Worth, Texas. We will be conscious about cultivating relationships that bring together community that supports building movements. We will talk to each other, motivate, inspire, brainstorm—let us conspire together.

Quoting from “Nothing Personal,” an essay by James Baldwin:

One discovers the light in darkness. That is what darkness is for. But everything in our lives depends on how we bear the light. It is necessary, while in darkness, to know that there is a light somewhere, to know that in oneself, waiting to be found there is a light. What the light reveals is danger, and what it demands is faith...I know we often lose...and how often one feels that one cannot start again. And yet, on pain of death, one can never remain where one is. The light. The light. One will perish without the light...The sea rises, the light fails, lovers cling to each other, and children cling to us. And the moment we cease to hold each other, the moment we break faith with one another, the sea engulfs us and the light goes out.

Shakti Butler, PhD, Founder and Creative Director, World Trust Educational Services — Oakland, California

2218

Can White Family Members Ever Truly Get It? Biracial Individuals Navigating Racial Justice Conversations within Interracial Families

Room: 203C
Session Type: Special Feature
Session Track: Race and Social Justice in Higher Education
Experience Level: All Levels
Keyword(s): Bi-Racial, Multiracial, Antiracism, Perspective Taking, Self-Care/Self-Work, Whiteness

During what was arguably the most divisive presidential election in recent memory, biracial and multiracial people, particularly those identifying with the collective consciousness of communities of color, likely had to navigate difficult conversations with white family members. From feeling unrecognized to flat out rejecting one's racial existence, these types of conversations with family members can be painful. But can white family members ever truly understand? This panel session engages this question from a range of scholarly and personal perspectives, including social work and various fields of education. Focal topics include the perspective of parenting biracial children as a white person; navigating relationships with extended family members and in-laws; and understanding the dynamics of racial socialization within cross-racial families. Participants will be able to deeply engage with the complexities of multiracial identity and belonging within interracial families.

Eric Hamako, EdD, Professor, Multicultural Studies, Shoreline Community College — Shoreline, Washington
Marcella Runell Hall, EdD, Vice President for Student Life, Division of Student Life, Mount Holyoke College — South Hadley, Massachusetts
Kelly F. Jackson, PhD, Associate Professor, School of Social Work Arizona State University — Phoenix, Arizona
Dian D. Squire, PhD, Visiting Assistant Professor, Higher Education and Student Affairs, Iowa State University — Ames, Iowa
Victoria K. Malaney, MEd, Special Assistant to the Deans, Dean of Students Office and Doctoral Student, University of Massachusetts Amherst — Amherst, Massachusetts

10:00-11:30 AM

2219

Dismantling Geishas, Tiger Moms, and China Dolls: APIDA Womxn of Color Labor, Leadership, and Self-Care

Room: 204A

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Intermediate

Keyword(s): Asian Pacific American, Women, Intersectionality, Practitioner Development, Multicultural Affairs, Staff Recruitment and Retention

How do Asian Pacific Islander and Desi American (APIDA) womxn care for ourselves and our communities? Due to systematic racism, sexism, and xenophobia, combined with job descriptions, social expectations, and identity politics, we often find ourselves holding space for others in times of trauma and stress. Because APIDA womxn are stereotyped as either quiet, submissive, and non-threatening (e.g., geisha, china dolls, Miss Saigon) or cold, robotic, and maternal martyrs (as experienced with "tiger moms"), we are convenient vessels for racialized and gendered emotional labor. While this can be rewarding and impactful in campus climate work, it can also be isolating and debilitating to continue providing effective labor (Gregg, 2009) and custodial leadership for others without finding ways to get the care we need and deserve as well. In light of increased post-election campus hate incidents, now more than ever, we must practice setting our own boundaries and confronting internalized oppression. This session will benefit APIDA womxn student affairs and higher education professionals and will provide tactics for both asserting what is needed and mentoring each other for the purpose of retention, in order to engage in holistic community care and sustain ourselves as college administrators with multiple marginalized identities.

Heather Lou, MEd, Assistant Director, Multicultural Center for Academic Excellence, University of Minnesota, Twin Cities — St. Paul, Minnesota

Uyenthi Tran Myhre, MA, Assistant Director, Women's Center, Office for Equity and Diversity, University of Minnesota, Twin Cities — Minneapolis, Minnesota

2220

Solidifying Foundations in the Age of Trump: Learning, Unlearning, and Organizing through Writing and Performance

Room: 204B

Session Type: Concurrent Workshop

Session Track: Student Interest and Engagement

Experience Level: Novice

Keyword(s): Organizing/Activism, Writing/Publishing, Self-Care/Self-Work, Reinventing Language, Theory to Praxis

This session will be centered on the transformative power of writing and performance that can be directed toward community and campus organizing to promote social justice and liberation. Participants will engage in dialogue around writing and performance practices (not limited to the creative arts) in relation to the work of other artist-performer-activists throughout the United States. A writing exercise will then be facilitated followed by a reflection around writing and artistic practices that create and foster individual and communal healing. This session will particularly benefit participants who are interested in interrogating systems of oppression (racism, sexism, xenophobia, etc.) through alternative creative methods and pedagogy and exploring the creative arts as a method of self-care.

Natalie Riquelmy, Education Coordinator, Student Enrichment Program, El Puente Williamsburg — Brooklyn, New York

1:00-2:15 PM

2302

Conference Opening and Welcoming Remarks

Room: Ballroom
Session Type: Keynote

Belinda Biscoe-Boni, PhD, Interim Vice President for Outreach, Public and Community Services, University of Oklahoma — Norman, Oklahoma

2303

Pari Shahabi-Nabavi Opening Keynote Address: **Juliet V. García**

Room: Ballroom

Drawing upon her 28-year presidency and experience as an international thought leader in higher education, Juliet García will provide an overview of the challenges and opportunities of addressing issues of equity and inclusion in today's turbulent political context. She will speak to how to get a seat at the table, how to increase diversity at all levels and the importance of re-spiriting the soul.

Juliet V. García, PhD, Senior Advisor to the Chancellor, Community, National and Global Engagement, University of Texas System — Brownsville, TX

3:00-6:00 PM

2400

Doing the Work Without the Title: Examining the Challenges of Advancing the Campus Diversity Effort as an "Unofficial" Chief Diversity Officer

Room: 106
Session Type: Major Workshop
Session Track: Chief Diversity Officer and Executive Leader
Experience Level: Novice
Keyword(s): Chief Diversity Officers (CDO), Diversity and Inclusion, Institutional Efforts at Transformation, Leadership Development, Multicultural Affairs, Practitioner Development

This session will begin by detailing the origin of the Chief Diversity Officer (CDO) position and how its presence at colleges and universities evolved from historical efforts to address campus diversity, equity, and inclusion issues. Participants will learn the about the competencies and professional standards that scholars and practitioners created to more effectively define the CDO position. The session will also allow time for both the presenters and the participants to share their personal stories and identify some of the similarities and differences in the challenges that "unofficial" CDOs confront in comparison to professionals appointed to an official CDO position. The session will conclude with a series of best practices that "unofficial" CDOs can use to more effectively facilitate the advancement of the campus diversity effort.

Keith Renard Barnes, MEd, Executive Director of Diversity, Equity and Inclusion, Office of the President, Pikes Peak Community College
— Colorado Springs, Colorado

3:00-6:00 PM

2401

Enacting Inclusive Excellence: Negotiating Campus Climate Perfect Storms of Racial-Cultural, Socio-Political, and Academic Freedom Tensions in American Higher Education

Room: 110A

Session Type: Concurrent Workshop

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Advanced

Keyword(s): Institutional Efforts at Transformation, Coalition Building, Diversity and Inclusion, Faculty Recruitment and Retention, Empowering Diversity, Predominantly White Institutions

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 Equity and Diversity Framework is a community-derived comprehensive equity and diversity model that has sparked numerous initiatives within colleges across the university and system campuses. The framework 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 the Office for Equity and Diversity to unite disparate equity and diversity efforts around campus toward shared goals.

This session will benefit both new and seasoned university leaders and administrators who are interested in learning about the brief history and elements of an equity and diversity framework; how to negotiate six critical incidences of campus protests, free versus hate speech debates, bias incidences, faculty engagement, and challenges to leadership; 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, a CLEAR Faculty Diversity Hiring Initiative, and a presidential future faculty recruitment program.

Virajita Singh, MA, Assistant Vice Provost/Senior Research Fellow/Adjunct Assistant Professor, Office for Equity and Diversity, University of Minnesota — Minneapolis, Minnesota

Michael Goh, PhD, Associate Vice Provost and Professor, Office for Equity and Diversity, University of Minnesota — Minneapolis, Minnesota

Katrice Albert, PhD, Vice President and Chief Diversity Officer, Office for Equity and Diversity, University of Minnesota — Minneapolis, Minnesota

2403

The Pedagogy of Intersectionality through Spoken Word Poetry

Room: 113

Session Type: Major Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: All Levels

Keyword(s): Performing Arts, Organizing/Activism, Intersectionality, Students, Faculty, Multicultural Affairs

The primary focus of this workshop is to explore the ways that spoken word poets teach about intersectionality using spoken word poetry. Presenters will host a brief Q&A panel and showcase of some of the leading poets in the country whose work speaks to the intersection of race, class, gender, and sexuality. Afterward, the presenters will facilitate a brief writing exercise for attendees to create and tell their own story. As a result of attending, participants can expect to leave having learned about the craft, journey, theory, and practice of using spoken word poetry as a means to help teach about intersectionality. Anyone who is interested in learning more about the art and activism of spoken word poetry and how to use spoken word as an educational tool for exploring intersectionality is welcome.

Yazmin Monet Watkins, Poet, Actor, Activist — North Hollywood, California

Elizabeth Acevedo, MFA, Writer — Washington, D.C.

Mahogany L. Browne, MFA, Program Director, Black Lives Matter, Pratt Institute — Brooklyn, New York

Hieu Minh Nguyen, Author, Poetry Coffee House Press — Minneapolis, Michigan

3:00-6:00 PM

2404

Beyond Diversity Programs: Multicultural Organizational Development

Room: 121C

Session Type: Major Workshop

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: All Levels

Keyword(s): Chief Diversity Officers (CDO) Institutional Efforts at Transformation, Practitioner Development, Administrators, Coalition Building, Engaging Resistance

Campuses across America are looking to tools to assess the effectiveness of their diversity efforts. Most CDOs are charged with providing tangible ways to measure the culture and climate of their campus. Doctor's Jackson, Hardiman, and Holvino offer a framework for moving organizations along in their inclusion efforts. The Multicultural Organizational Development (MCO) model has been used by many campuses to examine their current state and make decisions about how to move forward. In this interactive session, participants will be given an opportunity to do a high-level assessment of their campus or unit and receive materials and tools for steps they might take to move their organization toward greater inclusion.

Vernon Wall, MS, Director, Business Development, LeaderShape — Washington, D.C.

Jamie Washington, PhD, President, The Washington Consulting Group, Social Justice Training Institute — Baltimore, Maryland

Kathy Obear, EdD, Founding Faculty, Social Justice Training Institute, Social Justice Training Institute — New York City, New York

2405

Effective Mentoring of Diverse Faculty in the Academy: It's About More than Just Having "the" Conversation

Room: 121D

Session Type: Major Workshop

Session Track:

Experience Level: All Levels

Keyword(s): Multiple Racial Identities Faculty, Mentoring, Predominantly White Institution, Retention, STEM/STEAM

Much has been written about the importance of attracting and retaining "diverse" faculty in the academy, particularly in STEM fields. Too often, 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 faculty face as new scholars and researchers. The focus of such approaches for mentors of diverse faculty seems to be on getting to know their mentees as people rather than on advocating for them as scholars, researchers, and colleagues in the discipline and department. New scholars of color are counseled to survive by ignoring the bad apples among their colleagues and by not taking perceived barriers and roadblocks personally. Using case studies and discussion, the presenters will identify strategies mentors can employ to recognize and avoid actions rooted in cultural bias, as well as to effectively advocate for and support their mentee scholars. They will also explore ways that mentees can deal with these barriers when they are encountered, without losing their sanity or derailing their academic careers. This workshop will provide potential and current mentors, as well as scholar mentees, with tools for recognition, identification, and removal of roadblocks, especially as based in institutional privilege and the power dynamics of cultural bias, and as well as for forging stronger pathways to scholarship with integrity in the academy.

Cris Cullinan, PhD, Founder, ALiVE: Actual Leadership in Vital Equity — Wilsonville, Oregon

2406

Courageous Conversation About Race: Setting the Stage for System-Wide Equity Transformation

Room: 121E

Session Type: Concurrent Workshop

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Intermediate

Keyword(s): Multicultural Affairs, Diversity and Inclusion, Leadership Development, Changing Institutional Practices, Systemic Racism, Facilitator Development

Rapidly changing racial/ethnic demographics and student protests have given institutions of higher education cause to re-think the policies, programs, and procedures by which staff, faculty, and students are prepared for 21st century realities. This session introduces administrators to the Courageous Conversation[®] Protocol (CCAR), an internationally embraced approach for addressing structural racial inequities in a direct, compassionate, and sustainable manner. The Courageous Conversation[®] Protocol has been implemented across sectors—educational, governmental, and corporate—because it equips leaders and their stakeholders with a common language and approach to developing and sustaining institutional racial equity work. An introduction to this racial equity framework and the lessons derived from its implementation in institutional settings will be shared. Participants will learn how to name the racial equity challenge in their institutions with greater specificity, and how to move beyond compliance to setting the stage for sustainable systemic racial equity change. The CCAR approach was developed by Glenn Singleton and may be found in his book, "Conversation About Race: A Field Guide to Achieving Equity in Schools," second Edition (2015).

Will Walker, PhD, Director of Higher Education Partnerships, Higher Education Pacific Educational Group — San Francisco, California

3:00-6:00 PM

2407

Why Don't We Recruit? Recruitment, Retention, and Development in NPHC and Multicultural Greeks

Room: 121F

Session Type: Major Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: All Levels

Keyword(s): African American/Black Latino/a, Multicultural Affairs, Student Life, Diversity and Inclusion, Popular Culture

Undergraduate members of culturally based fraternal organizations (CBFOs) often repeat this mantra. Where does this philosophy originate? If it's true, is it relevant today? This position is challenged through a series of fun, interactive exercises that examines this mindset and establishes the premise of why growth is pivotal for the 21st century. The facilitator also shares practical methods and best practices of increasing membership while balancing the traditions of culturally based fraternal organizations. First, presenters will take the audience on a historical journey that analyzes the evolution of these groups and the organizational, institutional and societal influences that impacted the way these organizations take in new members. Then, presenters will share short and long term practical solutions for chapters, councils, institutions, and national organizations to implement for healthy and sustainable growth.

Rasheed Ali Cromwell, Esq., President, The Harbor Institute – Washington, D.C.

3:00-4:30 PM

2500

Queeribbean: Bridging the Intersections

Room: 200

Session Type: Concurrent Workshop

Session Track: Global, Multicultural, and Transnational issues

Experience Level: Novice

Keyword(s): TQPOC, Cultural Competence, Critical Race Theory, Multicultural Affairs, Intersectionality, Popular Culture

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 multidisciplinary 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, participants will see how the intersections of race, class, gender, ethnicity, and age produce the intersections of a Queeribbean. The session will explore 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., BA, Budget and Events Assistant, Division of Student Affairs, New York University — New York City, New York

2501

Changing the Discourse/Mobilizing Action: The National and International Influences of the Black Lives Matter Movement in Higher Education

Room: 101

Session Type: Special Feature

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

Keyword(s): African American/ Black, Students, Coalition Building, Critical Race Theory, International/Transnational, Organizing/Activism

Black Lives Matter (BLM) has been instrumental in taking up issues in the African American communities and beyond. In fact, BLM has been providing leadership not only on issues of police shootings, but also bringing attention to issues pertaining to African Americans in various spheres of American life and institutions. As such, through BLM's activism, there are universities reviewing their historical past and giving attention to how their policies and practices account for the situation of Black students. Furthermore, BLM's influence has gone beyond the United States. There are Black Lives Matter groups in places like Canada and England. And much of the leaderships in these various BLM groups are university students in graduate programs. In this regard, it is understandable that universities would come under scrutiny by these student activists.

Given BLM's noteworthy activism, the presenters will take this opportunity to bring graduate students from universities in Durham, U.S., Toronto, Canada, and London, England to present on BLM's activities in their respective communities. This is an opportunity to examine the reach of a U.S. social movement like BLM on the racial and educational policies, practices, and discourses in other countries. All members of a university community will find this discussion presented by a panel of young international scholars engaging.

Sam Teclé, BA, MEd, PhD(c), PhD Candidate, Sociology, York University — Toronto, Canada

Layla D Brown-Vincent, PhD, Student Development Coordinator, Office of Fraternity and Sorority Life/Center for Leadership Development and Social Action, Duke University — Durham, North Carolina

Zoila Atrall, PhD, Associate Vice President, Student Affairs, Duke University — Durham, North Carolina

Carl Everton James, PhD, Professor, Faculty of Education, York University — Toronto, Canada

Remi Joseph-Salisbury, PhD, Senior Lecturer in Education and Childhood Studies, Carnegie School of Education, Leeds Beckett University — Leeds, United Kingdom

3:00-4:30 PM

2502

A Conversation with Victor Lewis and Hugh Vasquez

Room: 102
Session Type: Special Feature
Session Track: Intersectionality, Identities, and Discussions
Experience Level: All Levels
Keyword(s): POC, White, Antiracism, Coalition Building, Transformation, Leadership Development

This conversation will engage participants in discussion about the current conditions in our country and in our world, and what it means for our work in social justice. Questions to be entertained include: what is ours to do in times like this?; what has been learned from the past about what not to do?; what moves need to be made now to transform the world in order to advance social justice?; what has been learned about the human condition that helps determine what to do next? Participants are encouraged to bring their questions and reflections to the discussion.

Hugh Vasquez, MSW, Senior Associate, National Equity Project — Walnut Creek, California
Victor Lee Lewis, MA, Founder, Radical Resilience — Berkeley, California

2503

Promising Practices that Advance Critical Leadership Among Faculty Women of Color in STEM and Beyond

Room: 103A
Session Type: Concurrent Workshop
Session Track: Human Resources
Experience Level: Intermediate
Keyword(s): Leadership Development, Faculty, Women, POC, Diversity and Inclusion, Administrator Recruitment and Retention

The facilitators will engage session participants in the lessons learned and cited in the publication *Preparing Critical Faculty for the Future (PCFF): Enlisting the voices of STEM women of color faculty*. PCFF is a project of the Association of American Colleges and Universities (AAC&U) and funded by the National Science Foundation's Historically Black Colleges and Universities-Undergraduate Program (HBCU-UP). Although focused on STEM women of color faculty at HBCUs, the lessons learned are applicable to the entire spectrum of higher education institutions. The lessons inform what can be done to address the dearth of women of color leaders at various levels of leadership in higher education. The publication is based in the experiences of the three cohorts (totaling 72 participants) and their journey toward increased leadership, pedagogical acumen, and strategic decision making during their participation in the program. The facilitators will actively engage participants in a discussion and exercises of the practices they can implement that advance women of color in the Academy. This session should especially benefit assistant and associate provosts, deans, department chairs, program directors, those responsible for faculty professional development, human resource professionals, and faculty women of color, especially those in STEM disciplines.

Patricia M Lowrie, MS, Senior Consultant and Director Emeritus, Office of the Provost, Michigan State University — Okemos, Michigan
Alma R. Clayton-Pedersen, PhD, Chief Executive Officer, Emeritus Consulting Group, LLC — Los Angeles, California

2504

"We're change agents": Understanding the Need for Peer to Peer Diversity Education at a Predominately White Institution

Room: 103B
Session Type: Concurrent Workshop
Session Track: Race and Social Justice in Higher Education
Experience Level: Novice
Keyword(s): Diversity and Inclusion, Curriculum, Student Affairs, Multicultural Affairs, Facilitator Development, Predominantly White Institutions

This session will provide an introduction to reinvigoration of the Aggies to Aggies (A2A) peer diversity program at Texas A&M University. The presenters will provide historical context and analyze the impact of A2A five standard diversity workshops on campus climate and inclusion. During the session, presenters and participants will engage in a conversation on challenges of peer diversity education at predominately white institutions and identify best strategies on how to empower peer diversity educators in facilitating difficult dialogues in the post-Obama presidency era. This session should benefit faculty, staff, and students who are interested in developing a peer-to-peer diversity education program at their respective institutions.

Dear Aunaetrakul, MS, Diversity Education Specialist, Department of Multicultural Services, Texas A&M University — College Station, Texas
Marquis Gatewood, EdD, Associate Director, Department of Multicultural Services, Texas A&M University — College Station, Texas

3:00-4:30 PM

2506

The Campus Sanctuary Movement: Creating Safe Spaces for Undocumented Students

Room: 108

Session Type: Special Feature

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

Keyword(s): Students, Antiracism, Organizing/Activism, Immigration, Diversity and Inclusion

Five liberal arts colleges have created an annual multi-day workshop to support faculty of color and to engage White faculty as allies in ensuring their success. The presenters will lead a structured discussion in which participants evaluate their home institutions' current efforts and opportunities. Additionally, the presenters will explore how partnerships with nearby colleges and universities can enable faculty members of color to do several things, including: better articulate the invisible labor in which they engage to support students of color; expand their sense of community when URM faculty are few on their campuses; better understand the strengths and shortcomings of their home institution's approach to inclusive excellence; better engage with administrators and faculty in leadership positions to effect change on campus; and identify White allies who will work to alleviate the effect of the cultural tax and assist in the recruitment and retention of an increasingly diverse faculty.

Dara Silverman, Director, Powerlabs — Beacon, New York

Jean Caiani, Co-Director, SpeakOut — Oakland, California

2507

Exploring Social Identities, Privilege, and Oppression from an Intersectional Perspective Using the Tapestry Model

Room: 121A

Session Type: Major Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Keyword(s): Intersectionality, Diversity and Inclusion, and Pedagogy

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, the Tapestry Model will be used 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. This session will be useful for anyone who is wanting to better understand intersectionality and educate others about it.

Diane Goodman, EdD, Diversity and Social Justice Trainer/Consultant — Nyack, New York

3:00-4:30 PM

2508

Campus Climate Impact Post 2016 Elections: Feelings, Dialogue, and Action Toward Greater Campus Inclusion through Intergroup Dialogue Efforts

Room: 121B

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Intermediate

Keyword(s): Intergroup, Diversity and Inclusion, Facilitator Development, Intersectionality, Identity Development, Intergroup Dialogue/Facilitation

The recent impact of election results has sparked an increase in tension amongst students, staff, and faculty. It is imperative to examine communication strategies that not only focus on bridging differences in opinions, but also create pathways toward social and structural inclusion for all campus constituents. The Intergroup Relations (IGR) Program at the University of California, Los Angeles (UCLA) aims to meet this goal. Further, IGR engages, supports, and educates the UCLA community on the topics of social identity, intra/interpersonal and intergroup relations/conflict, prejudice reduction, and imparts critical understandings of intersectionality. This session strives to lay the groundwork of IGR and its implications for higher education institutions, especially given the current context of postelection results. Participants will gain a deeper understanding of strategies on how to critically approach conversations of diversity and equity, social identities/intersectionality, critical consciousness, and tools for generating social change on campuses. This session will benefit diversity, equity, and inclusion efforts at university and college campuses.

Manpreet Dhillon Brar, MA, Program Coordinator for the Bruin Excellence and Student Transformation Program, Human Development and Psychology, University of California, Los Angeles — Los Angeles, California

Rita Phetmixay, MA, MSW, Program Coordinator for the Intergroup Relations Program, Bruin Resource Center, University of California, Los Angeles — Los Angeles, California

2509

Intersectionality: Maintaining the Connection to Power in the Exploration of Identity

Room: 201A

Session Type: Special Feature

Experience Level: All Levels

Keyword(s): Multiple Racial Identities POC, Intersectionality, Whiteness, Practitioner Development

Intersectionality is gaining currency among scholars and practitioners in higher education because it frames individual identity as complex, 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 understanding identity, intersectionality, and larger systems of power, and what meaning and guidance we can take away from the session to apply to work related to race and identity on campus.

Charmaine L. Wijeyesinghe, EdD, Consultant, Organizational Development and Social Justice Education — Delmar, New York

Margo Okazawa-Rey, EdD, Elihu Root Visiting Chair, Women's and Gender Studies, Hamilton College — Berkeley, California

Susan R. Jones, PhD, Professor and Program Chair, Educational Studies, The Ohio State University — Columbus, Ohio

3:00-4:30 PM

2510

“The Danger of a Single Story”: The Struggle to Effectively Respond to Protesters’ Concerns

Room: 201B
Session Type: Major Workshop
Session Track: Student Affairs and Affiliated Professionals
Experience Level: All Levels
Keyword(s): Administrators, Student Affairs

In the past two years particularly, students and other members of predominantly white college communities have held protests and demonstrations focusing on the campus climate for African American students. In many of the situations it appeared that some staff, administrators, and board members were caught off guard by the protests and weren’t clear about the most effective ways to respond to concerns and demands. This session is designed for staff, administrators, and board members who want to enhance their skills in: effectively and quickly responding to protesters; developing the ability to understand and the willingness to believe a story different from their own; and identifying the particularities of their institution that shape useful strategies for addressing the concerns being stated.

Francie Kendall, PhD, Consultant — Richmond, California

2511

The FLAN Effect: Developing Personal and Organizational Cultural Competencies for Student Organizations

Room: 201C
Session Type: Concurrent Workshop
Session Track: Student Interest and Engagement
Experience Level: Novice
Keyword(s): Cultural Competence, Predominantly White Institutions, Student Affairs, Leadership Development, Theory to Praxis, Empowering Diversity

Student organizations across campus receive trainings on becoming a better leader, fundraising strategies, recruiting members, etc. However, how many of them receive a training on cultural competency? If you paused for a moment, then come and join FLAN (Fany, Flo, and Angela), three colleagues who designed a training for student leaders at the University of Connecticut on cultural competency and how these organizations can create a more inclusive and welcoming environment for their members. Using a theoretical and practical model based on the work of Dr. S.D. Museus: The Culturally Engaging Campus Environments (CECE) Model, FLAN implemented this training to empower organizations to develop their own personal and organizational cultural competencies. The training has been well received in organizations such as the Undergraduate Student Government, Community Outreach, the Student Union Board of Governors (SUBOG), just to mention a few. After this session, participants will be ready to facilitate a training like this one at their own campus.

Fleurette (Flo) King, MA, Assistant Vice President, Equity and Inclusion, University of Northern Colorado — Greeley, Colorado

Fany Hannon, MEd, Director, Puerto Rican/Latin American Cultural Center, Office for Diversity AND Inclusion, University of Connecticut — Storrs, Connecticut

Angela Rola, MS, Director, Asian American Cultural Center, Office for Diversity and Inclusion, University of Connecticut — Storrs, Connecticut

2512

The Mexican American (Chicano) Civil Rights Movement

Room: 202A
Session Type: Major Workshop
Session Track: Race and Social Justice in Higher Education
Experience Level: All Levels

In the late sixties and through the seventies, Mexican American youths, inspired by the farmworkers’ strikes led by Cesar Chavez, began to challenge the political and educational infrastructure of Jim Crow segregation. Calling themselves “Chicanos,” these youths led school walkouts, organized insurgent political slates, and instilled cultural pride. Although their political party—La Raza Unida or United People Party—only registered local victories, the Chicano movement nonetheless laid the foundation for the political awakening of the Mexican American community in the Southwest.

David Montejano, PhD, Professor of the Graduate School, Ethnic Studies and History, University of California-Berkeley — Berkeley, California

3:00-4:30 PM

2513

**Cultivating Cultural Competency at Predominantly White Institutions (PWIs):
A Blueprint for Grassroots Graduate Student Activism**

Room: 202B
Session Type: Concurrent Workshop
Session Track: Race and Social Justice in Higher Education
Experience Level: Intermediate
Keyword(s): African American/Black

A group of student activists from Teachers College, Columbia University, will present an autoethnographic analysis of a two-year strategic process that was used to engage students, faculty, and administrators on issues of social justice at their predominantly white institution. This work has resulted in many successes regarding an increase in communication and partnerships across the college. The purpose of the presentation is to share strategies used by this group of activists at Teachers College to coalition build and work with individuals within the institution to achieve shared goals to develop a culture with a foundation in social justice.

Christina Chaise, MA, Project Assistant, Education Policy and Social Analysis, Institute for Urban and Minority Education — New York, New York

2514

From Their Mouths: The Lived Experiences of Chief Diversity Officers in Higher Education

Room: 202C
Session Type: Concurrent Workshop
Session Track: Chief Diversity Officer and Executive Leader
Experience Level: Advanced
Keyword(s): Administrators, Diversity and Inclusion, CDO, Institutional Efforts at Transformation, Leadership Development, Research

This session examines data and information gathered from a nationwide survey on the role of the CDO (or similar title), perspectives of their positions, and their connections to campus constituents, most specifically, institutional leadership. In partnership with INSIGHT INTO DIVERSITY, the authors of this study, Drs. Coopwood and Lewis, will provide participants with critical insight into political, environmental, and functional components of the CDO landscape. Additionally, the study results will assist participants for planning purposes as well as skill development agendas to help CDOs provide better support, resources, and advocacy for CDO work and competencies.

Ken Coopwood, Sr., PhD, Vice President for Strategic Diversity and Infrastructure, Professional Services, Viewfinder Surveys — Potomac, Maryland
William Lewis, PhD, Founder/Principal Member, Client Development ZeroIN HR Solutions — Winston Salem, North Carolina

2515

Moving Forward: Pathways to Transform Health Inequities through Social Justice in Nursing Education

Room: 202D
Session Type: Concurrent Workshop
Session Track: Faculty Interest and Needs
Experience Level: Intermediate
Keyword(s): Faculty, Pedagogy, Diversity and Inclusion, Antiracism, Whiteness, Feminist

This session will benefit educators in nursing and other health sciences/public health disciplines at the undergraduate level who are interested in integrating social justice principles and frameworks in stand-alone courses. This session will begin with a discussion of various approaches to social justice education, including an overview of a number of instructional approaches (multicultural, democratic, and culturally inclusive) and transformative pedagogies (critical, postcolonial feminist, and anti-racist). The presenters will review the underlying assumptions of various pedagogies and implications for classroom/online dynamics, assignments, and disciplinary content. Participants are encouraged to bring their course syllabi and particular unit modules for this workshop. The remainder of the session will provide space for participants to brainstorm, outline, develop action plans, and identify strategies to address anticipated and actual barriers. Participants will share their ideas and walk away with a blueprint to further develop or adapt their courses to center on social justice.

Claire Valderama-Wallace, PhD (c), MPH, RN, Assistant Professor, Nursing and Health Sciences, California State University, East Bay — Hayward, California

3:00-4:30 PM

2516

A Conversation with Pua Case: Kū Kia'i Mauna - Hawai'i

Room: 203A

Session Type: Special Feature

Kū Kia'i Mauna - Hawai'i Pua Case

Kū kia'i Mauna kūanuenue

The protectors of the mountain rise fastening the hulls of the universal vessel

E kukupa'u e kūhoho e kū i ke kū'ē

Deepen with great might and be firm in the commitment to protect the divine

E kūkaulani a kū

With reverence be transformed

A kū mau ka mana la'a kapu a Wākea May Mauna a Wākea

Ever be held sacred

'Oli written by Pua Case, Hāwane Rios, Kaleinohea Cleghorn and Keali'i Bertelmann; Translation by Hāwane Rios.

Kū Kia'i Mauna - "To stand with the mountain within you, To stand as strong as a mountain, Unshakeable" are words of resilience for Kanaka Maoli (the indigenous people of Hawai'i, aka Native Hawaiians) and supporters who have been united together to protect Mauna a Wākea (Mountain of Sky Father) also known as Mauna Kea. Hawai'i has endured decades of destruction and desecration of these islands by military forces, corporate interests, and foreign entities. Thus, the impetus to halt the attempts of the Thirty Meter Telescope International Observatory LLC to construct a massive 18-story telescope on this sacred mountain was a continuance of Kanaka Maoli's deep reverence, love, and respect for their lands - in the spirit of aloha 'āina.

Through the interweaving of ancestral memory, ceremony, prayer, and belief, a multitude was guided to stand for Mauna a Wākea on Hawai'i Island. "Mauna Kea, ke kupuna o luna nei" our ancestor above, served as chief, leader, guide, and teacher for Kanaka Maoli (aka Native Hawaiians) and supporters who gathered in Kapu Aloha to stand and protect this sacred mountain. Our mountain, our people, our ceremonies continue to connect people throughout Hawai'i and beyond. As we rise together in Aloha and Lōkahi, the relationships and alliances created are strengthened for this and the next seven generations. Together we rise, a resilient people, a proud people, we stand strong as a mountain. Kū Kia'i Mauna, Eō!

Pua Case, Poet, Hawai'i Cultural Environmentalist, Musician and Activist — Kamuela, Hawaii

2517

Renaissance Women of Change

Room: 203B

Session Type: Special Feature

Session Track: Faculty Interest and Needs

As universities responds to the shifts and changes in higher education, there is a concerted effort to bring in leaders who represent the voices of our diverse student body population. Contesting the notion of women as natural leaders, these renaissance leaders have taken helm of universities and government spaces where they are transforming the university landscape by promoting innovative ways to institutionalize and address diversity, student success, and community engagement. Sharing their stories, these agents of change highlight the ongoing need to examine ways both university and community leaders can do more to address the dynamic changes in higher education. Together we rise, a resilient people, a proud people, we stand strong as a mountain. Kū Kia'i Mauna, Eō!

Kathleen Wong (Lau), PhD, Chief Diversity Officer, Office of Diversity, Equity and Inclusion, San Jose State University — Milpitas, California

Sharon J. Washington, PhD, Consultant, — Oakland, California

Sedelta Oohsahwee, Former Senior Advisor, Office of Tribal Relations, United States Department of Agriculture — Washington, D.C.

Mary Yu Danico, PhD, Director and Professor, Asian American Transnational Research Initiative/Sociology, California Polytechnic Institute — Irvine, California

3:00-4:30 PM

2518

A Dialogue on Race, Equity, and Learning-Centered Developmental Education Strategies

Room: 203C

Session Type: Concurrent Workshop

Session Track: Faculty Interest and Needs

Experience Level: All Levels

Keyword(s): Academic Affairs, Students, Minority Serving Institutions, Pedagogy, Research, Retention

One of the most pressing issues in higher education is college completion. To increase college completion, the U.S. needs to increase the completion rate of racial and ethnic groups. Students of color are often overlooked as being overrepresented in developmental education (DE). The Southern Education Foundation's Minority-Serving Institution (MSIs) Consortium for Innovation and Change was instituted to advance creative and promising initiatives, enhancing institutional practice, and student outcomes. These innovations address educational barriers that disproportionately affect low-income students and students of color. This session will engage the audience in important research and discussion to understand equity, teaching, and learning-centered approaches to developmental education. The presenters will share strategies and lessons learned from facilitating and studying developmental education initiatives at MSIs. The target audience for this session include faculty, researchers, and practitioners focused on improving developmental education reform for low-income students and students of color.

Amanda Elizabeth Assalone, PhD, Postdoctoral Research and Policy Analyst, Higher Education, Southern Education Foundation — Atlanta, Georgia

DeShawn Calvin Preston, PhD, Higher Education Research Fellow, Higher Education, Southern Education Foundation — Atlanta, Georgia

2519

Minding the Gap: Integrating Campus Religious, Secular, and Spiritual Identities into Everyone's Work

Room: 204A

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

Keyword(s): Religion, Student Affairs, Leadership Development, and African American/Black

This session examines how religious, secular, and spiritual identities intersect within the work of various campus partners including those working with LGBTQIA Identities, Civic Engagement, Student Leadership, International Student Populations, Race, and Ethnicity. Case studies and examples from a diverse group of universities will be considered and discussed. Exploring the ways in which various departments can collaborate and better understand religious and spiritual identity is the goal. This session, in particular will benefit professionals working in areas where religious, secular, and spiritual beliefs may have traditionally been challenging, where marginalized students are at the core of the work, and where professionals are struggling at the intersection of religion and culture. Presenters will give specific attention to the unique needs of the institutions represented in the session.

J. Cody Nielsen, MA, Expert in Residence: Religious, Secular and Spiritual Initiatives, NASPA — Minneapolis, Minnesota

2520

White Washing Asian Americans in Film and Media

Room: 204B

Session Type: Special Feature

Session Track: Intersectionality, Identities, and Discussions

Experience Level: All Levels

Keyword(s): Asian Pacific American, Media Analysis, Popular Culture, Visual Arts

Asian Americans have long faced stereotyping and erasure in Hollywood film and television. Since its birth in the early 1900s, the Hollywood film industry portrayed people of color as morally and intellectually deficient by white actors in blackface, brownface, and yellowface—makeup used to portray characters of a different race. The demeaning portrayals of Asian Americans as inhuman, inscrutable, and exotic Others by whites in yellowface continue to haunt Asian Americans today. By denying Asian Americans opportunities to portray themselves, Hollywood also prevents actors of color from achieving stardom. *The Good Earth* (1937) denied Chinese American actress Anna May Wong the lead role of O-Lan, casting German American actress Luise Rainer (in yellowface)—who went on to win an Oscar for her performance. Recent whitewashing of Asian characters by Emma Stone (*Aloha*, 2015), Tilda Swinton (*Dr. Strange*, 2016), and Scarlett Johansson (*Ghost in the Shell*, 2017) continues the erasure of Asian characters from the silver screen. This session, based on research from Nancy Wang Yuen's book, *Reel Inequality: Hollywood Actors and Racism*, will review the history of whitewashing in Hollywood and its implications for Asian Americans today.

Nancy Wang Yuen, PhD, Associate Professor and Chair, Department of Sociology, Biola University — Whittier, CA

4:45-6:00 PM

2600

Changing the Rules of the Game to Achieve Equity for Students of Color

Room: 200

Session Type: Major Workshop

Session Track: Human Resources

Experience Level: All Levels

Keyword(s): Leadership Development, Practitioner Development, Theory to Praxis, Institutional Efforts at Transformation

How do college practitioners change the rules of the game at institutions that have traditionally served white students in order to achieve equity for students of color? In this session, practitioners will be introduced to the strategies used at San Diego Mesa College to transform the mindsets, policies, and practices that have contributed to inequities in educational outcomes for African American, Asian, Latina/o, Native American, and Pacific Islander students. Specifically, practitioners will learn about: the concepts of “equity mindedness” and “institutional agents”; the use of inquiry to bring about equity-focused change in practitioner thinking and practice; the role of leadership in embedding equity in organizational routines such as faculty hiring, institutional research, and program review; and the importance of creating the conditions for equity-minded experimentation and innovation across a campus. Administrators, instructional faculty, and student affairs professionals who attend this session will walk away with conceptual insights and practical tools that they can employ on their own campuses.

Estela Mara Bensimon, EdD, Director and Professor of Higher Education, Center for Urban Education University of Southern California — Los Angeles, California

Pamela Luster, EdD, President, San Diego Mesa College — San Diego, California

2601

Mentoring Minorities and Women in STEM

Room: 101

Session Type: Special Feature

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

Keyword(s): Mentoring, Institutional Efforts at Transformation, Academic Affairs, Diversity and Inclusion, Retention

Mentoring is both an art and a science; that is to say that there are some important items to always do (or not do), as well as some needs in a good mentoring relation that have to flow with the relationships, situations, and moods. This session will describe the mechanisms that should be in place for a good relation in mentoring as well as the attitudes and creativity that must be present. Special sensitivities, not due to any weaknesses, must be considered when mentoring people who are not just dealing with career and personal progress, but also having to manage through microaggressions, unconscious bias, and even blatant identity bigotry.

Karan Lea Watson, PhD, Provost and Executive Vice President, Provost Office, Texas A&M University — College Station, Texas

2602

Deep Diversity: How Brain Science Advances and Challenges Racial Justice Education

Room: 102

Session Type: Concurrent Workshop

Session Track: Human Resources

Experience Level: Intermediate

Keyword(s): Systemic Racism, Leadership Development, CDO, Critical Race Theory, Administrators, Facilitator Development

Based on the award-winning Deep Diversity training, participants will explore how predominant the unconscious mind is in human interactions, especially related to the perpetuation of racism and Islamophobia. Through a methodology that has been developed over two decades and independently tested, this interactive session will offer how to advance racial justice education through the integration of mind sciences, essential in helping mobilize against the xenophobic Trump agenda. Shakil Choudhury, a racial justice educator, spent the first decade of his work studying anti-racism and the second decade studying psychology. His personal story as an activist who suffered burn out helps outline both the strengths as well as failures of traditional approaches to teaching about power and privilege. Although critical race theory can be empowering, without a supportive base of emotional literacy, it can also disempower and foster activist burnout. This session will benefit educators, facilitators, and organizational leaders who are weary of dogmatic approaches to training staff/students and interested in being more effective when tackling issues of power and privilege. Ideas drawn for this presentation are based on Shakil's new book, *Deep Diversity: Overcoming Us vs. Them*.

Shakil Choudhury, MES, Senior Partner, Anima Leadership — Toronto, Ontario

4:45-6:00 PM

2603

Bring Back the Field Trip: Engaged Pedagogy in Graduate Student Affairs Preparation Programs

Room: 103A

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Advanced

Keyword(s): Academic Affairs, Student Affairs, Curriculum, Pedagogy, Faculty, Coalition Building

In many student affairs graduate programs, the responsibility for providing field-based learning falls on the graduate assistantship. Programs often situate theoretical learning inside the classroom and practical work at the assistantship site. The growing urgency for educators to create transformative learning experiences challenges graduate faculty to evaluate the level of innovation within masters and doctoral courses. In this session, the presenter makes the case for adopting creative and engaging pedagogical practices within graduate education programs.

Toby S. Jenkins, PhD, Assistant Professor, Educational Leadership, University of South Carolina — Columbia, South Carolina

2604

Every Campus a Refuge (ECAR): A Model for Campuses to Host Refugee Families

Room: 103B

Session Type: Concurrent Workshop

Session Track: Global, Multicultural, and Transnational issues

Experience Level: Novice

Keyword(s): Multiple Racial Identities, Diversity and Inclusion, International/Transnational, Immigration, Research, Intersectionality

This presentation will provide an overview of the *Every Campus a Refuge* program, particularly as it has been implemented at Guilford College, a small liberal arts college in North Carolina. *Every Campus a Refuge* seeks to provide housing and support to refugee families navigating the resettlement process. This presentation will also include a discussion of how Guilford College faculty and students are engaging in a multi-faceted research study to document the resettlement experiences of refugee families who participate in ECAR in addition to families who do not participate in ECAR but who receive services and support from our partner resettlement agency, Church World Services. This study aims to provide insight into the efficacy of ECAR in providing a "softer landing" for refugee families. Overall, this presentation will provide attendees with an opportunity to learn more about *Every Campus a Refuge* and find out how to join the growing number of colleges and universities that are part of this movement. This session will benefit college and university administrators, faculty, staff, and/or students who are interested in learning how to start a program to host refugee families on their campuses.

Michelle Harris, Peace and Conflict Studies and Community and Justice Studies Double Major, Justice and Policy Studies and Peace and Conflict Studies, Guilford College — Greensboro, North Carolina

Rehshetta Wells, Community and Justice Studies Major, Justice and Policy Studies, Guilford College — Greensboro, North Carolina

Krista Craven, PhD, Assistant Professor of Justice and Policy Studies, Justice and Policy Studies, Guilford College — Greensboro, North Carolina

Diya Abdo, PhD, Associate Professor of English; Founder and Director, Every Campus a Refuge, Department of English and Creative Writing, Guilford College — Greensboro, North Carolina

2605

Teaching the Teacher: Guidelines for Managing Tough Discussions in the Classroom

Room: 104

Session Type: Concurrent Workshop

Session Track: Faculty Interest and Needs

Experience Level: Intermediate

Keyword(s): Faculty, Facilitator Development, Perspective Taking, Pedagogy, African American/Black

For most members of the professoriate, managing difficult discussions in the classroom or the lab can be an ongoing challenge. Controversial topics around race, religion, sexual orientation, political leanings, or immigration status can be brought up in spontaneous discussion by students, or deliberate dialogue by instructors. Given the current socio-political climate, faculty are now facing particularly tentative situations with their students that must be handled with great diplomacy and finesse, as such conversations can become heated very quickly, often leaving faculty feeling inept, unprepared, and frustrated. Moreover, outbursts or heated discussions that are not managed effectively can result in students feeling left out, anxious, or even threatened. Because civil discourse is the foundation of the higher education experience, faculty members are given the ideal opportunity to teach it in the classroom and lab. However, most faculty have very little training in effectively dealing with controversy. The current proposal seeks to address this problem by offering specific guidelines that can help instructors facilitate classroom discussions around controversial issues. This session will benefit participants who are interested in gaining insight on how to manage difficult discussions or controversial topics in the classroom.

Sara Villanueva, PhD, Professor of Psychology, Faculty Fellow on Diversity, Psychology, St. Edward's University — Austin, Texas

2606

Protesting or Protecting: Language, Culture and Advocacy in the Standing Rock Sioux Debate

Room: 108

Session Type: Special Feature

Experience Level: Intermediate

Keyword(s): Faculty, Facilitator Development, Perspective Taking, Pedagogy, African American/Black

The purpose of this session is to provide a holistic and historical understanding what has happened with the Standing Rock Sioux's case against the U.S. Army Corps of Engineers and the water protection actions surrounding the Dakota Access Pipeline.

This presentation will allow for the audience to deconstruct the history of Native American movements leading up to and including the Standing Rock Sioux's case against the U.S. Army Corps of Engineers. The presenters will give a brief historical brief of the socio-political movements surrounding Native rights, but also a more in depth understanding of what is happening and has happened within this particular movement. Ideally participants will have a greater understanding that all movements are seen through lenses, and those lenses are informed by the audience's available knowledge and motivations.

Heather Kind-Keppel-Diversity and Inclusion Officer, Office of Diversity and Inclusion, University of Wisconsin-Parkside, Somers, Wisconsin
Sedelta Oohsahwe-Former Senior Advisor, Office of Tribal Relations, United States Department of Agriculture — Washington, D.C.

4:45-6:00 PM

2607

Black Lives Matter 101: Bringing Social Activism to The Classroom

Room: 121A

Session Type: Concurrent Workshop

Session Track: Student Interest and Engagement

Experience Level: Novice

Keyword(s): Student Affairs, Organizing/Activism, White, African American/Black, Curriculum, Diversity and Inclusion

This session examines how 21st century social movements can be brought into the classroom and impact the academic lives of students and faculty members. More specifically, this session will use Black Lives Matter as an example of how social activism can be infused into the classroom curriculum. As universities claim to help develop global leaders, the need for impactful social learning is important and this session will help students, new professionals, and faculty members take the lead in difficult conversations. Insights and lessons learned from the process of developing course content, developing faculty, and campus support will be provided. This session will benefit participants who are interested in the success of practitioners who actively support social activism on their campus.

Carol Bennett, MA, ABD, Director, Assistant Dean, Student Affairs, Truman State University — Kirksville, Missouri

William Chaney, Student Assistant, Student Affairs, Truman State University — Kirksville, Missouri

2608

“I Am Gonna Let You Make It”: Social Identities of Black Women Doctoral Students

Room: 121B

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Advanced

Keyword(s): African American/Black, Women, Identity Development, Intersectionality, Critical Race Theory, Academic Affairs

This session shares the findings of a study that explores the social identities of Black women doctoral students enrolled full-time at historically white research-intensive institutions. The session will cover the use of critical race grounded theory as a methodology and modified version of the Tapestry Model to explore intersectional identities. This session will benefit participants who are interested in the success of Black women graduate students, practitioners, and faculty that provide direct services to these students, and current Black women graduate students interested in their identity development, those who are concerned with Black women leaving the faculty pipeline, and researchers interested in innovated methodologies.

Nicole J. Johnson, MS, Doctoral candidate, Higher Education, Virginia Tech — Blacksburg, Virginia

2609

Anatomy of a Manufactured Controversy

Room: 201A

Session Type: Special Feature

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: All Levels

Keyword(s): Chief Diversity Officers (CDO), Diversity and Inclusion, Administrators

In this session, a Chief Diversity Officer will share his experiences of doing the “work” authentically in an extremely challenging political environment. There will be an overview of two manufactured controversies that ultimately led to the defunding of the diversity and inclusion office. The majority of the time will be devoted to question and answer. The target audience for this session is anyone who aspires to be a Chief Diversity Officer.

Rickey L. Hall, MA, Vice President, Minority Affairs and Diversity, University of Washington — Seattle, Washington

4:45-6:00 PM

2610

The Erasure of Black, Brown, and Trans Bodies in Campus Recreation and their Importance in the Management of Self-Care

Room: 201B

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

Keyword(s): African American/Black, TQPOC, Diversity and Inclusion, Predominantly White Institutions, Student Affairs

This session will examine the disparity that exists between white students and students of color in the use of recreation programs, facilities, and services. Those who utilize recreational spaces are seen and marketed to be white, cisgender, and fit, creating a detrimental impact to those who are not and are unable to reap the benefits of recreation. This session will identify the barriers to recreation identified in focus groups and highlight the multiple initiatives that were designed to recruit and retain intersectional students of color into recreation based programs and services. This session will benefit professionals across the university involved in inclusion/diversity work or recreation services aiming to increase inclusion, health care professionals interested in health disparities, and students pursuing either recreation or health care.

Jasmine Ward, MSOTS, Adaptive/Inclusive Recreation and Sports Graduate Assistant, Campus Recreation, Grand Valley State University — Grand Rapids, Michigan

2611

Showing Up for and with Each Other: Solidarity Among Communities of Color

Room: 201C

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Intermediate

Keyword(s): Coalition Building, Critical Race Theory, POC, Antiracism, Perspective Taking, Cultural Competence

This session provides frameworks and a space for people of color to engage in dialogue about solidarity. Presenters will review different solidarity frameworks and apply those directly to communities of color and ways that people of color can show up with and for each other. The discussion will be framed through a historical lens as well as through critical race foundations. This session will benefit participants who are interested in engaging across communities of color and learning from and with each other about ways to show up in the community.

Víctor Sánchez, MEd, Resident Director, Residential Student Services Program, University of California — Berkeley, California

Monisha Murjani, MEd, Coordinator for Residential Education, Residential Life, University of California — Santa Cruz, California

2612

Showing Up in the Comments Section: The Role White Folks Have to Challenge Bigotry, Address Racism, and Dismantle White Supremacy in the Age of Technology

Room: 202A

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

Keyword(s): Antiracism, Whiteness, Social Media, Systemic Racism, White, Institutionalized Privilege

Presenters will explore the extent of white supremacy, discuss the root of its persistence, and analyze how it functions as an oppressive dynamic in online forums. The intent of the session is to equip white participants with the skillset needed to effectively contribute to the education of other white folks by showing up vulnerably, authentically, and courageously. While owning responsibility to engage in the process, presenters will also talk about the privilege associated with choosing to leave difficult discussions. Most importantly, the session will explore value that comes from committing to the process, knowing that social change will occur in time. This session will benefit white participants who want to learn effective strategies for engaging in social justice work through online platforms and strengthen their ability to facilitate meaningful dialogue with other folks in online forums.

Justin Zagorski, MA, Residential Life Coordinator, Residential Life, San Jose State University — San Jose, California

4:45-6:00 PM

2613

The Antidote to Institutional "Isms" is Inclusive Excellence: A Systemic Transformational Approach to Change

Room: 202B

Session Type: Concurrent Workshop

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Intermediate

Keyword(s): Institutional Efforts at Transformation, Empowering Diversity, Changing Institutional Practices, Diversity and Inclusion, Academic Affairs, Student Affairs

Institutional racism, sexism, ableism, heterosexism, and other "isms" are variations of systemic oppression embedded into the fabric of institutions including colleges and universities. Past efforts at addressing issues related to campus diversity have resulted in creating initiatives, developing new programs, changing curriculum, increasing demographics, and myriad other positive changes that have led to embracing and practicing diversity, but not addressing the systemic nature of the problem. Stated differently, as diversity efforts are underway on college campuses, the structure of the institution remains unchanged and problems persist accompanied by periodic student protests and followed by solutions that involve more projects. It is imperative that colleges and universities take a systemic approach to addressing campus diversity. This session focuses on efforts at the University of Arizona to address systemic oppression. Panelists will present on the implementation and embedding of diversity and inclusiveness systemically in different areas of the university designed to counter systemic "isms." The session also includes small group dialogues and an interactive exercise. This session should be of interest to senior diversity officers, multicultural staff, higher education graduate students, and all those interested in strategic approaches to diversity.

Jesús Treviño, PhD, Vice Provost for Inclusive Excellence, Senior Diversity Officer, Office for Diversity and Inclusive Excellence, University of Arizona — Tucson, Arizona

Laura Hunter, PhD, Associate Diversity Officer and Coordinator of Faculty Development, Office for Diversity and Inclusive Excellence, University of Arizona — Tucson, Arizona

Rudy McCormick III, Director, Early Academic Outreach, Academic Outreach, University of Arizona — Tucson, Arizona

Sherard Robbins, MEd, Assistant Director of Social Justice Education, Residence Life and University Housing, University of Arizona — Tucson, Arizona

2614

The Internal Dissonance of Code Switching for Latinx Individuals

Room: 202C

Session Type: Major Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: All Levels

Keyword(s): Latinx, POC, Critical Race Theory, Predominantly White Institution, Systemic Racism

In this interactive session, participants will engage in a discussion about the effects and impact of code switching at predominantly white institutions for Latinx individuals. The presentation will be guided by Judith Flores and Silvia Garcia Testimonios framework. Through a strength-based approach, presenters will discuss the community of cultural wealth that Latinx individuals bring to predominantly white institutions through student experiences at Augustana College, Dartmouth College, and the University of North Carolina at Chapel Hill.

Josmell J. Pérez, MA, Assistant Director, Multicultural Programs and Carolina Latina/o Collaborative, Diversity and Multicultural Affairs, University of North Carolina — Chapel Hill, North Carolina

Patty Dennise Mendoza, MA, Assistant Dean and Advisor to Latinx Students, Office of Pluralism and Leadership, Dartmouth College — Lebanon, New Hampshire

Samuel Payan, MEd, Director, Office of Multicultural Student Life, Augustana College — Rock Island, Illinois

2615

Challenging Whiteness in the Student Affairs Profession

Room: 202D

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

Keyword(s): Whiteness, Institutionalized Privilege, Student Affairs, Practitioner Development, Predominantly White Institutions, African American/Black

Race continues to be a BIG challenge for the higher education community. Student affairs professionals need to bring a more critical lens to how they socialize themselves and students with whom they interact. Through case studies, presenters will explore white fragility, socialization, racial alibiing, and discuss the new social justice professional competency.

Carlos Pinkerton, MEd, Community Director, Residence Life, Texas A&M University — College Station, Texas

Dustin Grabsch, MA, Coordinator, Residence Life, Texas A&M University — College Station, Texas

4:45-6:00 PM

2616

Navigating Triggering University Spaces: Queer-Identifying Iranian-American Student and First-Generation Iranian-American Professor Share their Experiences

Room: 203A

Session Type: Major Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

Keyword(s): QTPOC, Students, LGBTQIAA, Institutional Efforts at Transformation, Campus Life

Often in the principles of freedom of speech, there are spaces and materials on campus that are triggering for those who have experienced them or other traumatic circumstances. Examples include neo-Nazi rhetoric, grotesque abortion literature, and anti LGBTQ preaching, among others—all of which have happened on the University of Oklahoma campus. Coping with triggers is challenging; adding the stress of being in an academic setting where one's full attention is essential, the challenge is multiplied. Presenters will share their experiences with these situations and share some ways they navigate these spaces. This session will touch on what the University of Oklahoma has done to address some of these issues. The session will end with interaction from the audience in a workshop format to solicit their perspectives or any tools that they can share with the group.

Roksana Alavi, PhD, Assistant Professor of Interdisciplinary Study, College of Liberal Studies and Women's Studies Program, University of Oklahoma — Norman, Oklahoma

Hannah Hossaini Anvar, Student, Women and Gender Studies and Psychology, University of Oklahoma — Norman, Oklahoma

2617

Critical Cognitive Empathy: Can Diversity and Inclusion Training Make an Organizational Difference?

Room: 203B

Session Type: Major Workshop

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Novice

Keyword(s): Student Affairs, Diversity and Inclusion, Theory to Praxis, Predominantly White Institution, Minority Serving Institutions, Institutional Efforts at Transformation

This workshop is designed for participants interested in using research based methods for small to mass trainings on diversity and inclusion in summer orientation, faculty preparation, or facilitative leadership. This session provides participants with an opportunity to learn the theoretical mechanisms behind cognitive empathy or perspective taking in building cognitive complexity in understanding the relationship of self to historical hierarchies in everyday interaction, team building, decision making, and social relations. Additionally, this session will provide hands-on, research-based exercises and curricular tools that can be used in the classroom, in interactive programming, and in group work to maximize learning in diverse settings. The basis of this work was developed by the workshop presenter and used at the University of Oklahoma. It is now being used at San Jose State University in preparing faculty, staff, and students (two-hour summer orientation training).

Kathleen Wong (Lau), PhD, Chief Diversity Officer, Office of Diversity, Equity and Inclusion San Jose State University — Milpitas, California

2618

Silenced but Not Forgotten: Relating AAPI History to the Student Experience

Room: 203C

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

Keyword(s): Asian Pacific American, Multicultural Affairs, Cultural Competence, Coalition Building, Identity Development, Organizing/Activism

This session aims to work against the erasure of Asian American and Pacific Islander (AAPI) activist history and the pervasive narrative of the Model Minority Myth's submissive, apolitical, and docile image of AAPIs. The term Asian American and Pacific Islander encompasses 48 different ethnicities and more than 300 languages and dialects, yet the diverse experiences within the community are often overlooked due to the monolithic portrayal of AAPIs. This session will highlight the important contributions of AAPIs in U.S. history, explore Kim's identity development model, and identify strategies to bring those narratives to your college or university. The presenters will connect the session to resources and best practices that can be utilized to engage and support AAPI students on their campuses. The presenters will also share ways the resources presented can be tailored to serve other marginalized communities and communities of color in higher education. This session will benefit student affairs professionals working with students of color, specifically Asian American and Pacific Islander students, and those early in their student affairs careers.

Phong Luu, MS, Program Coordinator, School of Education and Social Policy Student Affairs, Northwestern University — Evanston, Illinois

Joanne Kang, MS, Student Development Coordinator, Center for Multicultural Affairs, Duke University — Durham, North Carolina

4:45-6:00 PM

2619

The iAdelante! Model: Leadership as an Intervention and Mentoring Strategy

Room: 204A

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Intermediate

Keyword(s): Latinx, Diversity and Inclusion, Leadership Development, Retention, Empowering Diversity, Student Affairs

The iAdelante! U. S. Education Leadership Fund is a leadership development organization dedicated to bettering Latinx/a/o college student retention and graduation rates by way of scholarship, mentoring, and training. Adelante's leadership development model is a unique blend of training from a cultural perspective, using a variation of Dr. Angela Duckworth's Theory of Grit. This is passion and perseverance from a cultural outlook. Entering the collegiate realm, many of today's Latinx/a/o college students are first-generation. Adelante believes that students need grit for long-term goals such as college completion, financial wellness, and overall success. Using strengths of discipline, stamina, tenacity, determination, and optimism, students are able to overcome barriers and persevere. Furthermore, the Latino community is no stranger to *ganas*, hard work, "si se puede," and the like. But how do we teach this? How do we develop students to believe in themselves? And how can we facilitate grit in students to succeed far beyond college? This session will benefit those who want to reinforce and encourage students of color on college campuses in a post-racial United States, as well as those looking to explore alternative models for Latinx/a/o student success.

Maximo Anguiano, Executive Director, iAdelante! U. S. Education Leadership Fund — San Antonio, Texas

2620

An Evaluation of Change Makers: A Longitudinal Study of Inclusion Training for University Faculty and Staff

Room: 204B

Session Type: Concurrent Workshop

Session Track: Faculty Interest and Needs

Experience Level: Novice

Keyword(s): Intergroup, Administrators, Faculty, Diversity and Inclusion, Intergroup Dialogue/Facilitation, Predominantly White Institutions

Previous research on inclusion and diversity training has focused primarily on students; however, the importance of faculty and staff in creating equitable environments is gaining broader attention. This study evaluates Change Makers, a professional development program for faculty and staff, adapted from University of Michigan's Intergroup Dialogue Model. Change Makers facilitates formal dialogues around diversity, identity, and social justice. Following an intensive two-day preliminary workshop and continuing monthly throughout the academic year, participants aim to effect change around equity within their departments. The purpose of this study is to evaluate Change Makers' impact on participants' knowledge and skills surrounding issues of equity, inclusion, and privilege. Faculty and staff completed pretest, midyear, and post-test measures of personal skills, desire for knowledge, current knowledge, and abilities. Findings showed statistically significant increases in self-reported surveys of personal skills, current knowledge, and abilities. Qualitative data buttressed the self-report measures, describing participants' increases in awareness, connectedness, and ability to engage in dialogue and foster inclusion. This preliminary evaluation of Change Makers supports the impacts of inclusion and diversity training at post-secondary institutions. This session will benefit potential and current providers of inclusion and diversity training to faculty and staff

Alecia Wartowski, JD, MEd, Interim Director, Director of Programs, Women's Center, Northwestern University — Evanston, Illinois

Claudia Zapata-Gietl, PhD Student, Doctoral Candidate, Human Development and Social Policy, Northwestern University — Evanston, Illinois

Regina Logan, PhD, Research Assistant Professor, School of Education and Social Policy, Northwestern University — Evanston, Illinois

Alexandra Adamis, BS, Student, School of Education and Social Policy, Northwestern University — Evanston, Illinois

7:00-9:30 PM

2800

NCORE 2017 Welcoming Reception and Talent Showcase

Room: Ballroom
Session Type: Special Event

Join colleagues, connect with friends, and greet newcomers and returning attendees alike at this special evening event. Enjoy hors d'oeuvres, music, and performances by NCORE participants during the Entertainment Showcase, which is returning by popular demand.

The Entertainment Showcase will be a beautiful mix of spoken word poetry, hip hop, dancing, instrumentals, and singing that will leave you inspired and energized! This outstanding showcase will be emceed by the inimitable and always entertaining Mr. Biggs.

Special thanks to Texas A&M University for their generous sponsorship of the Welcoming Reception and Entertainment Showcase!

David B. Biggs, MA, MDiv, Director of Student Life, Student Life and Co-Curricular Programs Cape Cod Community College — West Barnstable, Massachusetts

8:30-10:00 PM

2900

Forty Years Later: Now Can We Talk? Film and Discussion about Cross-Race Dialogue

Room: 108
Session Type: Film and Dialogue
Session Track: Faculty Interest and Needs
Experience Level: Intermediate
Keyword(s): Intergroup Dialogue/Facilitation, Multiple Racial Identities, Perspective Taking, Pedagogy, General, Systemic Racism

This session will screen the documentary film "40 Years Later: Now Can We Talk?" as the basis for a subsequent discussion about the challenges and opportunities for facilitating productive cross-race dialogue in classrooms and communities. The film tells the story of the first class of African Americans to desegregate their high school in the Mississippi Delta in 1967. Participants will watch as they engage in dialogue with each other and with their former white classmates in 2009. The session will engage participants in considering what blocked and facilitated dialogue in the film as a basis for developing guidelines for effective dialogue in their home institutions and communities. This session will benefit participants who are looking for ways to promote constructive cross-race dialogue.

Lee Anne Bell, EdD, Professor Emerita, Barnard Education Program Barnard College, Columbia University — New York City, New York

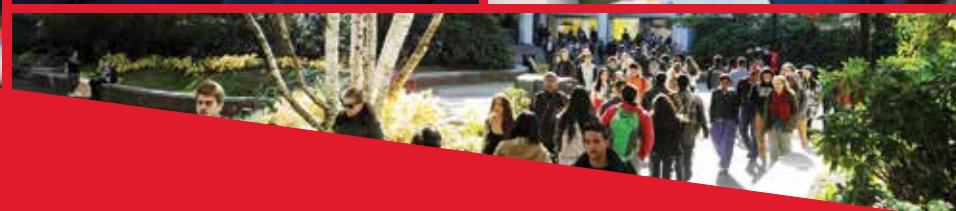
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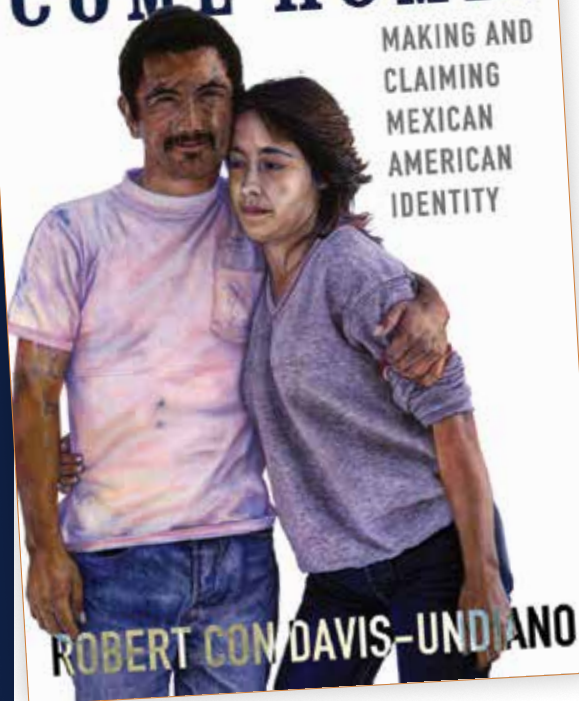
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School of Law



MESTIZOS COME HOME!

MAKING AND
CLAIMING
MEXICAN
AMERICAN
IDENTITY



In *Mestizos Come Home!* author Robert Con Davis-Undiano maps a new awareness of the United States as intrinsically connected to the broader context of the Americas. At once native and new to the American Southwest, Mexican Americans have “come home” in a profound sense: they have reasserted their right to claim that land and U.S. culture as their own. As Davis-Undiano embarks on a search for the meaning of mestizo identity, he analyzes such cultural artifacts as the casta (caste) paintings of eighteenth-century Mexico, the work of such modern-day artists and writers as John Valadez, Alma López, Luis A. Jiménez Jr., Rudolfo Anaya, and Tomás Rivera, and the community celebrations of Day of the Dead and Cinco de Mayo. A large-scale landmark account of Mexican American culture, *Mestizos Come Home!* shows that mestizos are essential to U.S. national culture. As an argument for social justice and a renewal of America’s democratic ideals, this book marks a historic cultural homecoming.

MESTIZOS COME HOME!

MAKING AND CLAIMING

MEXICAN AMERICAN IDENTITY

BY ROBERT CON DAVIS-UNDIANO

\$29.95 HARDCOVER · 978-0-8061-5719-1 · 336 PAGES · 8 COLOR ILLUS.

“Robert Con Davis-Undiano’s brilliant analysis and presentation of casta paintings and what they mean to the development of New World racism are of immense importance. *Mestizos Come Home!* is a clarion call, reminding us of the intransigent racism mestizos have suffered over the centuries. With great understanding Davis-Undiano calls on mestizos to take pride in their mestizaje.”

RUDOLFO ANAYA

“*Mestizos Come Home!* is a deeply researched, provocative, and compelling study of the ways Mexican Americans have struggled to belong to the place they come from, and to reclaim their heritage in the United States and throughout the Americas. Davis-Undiano provides us with a deep understanding of the cultural strategies and folk traditions that have sustained Mexican Americans for centuries. A must-read for those who wish to understand the future of the United States.”

NEIL FOLEY

author of *Mexicans in the Making of America*



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TIME	SESSION #	TITLE	ROOM #
8:30-11:30 AM	3000	Student Equity in the California Community College System: Moving the Needle 2017	106
	3001	Making Sure Your Writing and Communication Reflect Your Excellence: A Hands-On Workshop for NCORE Student Leaders Striving for Success	110A
	3002	Reflections from the Field: Practical Wisdom and Advice for Faculty of Color in Academia	110B
	3003	Racism in Higher Learning, and its Impact on Academic Freedom and the Reconstruction of Racial Identity in the Classroom: Lessons Learned by an Equal Employment Opportunities Commission (EEOC) Survivor	113
	3004	Are We There Yet? The Complex Journey Toward Institutional Transformation	121C
	3005	Unpacking Colorism	121D
	3006	The Invisible Line that Divides and Unites Us: Racial Equity and the Real Test as a 21st Century Standard (Part 1)	121E
	3007	Roundtable on Diversity and Equity: Post Election, Envisioning Our Work Ahead	121F
8:30-9:45 AM	3100	Maximizing on Your Students' Experience at NCORE	200
	3101	<i>Trace: Memory, History, Race, and the American Landscape</i> —Reading, Conversation, and Book Signing	101
	3102	Building Capacity: Lessons Learned from Three Years of Work with the Texas Education Consortium for Male Students of Color	102
	3103	Understanding and Addressing Resistance to Social Justice Issues from Students from Privileged Groups	103A
	3104	From Post-Grad to Seasoned Staff: Why Transitions Don't Get Easier	103B
	3105	Developing Cultural Competency: Integrating Diversity into Your First-Year Orientation Course	104
	3106	The Mexican American War Never Ended	108
	3107	Using Campus Climate Surveys to Create a More Diverse and Inclusive Campus	121A
	3108	Service Learning as a Racialized Pedagogy: Teaching About Race and Racism Through Community Engagement	121B
	3109	Olivia, Cookie, and Annalise: Utilizing Media Depictions of Black women as a Tool for Cultural Competency and Engagement	201A
	3110	The Stryker Experience: A Model Social Justice and Identity Based Leadership Program	201B
	3111	Is It Your Job to Teach the Revolution? Success Strategies for Emerging Equity and Diversity Professionals in Higher Education	201C
	3112	Queering Medical Education: Assessing Georgetown University School of Medicine's LGBTIQ Health Competency and Implementing Reform	202A
	3113	Assessing Hiring Processes: Holding Ourselves Accountable	202B
	3114	This Is What a Feminist Should Look Like: The Underrepresentation of Strong Latina Role Models in K-12 History Textbooks	202C
	3115	The Equity and Inclusion Fellows Program: Empowering Students to Take the Reins	202D
	3116	Decolonization of Feminism: Women of Color Pushing Against the Margins through Cyber Sisterhood	203A
	3117	Invisible Life in the Academy: Understanding the Workplace Experiences of African American Women Staff in Higher Education	203B
	3118	Ready or Not? Preparing for Academic and Non-Academic Careers	203C
	3119	It Goes Down in the DM's: Social Media and Music's Desensitization of Sexual Assault	204A
3120	Transculturation and the Intersection of Culture and Education: A Quantitative Inquiry Analyzing Educational and Cultural Outcomes for Native American College Students	204B	

THURSDAY, JUNE 1

AT A GLANCE

TIME	SESSION #	TITLE	ROOM #
10:00-11:30 AM	3200	Self Care in A Time of Chaos: A Critical Practice for Success	200
	3201	Words Will Never Hurt Me: Slurs as Pejoratives or Re-Appropriated Terms of Endearment	101
	3202	Sister Scholars: Indigenous Women Scholars Forming Community to Reclaim Space for Scholarship in Higher Education	102
	3203	Understanding and Addressing Resistance to Social Justice Issues from Students from Privileged Groups	103A
	3204	Corazón, Alma y Resistencia: Testimonios of Artful Resistance and Healing through Danza	103B
	3205	Racial Trauma in a "Post-Racial" America: The Impact of Racism on Mental Health	104
	3206	<i>Mele Murals</i> : Documentary Film	108
	3207	Innovating Research and Practice on Multiracial Experiences in Higher Education	121A
	3208	School Resegregation, Race and America's Future	121B
	3209	(under)REPRESENT(ed) in Art and Design	201A
	3210	Academic Response to Students Speaking Out on Institutional Racism: Teaching Black Lives Matter	201B
	3211	Inclusive Leadership: A Facilitation Process for Engaging Faculty and Staff	201C
	3212	The White Racial Frame: More than Racial Prejudice	202A
	3213	A New Set of Standards for Multicultural Affairs: Transformative Education Principles and the Student Affairs Program Review	202B
	3214	The Journey of Staff and Faculty Diversity Ambassadors: Systems Transformation through Intentional Capacity Building	202C
	3215	Let's "SLAY" Together: Exploring Fictive Kinship Among Black Female Doctoral Students	202D
	3216	It's Time to get in FORMATION: Coalition Building and Gaining Allies	203A
	3217	So, Who is Intersectional? Exploring the Use of Intersectionality in Our Work With People from Privileged Groups	203B
	3218	Faith Without Work: The Intersections of Spirituality, Religious Practice, and Social Justice	203C
	3219	And Justice for All. Really???	204A
3220	Coercive Assimilation: The Perils of Identity Performance by Muslims in a Post-9/11 America	204B	
10:30 AM - 1:30 PM	3250	Access for All: Serving our Comunidad @ Daggett Middle School	See NCORE Registration
1:00-2:15 PM	3300	Franchesca Ramsey Keynote Session: Your Powerful Online Voice: Social Media for Social Change	Ballroom
3:00-6:00 PM	3400	The Mechanics of Institutionalizing Diversity: From Large Research University to Small Liberal Arts College	106
	3401	Professional and Personal Development for Diversity Officers: Competencies for Enhancing Success	110A
	3402	Using Critical Discourse Analysis to Assess and Address Student Resistance to Social Justice Education	110B
	3403	White People Showing Up for Racial Justice	113
	3404	Post-Election: Finding Your Voice, Hearing Other's — Engaging in Intergroup Dialogue	121C
	3405	Navigating Academia in Predominately White Colleges and Universities: A Guide to Equip First Generation Students of Color to Thrive in Higher Education	121D
	3406	The Invisible Line that Divides and Unites Us: Racial Equity and the Real Test as a 21st Century Standard (Part 2)	121E
	3407	Marginalization: To Infinity and Beyond: Supporting Queer and Trans Students of Color	121F

TIME	SESSION #	TITLE	ROOM #
3:00-4:30 PM	3500	Intersectionality and the CDO: Opportunities, Challenges, and Dilemmas	200
	3501	Self-Care and Healing as Change Agents: Renewing, Rejuvenating, and Recommitting	101
	3502	F.A.M. - Family Always Matters: Developing Fictive Kinship Within a Pre-College Environment	102
	3503	Cultural Competence for Social Justice: A Model for Student, Staff, Faculty, and Organizational Change	103A
	3504	Hip-Hop and Elections	103B
	3505	Building Internal Union Power for Organization and Institutional Change	104
	3506	<i>More Than a Word</i> : An Educational Documentary on the Washington R*dskins	108
	3507	Beyond the Stage: From Campus to Community and Back	121A
	3508	Black Lives Matter, Too: The Role of Race and Racial Identity Politics on Predominantly White Campuses and Beyond	121B
	3509	You See Me, I See Me: African American Males and Self-Concept After Participation in a Leadership Development Course	201A
	3510	Righting the Wrongs of Writing: Using Hip-Hop to Transform Educational Spaces Requested	201B
	3511	Students, Students, Students: What About Us?	201C
	3512	Who Gets to Speak on Behalf of Communities of Color? Complicating Mixed Race Leadership and Advocacy across Research and Practice	202A
	3513	Authentic and Resilient Leaders: Supporting Queer and Trans Black Men in Leadership	202B
	3514	Faculty Reflection as Self Work Praxis	202C
	3515	Prioritizing Ethnicity Over Race: How Does Higher Education Convert Identity to a Number and What Is the Impact on Total Enrollment?	202D
	3516	<i>A Guide for White Women Teaching Black Boys</i>	203A
	3517	Inclusive Directions: The Role of the Chief Diversity Officer in Community College Leadership	203B
	3518	Enriching a Culture of Equity through Faculty and Staff Inclusively Course Series	203C
	3519	Confronting Islamophobia: Proactive Efforts to Address Hate and Bias on and off Campus	204A
3520	Unusual Partnerships of Raptivist, CEO, and Academics in Social Justice Research	204B	

TIME	SESSION #	TITLE	ROOM #
4:45-6:00 PM	3600	Shifting Culture - Through Culture	200
	3601	Understanding and Overcoming Homophobia and Anti-LGBTQ+ Attitudes in American Christian Churches	101
	3602	The Legacy and Continued Relevance of Ethnic Specific Cultural Centers at the University of Southern California: Celebrating 45 Years of El Centro Chicano and 40 Years of the Center for Black Cultural and Student Affairs	102
	3603	White-Passing and Iranian American Identity	103A
	3604	Know My Name: Navigating Erasure, Casual Racism, and Resistance in Moments of Misnaming	103B
	3605	Diversity Dialogues in Medicine: An Experimental Pilot to Increase Reflection and Dialogue at the Georgetown School of Medicine	104
	3606	Black Girl Magic in Comedy: Improv with Obama's Other Daughters	108
	3607	The Road to Building a More Diverse and Inclusive Institution after OU's Sigma Alpha Epsilon Incident	121A
	3608	Doctorates in Diverse Fields: Beyond Student Affairs	121B
	3609	Not so Micro: Developing Effective Ways to Fight Microaggression in Higher Education	201A
	3610	Self-Reflection for Self-Transformation: Strategies for Becoming a Culturally Inclusive Educator	201B
	3611	"Putting People in their Place": Hierarchical Microaggressions in the College Setting	201C
	3612	Documenting and Recontextualizing the Evolution of the term Latinx	202A
	3613	What Do International Students Need? The Roles of Job Resources for International Students on Cross-Cultural Adjustment, Engagement, Organizational Citizenship Behavior, and Psychological Well-Being in the Context of an U.S. Higher Educational Institution	202B
	3614	Model Minority Impact on Anti-Blackness Through Social Media	202C
	3615	Pulling Back the Stage Curtain on Institutional Whiteness	202D
	3616	You Can't Be About Black Lives Unless You're About LGBT Black Lives	203A
	3617	Black Indians: The Lost Culture	203B
	3618	LGBT Wellness: Not Exactly the Same as for Our Straight Brothers and Sisters	203C
	3619	Pedagogy, Presenters, and Prejudice, Oh My! Executing A Year-long Social Justice-Based Curriculum	204A
3620	Helping Multicultural and First Generation Students Be Successful at UCF	204B	
8:00-9:30 PM	3900	<i>More Than a Word: An Educational Documentary on the Washington Redskins</i>	108

8:30-11:30 AM

3000

Student Equity in the California Community College System: Moving the Needle 2017

Room: 106

Session Type: Major Workshop

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: All Levels

Keyword(s): Immigration, Organizing/Activism, Self-Care/Self-Work, Cultural Competence, African American/Black

Student equity is here, but are institutions ready? The California State Legislature has set aside \$140,000,000 in Student Equity Funding to California community colleges for 2016-17. Last year in San Francisco, NCORE participants engaged in an informative, practical, and productive discussion on what it took to get student equity programs implemented at the state level and at two colleges. The conversation is continuing in Ft. Worth.

Are institutions prepared to equitize programs, policies, and procedures? Is an equity lens being applied in designing education experiences that meet the needs of historically underrepresented and underserved students? How do you move an equity plan into an action phase that includes buy-in and achieves results?

Come to 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. Presenters will explore what can be done with this unprecedented opportunity to address structural opportunity for underrepresented groups in the educational system and share what DeAnza College and American River College are doing to move the needle on student outcomes. All educators will benefit from this session.

Meena Baxter, Undergraduate Student, Sociology Major American River College — Sacramento, California

Lisa Aguilera Lawrenson, PhD, Vice-President, Instruction American River College — Sacramento, California

Jackie Reza, MFT, EdD, Professor and Director - Emeritus, Office of Professional Development, De Anza College — Newark, California

Valencia Scott, Undergraduate Student, Anthropology Major, American River College — Sacramento, California

Pamela Huang Chao, MA, Professor and Chair, Sociology American River College — Carmichael, California

Mia Keeley, MS, Student Equity Specialist, Student Services and Special Programs, California Community Colleges Chancellor's Office — Sacramento, California

3001

Making Sure Your Writing and Communication Reflect Your Excellence: A Hands-On Workshop for NCORE Student Leaders Striving for Success

Room: 110A

Session Type: Major Workshop

Session Track: Student Interest and Engagement

Experience Level: All Levels

Keyword(s): Intergroup, Students, Career Path, Practitioner Development, Theory to Praxis, Writing Publishing

Selecting student leaders to take on new roles and responsibilities on campuses, at internship sites, and other like opportunities is happening more often each year. To obtain a positive outcome, one must first be able to pass the test of 'first communication' (the application process), which includes how well one can communicate in writing and is often the first foot in the door of leadership. Using the Williams Steps for Effective Writing Model, participants will join in creating a peer-reviewed written communication piece that takes them through the seven basic steps to a well-written piece. To that end, basic applications of how to properly edit and review one's own work and that of peers, will help support learning how to not only evaluate one's own written products, but also to evaluate the written work of others. This major workshop targets the audience of student leaders at all levels on today's campuses. This workshop will benefit anyone who would like to brush up on some of the basics of communicative writing skills fundamental to leadership successes.

Janice D. M. Mitchell, EdD, CDP, Professor (ret.), CEO, Editing Across Borders, World Languages, Literatures and Cultures, Gallaudet University — Silver Spring, Maryland

Kamakshi Murti, PhD, Professor Emerita, German, Middlebury College — Fairfax, Virginia

8:30-11:30 AM

3002

Reflections from the Field: Practical Wisdom and Advice for Faculty of Color in Academia

Room: 110B

Session Type: Major Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

Keyword(s): Academic Affairs, Career Path, Faculty, Leadership Development, Mentoring, Retention

The academy is a place of both promise and pitfalls. This presentation will focus on how faculty of color can circumvent obstacles on their paths to success in academe. The presenters—one, a Department Chair, and one, a College of Education Dean—will reflect on their journeys through the academy, including their leadership and administrative roles. Their experiences will highlight important lessons they have learned that can be of benefit to participants as participants move forward in their own careers. Moreover, the presenters will discuss and provide effective strategies for success in the academy, particularly as related to the areas of teaching, research, service, and collegiality. This interactive workshop will engage participants in reflective dialogue, group discussion and application-based simulations. Additionally, this session will benefit new faculty of color and those faculty seeking tenure and/or promotion.

Beth Durodoye, EdD, NCC, Professor and Chair, Leadership, Technology, and Human Development, Georgia Southern University — Statesboro, Georgia

Kandi Hill-Clarke, EdD, Dean and Louise and Robert McRae, Jr. Professor, School-based Practice, University of Memphis — Memphis, Tennessee

3003

Racism in Higher Learning and its Impact on Academic Freedom and the Reconstruction of Racial Identity in the Classroom: Lessons Learned by an Equal Employment Opportunity Commission Survivor

Room: 113

Session Type: Concurrent Workshop

Session Track: Faculty Interest and Needs

Experience Level: Intermediate

Keyword(s): African American/Black, Critical Race Theory, Faculty, Affirmative Action, Identity Development, Institutionalized Privilege

What happens when the challenges of racial identity among Black students presents itself in the classroom and is brought before white college and university administrators who have no understanding of, nor need for, such a sense in their privileged lives? How does one explain to them that the name 'Shaniqua' has both rich historical and unfavorable implications in the Black community; and how it is spoken of is either accepted or rejected - is either an insult or a compliment? Does academic freedom afford a professor the prerogative to prepare Black students differently than other students as they enter their chosen field? And where is the limit to how a Black female professor should encourage introspection from a Black female student? How far is too far? These questions are studied and answered against the backdrop of a true story of a Black female college professor who was charged with racial discrimination. She, along with her attorney, take an intricate look at some of the details of the case, weighing them carefully against racial identity theory and development. This session will benefit educators, EEOC representatives, diversity officers, and students who have an interest in race identity theories.

Leslie Parker Blyther, MA, Assistant Professor, Program Coordinator, Homeland Security and Criminal Justice Institute, Anne Arundel Community College — Arnold, Maryland

Dana Petersen Moore, Esq., Attorney, Peterson Moore Law Firm — Baltimore, Maryland

3004

Are We There Yet? The Complex Journey Toward Institutional Transformation

Room: 121C

Session Type: Major Workshop

Keyword(s): Institutional Efforts at Transformation Diversity and Inclusion, Administrators, Chief Diversity Officers (CDO), Multicultural Affairs, Leadership Development

Equity and inclusion are quickly becoming critical priorities for most higher education institutions. Often, 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.

Heather W. Hackman, EdD, Founder and President, Hackman Consulting Group — Minneapolis, Minnesota

Jorge L. Zeballos, MA, Executive Director, Center for Diversity and Innovation, Kellogg Community College — Battle Creek, Michigan

8:30-11:30 AM

3005

Unpacking Colorism

Room: 121D

Session Type: Major Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Novice

Keyword(s): POC, White, Antiracism, Identity Development, Intersectionality, Systemic Racism

It is widely understood that judgments are made about people based on their skin color. However, the shade of color often influences the reactions and judgments made by people within a racial or ethnic group about each other, as well as by white people. These color judgments can result in being granted greater access to job opportunities, lighter sentencing in criminal cases, and being excluded from particular groups. "Come out of the sun before you get any darker," "you're easier to talk to than other people," and "you're not _____ enough," are just a few of the commonly heard remarks that indicate the presence of colorism. This institute explores the ways in which people of color experience exclusion and mitigated privilege based on the shade of their skin, how colorism perpetuates racism, and effective strategies for interrupting colorism.

Kathleen Wong(Lau), PhD, Chief Diversity Officer, Office of Diversity, Equity and Inclusion, San Jose State University — Milpitas, California

Jesús Treviño, PhD, Vice Provost for Inclusive Excellence, Senior Diversity Officer, Office for Diversity and Inclusive Excellence, University of Arizona — Tucson, Arizona

Jack L. Soto, MSOD, Program Administrator, Internships and Career Readiness, American Indian College Fund — Denver, Colorado

Sharon J. Washington, PhD, Consultant — Oakland, California

3006

The Invisible Line that Divides and Unites Us: Racial Equity and the Real Test as a 21st Century Standard (Part 1)

Room: 121E

Session Type: Major Workshop

Experience Level: All Levels

The identity development among LatinXs is complicated by the intensifying political intersection of nationality, language, and race, which has a significant impact on how students are educated in this country, particularly those who are labeled or identify as belonging to this group of people. Wherever we are across the spectrum of identity, whatever we may call ourselves, and whoever includes themselves in this category, critical choices are collectively encountered: to continue engaging in the intra-personal and inter-personal identity conflict or embrace the dominant U.S. narrative in its "colorblind" stand. Success for this population cannot be solely on the historical U.S. paradigm of wealth, educational status, and light-skinned privilege such that assimilation is the goal for students or professionals. With the fasted population growth of any group, these decisions and actions made today will no doubt shape the future.

The focus for participants is to examine the contemporary racial identity development theories and frames as they relate to the multifaceted experiences of LatinX. The emphasis of this institute is to include a deep self-inquiry of identity in a collective space to examine professional practices in a way that generates empowerment to transformative action for the next generation of students. The implications of these experiences on the socialization and identity development of LatinX students, colleagues, and community members as they work toward achieving transformation will also be considered. Participants do not need to identify as Hispanic/Chicano/a/Latin@/LatinX, etc., but the focus is specifically on the holistic academic success of LatinX students. This session will benefit decision makers and practitioners whose focus is the identified group Hispanic/Chicano/a/Latin@/LatinX, etc.

JuanCarlos Arauz, EdD, Founding Executive Director, Education E3: Education, Excellence, and Equity — San Rafael, California

Michael Benitez Jr., PhD, Dean, Diversity and Inclusion, University of Puget Sound — Tacoma, Washington

8:30-9:45 AM

3100

Maximizing on Your Students' Experience at NCORE

Room: 200

Session Type: Major Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

Keyword(s): Intergroup, Students, Intergroup Dialogue/Facilitation, Intersectionality, Leadership Development

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.

Vernon Wall, MS, Director, Business Development LeaderShape — Washington, D.C.

Quantá Dwayne Lamont Taylor, MA, Coordinator of Student Involvement, Office of Student Life, Ohio State University — Columbus, Ohio

Iris L Outlaw, MSA, Director, Multicultural Student Programs and Services, University of Notre Dame — Notre Dame, Indiana

3101

***Trace: Memory, History, Race, and the American Landscape* — Reading, Conversation, and Book Signing**

Room: 101

Session Type: Special Feature

Session Track: Intersectionality, Identities, and Discussions

Experience Level: All Levels

Keyword(s): Writing, Publishing, African American/Black, Multiple Racial Identities, Antiracism, Intersectionality, Perspective Taking

James Baldwin meets John McPhee in *Trace*, a powerful and provocative meditation on identity, place, race, and the unvoiced presence of the past, which won the 2016 American Book Award. Lauret Savoy's mosaic of historical inquiry and personal journey crosses a continent and time to explore how the country's still-unfolding history marks a person, a people, and the land itself. As an African American woman of multiracial heritage, she weaves stories of migration, displacement, and erasure. From a South Carolina plantation to "Indian Territory," from names on the land to the U.S.-Mexico border, *Trace* counters some of the oldest and most damaging public silences by revealing often-unrecognized ties, such as the siting of the nation's capital and the economic motives of slavery. None of these links are coincidental. Few appear in public history. All of them touch us.

All participants are welcomed to consider, with her, the place of race in the land and narratives for justice.

Trace was also a finalist for the 2016 PEN American Open Book Award and Phillis Wheatley Book Award, as well as shortlisted for the William Saroyan International Prize for Writing and Orion Book Award.

Lauret Edith Savoy, PhD, Environmental Studies, Mount Holyoke College — Leverett, Massachusetts

8:30-9:45 AM

3102

Building Capacity: Lessons Learned from Three Years of Work with the Texas Education Consortium for Male Students of Color

Room: 102

Session Type: Concurrent Workshop

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Intermediate

Keyword(s): Latinx, Men, CDO, Institutional Efforts at Transformation, Theory to Praxis, Minority Serving Institutions

Presenters will share preliminary findings from three years of institutional and statewide participatory action research with the Texas Education Consortium for Male Students of Color (TECMSC). Presenters will also engage in an interactive dialogue to cultivate awareness, effort, and commitment for institutionalized support centering on Latino males. To ensure this discussion includes a holistic representation, this session will include a panel with local institutional partners, faculty, staff, and students committed to supporting Latino males across educational sectors. This session will benefit chief diversity officers, executive leaders, and administrators committed to increasing efforts to support the academic, career, and personal opportunities for Latino males in Texas and across the nation.

Emmet Campos, PhD, Director of Texas Education Consortium for Male Students of Color | Project MALES, Diversity and Community Engagement, University of Texas at Austin — Austin, Texas

Melissa McGuire, PhD, Assistant Vice President for Student Affairs, Division of Student Affairs, University of North Texas — Denton, Texas

Pavitee Peumsang, MA, Graduate Research Associate, Educational Administration, University of Texas at Austin — Austin, Texas

Jorge Burmicky, MA, Graduate Research Associate, Educational Administration, University of Texas at Austin — Austin, Texas

Victor Sáenz, PhD, Associate Professor, Educational Administration, University of Texas at Austin — Austin, Texas

3103

Understanding and Addressing Resistance to Social Justice Issues from Students from Privileged Groups

Room: 103A

Session Type: Major Workshop

Session Track: Faculty Interest and Needs

Experience Level: All Levels

Keyword(s): Diversity and Inclusion, Pedagogy, Facilitator Development, Antiracism, Whiteness

Many educators find resistance from students (and others) from privileged groups as 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 the presenter's own experiences, this workshop will explore 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. The session will focus on the reasons for resistance and understanding the perspective of the individual who seems resistant, as well as explore numerous ways to prevent, reduce, and address resistance.

Diane Goodman, EdD, Diversity and Social Justice Trainer/Consultant — Nyack, New York

8:30-9:45 AM

3104

From Post-Grad to Seasoned Staff: Why Transitions Don't Get Easier

Room: 103B

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

Keyword(s): Student Affairs, Identity Development, Practitioner Development, Mentoring, Staff Recruitment and Retention

Regardless if it is your first professional position or not, transition to a new job, institution, and, culture is never easy. This session will explore Schlossberg's theory of marginality, both Parks' and Magolda's idea of shipwrecked moments, and how these theories relate to social identity development to aid in the conversation on transition. The various situations that professional staff make transitions with will also be explored (e.g., family dependents, "trailing spouse," etc.). In addition, the presenters will discuss how the person experiencing the transition can request support and how a supervisor of someone going through a transition can best be supported. Participants will leave with tips in how to navigate the rough waters and a better acknowledgement that this process will never go any faster than it will in your head.

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

Mitchell Holston, MAEd, Coordinator for Student Engagement and Leadership, Residence Life, Colorado State University — Fort Collins, Colorado

Jeffrey Mariano, MAEd, Residence Director, Residence Life, Colorado State University — Fort Collins, Colorado

Dwayne Taylor, MEd, Residence Life Manager, Residence Life, Wilfrid Laurier University — Waterloo, Ontario, Canada

3105

Developing Cultural Competency: Integrating Diversity into a First-Year Orientation Course

Room: 104

Session Type: Concurrent Workshop

Session Track: Faculty Interest and Needs

Experience Level: Intermediate

Keyword(s): Curriculum, Cultural Competence, Identity Development, Predominantly White Institutions, Diversity and Inclusion, Students

Colleges and universities have an obligation to develop students who can thrive in the dynamic and diverse world we live in. This presentation will include an overview of how diversity is incorporated in a first-year seminar course and program. In this model, students are reached where they are and led through identity development and the cultural competency spectrum. Participants will engage in brainstorming about how they can integrate diversity into their first-year course curriculum. Implications for integrating diversity into a first-year seminar and best practices will be discussed.

Amanda Beller, MS, Academic Advisor/Lecturer (Coordinator of Curriculum), University College Exploratory Studies, North Carolina State University — Raleigh, North Carolina

Jordan McMicán, MS, Academic Advisor/Lecturer (Coordinator of Diversity), University College Exploratory Studies, North Carolina State University — Raleigh, North Carolina

3106

The Mexican American War Never Ended

Room: 108

Session Type: Concurrent Workshop

Session Track: Global, Multicultural, and Transnational Issues

Experience Level: All Levels

Keyword(s): Latinx, Immigration, Organizing/Activism, Systemic Racism, Socioeconomic Class, Antiracism

This workshop will cover the history of the Mexican American War and the ways in which legacies of white supremacy and manifest destiny continue to impact Latina/o communities. The current climate we live under in the U.S. and targets set on immigrants who are coded as Mexican cannot be separated from this history and the forging of the current U.S. Mexican border. History often repeats itself and, in looking at these policies and practices and the people behind them, straight lines can be drawn between Polk and the California, Arizona, and Texas Rangers, between the eugenics movement and sterilization laws, between the Hoover administration and William Parker, between Pete Wilson and Chris Coach, Lou Dobbs, and Donald Trump. "Build the wall" and "Mexico will pay" were among the many slogans that gave shape to Trump's general message of 'Make America Great Again'. However, those slogans emerge from a white supremacist culture history of "Remember the Alamo!" "Manifest Destiny" and "No Dogs, No Mexicans." These current policies and the call for mass deportations are influenced by old ones. This presentation will show that to understand the present, one must know history not only to understand oppressive legacies, but to see our community's collective and continued resistance.

Matt Sedillo, Co-Founder, The Southwest Political Report — Riverside, California

Irene M. Sanchez, PhD, Co-Founder, The Southwest Political Report — Riverside, California

8:30-9:45 AM

3107

Using Campus Climate Surveys to Create a More Diverse and Inclusive Campus

Room: 121A

Session Type: Concurrent Workshop

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Advanced

Keyword(s): Diversity and Inclusion, CDO, Administrators, Assessment/Evaluation, Institutional Efforts at Transformation, Research

This will be an insightful and impactful session about the importance of asking the right questions about diversity and inclusion through campus climate research. Campus CDOs and administrators responsible for post-climate research should know how to align diversity inquiry with major institutional success factors such as recruitment, retention, graduation, and accreditation. This session will introduce a new way of thinking about campus survey development and inquiry. Participants will also be able to view and discuss actual survey questions included in this new widely supported, comprehensive, and affordable array of instruments available to all institutions of higher education.

This session will benefit CDOs whose institutions may be considering a campus climate study in the coming year as well as diversity administrators who need to reassess their campus climate. Most critically, this session will benefit an institution who has struggled with meeting the diversity criteria set forth by their accrediting agency.

Ken Coopwood, Sr., PhD, Vice President for Strategic Diversity and Infrastructure, Professional Services, Viewfinder Surveys — Potomac, Maryland

3108

Service Learning as a Racialized Pedagogy: Teaching About Race and Racism Through Community Engagement

Room: 121B

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Keyword(s): Curriculum, Diversity and Inclusion, Pedagogy, Systemic Racism, African American/Black

This session looks at the ways service learning (un)intentionally racializes need and service. Through a content and discourse analysis of service learning syllabi, this session considers the ways that community engagement experiences in higher education define and pursue service in ways that reify white dominance. Syllabi have been incredibly revelatory about the communities considered in need of service as well as the ways that service learning (and other community engagement experiences) tend to ignore issues of race and racism in terms of content or subject matter (i.e., through assignments, readings, and concepts introduced) even as issues of race and racism are undoubtedly present in the service placements identified for the community engagement work. Using findings gleaned through this analysis, implications of this practice on the communities purported to help and recommendations for practice that might mediate these concerns are offered.

Arien Telles, MA, PhD Student, Department of Organizational Leadership, Policy and Development, University of Minnesota — Minneapolis, Minnesota

Tania DaShawn Mitchell, EdD, Assistant Professor of Higher Education, Organizational Leadership, Policy and Development, University of Minnesota — Minneapolis, Minnesota

3109

Olivia, Cookie, and Annalise: Utilizing Media Depictions of Black Women as a Tool for Cultural Competency and Engagement

Room: 201A

Session Type: Concurrent Workshop

Session Track: Student Interest and Engagement

Experience Level: Intermediate

Keyword(s): African American/Black, Women, Media Analysis, Cultural Competence, Identity Development, Students

This session will identify how cultural competency can be used as a tool to foster community, develop engagement strategies, and assist in transformative learning regarding identity development, specifically for Black women on college campuses. It will analyze depictions of Black women on popular television shows such as Scandal, Empire, and How to Get Away with Murder as references to understand how students might be making meaning of these characters. Participants should walk away feeling more informed about how to connect with Black female students, effectively deconstruct stereotypes of Black women in the media, and understand how these images may be internalized by Black women. This session will benefit student affairs practitioners and administrators who seek to build cultural competency with Black women through popular culture media analysis.

Maurisa Li-A-Ping, BA, Graduate Supervisor, Residential Programs and Services, Indiana University Bloomington — Bloomington, Indiana

Kaamil Al-Hassan, BA, Graduate Assistant, Residential Programs and Services, Indiana University Bloomington — Bloomington, Indiana

8:30-9:45 AM

3110

The Stryker Experience: A Model Social Justice and Identity Based Leadership Program

Room: 201B

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Keyword(s): Leadership Development, Intersectionality, Diversity and Inclusion, Women, Identity Development, Empowering Diversity

This session examines the transformation of a traditional women's leadership program into a leadership program built upon identity development through a social justice focus. This session will explain the 15-year background of the Stryker Institute for Leadership Development at the University of Northern Colorado and the rationale for transforming this program into the current social justice model. In addition to sharing the approach, presenters will provide reflections and results of their experiences over the past three years as they have implemented this new model. This session will benefit participants who are interested in leadership development, social justice, and intersectionality and is appropriate for all levels of experience.

Yvette Lucero-Nguyen, MPH, Director, Stryker Institute for Leadership Development, University of Northern Colorado — Greeley, Colorado

Fleurette (Flo) King, MA, Assistant Vice President, Equity and Inclusion, University of Northern Colorado — Greeley, Colorado

Sarah Aragon, MA, Leadership Coordinator, Stryker Institute for Leadership Development, University of Northern Colorado — Greeley, Colorado

3111

Is It Your Job to Teach the Revolution? Success Strategies for Emerging Equity and Diversity Professionals in Higher Education

Room: 201C

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

Keyword(s): Multicultural Affairs, Career Path, Diversity and Inclusion, Practitioner Development, Self-Care/Self-Work, Mentoring

Navigating higher education can be challenging for new professionals working in the areas of diversity, equity, and inclusion. In addition to learning institutional policies and procedures, identifying allies, and managing issues and crises, emerging professionals must learn about unwritten ways of doing and being to be successful. In addition to providing an overview of common success strategies for new professionals, this session explores the best practices that often are not explored in graduate programs, such as: cultivating political savvy and spending social capital wisely; rejecting a deficit or scarcity mindset; differentiating between a former student role and a current staff role; and finding ways to sustain oneself in the work. This session will benefit graduate students and new professionals, but may also provide mid-level or senior professionals with useful information in the context of supervision and mentoring of new professionals.

Rickey L. Hall, MA, Vice President, Minority Affairs and Diversity, University of Washington — Seattle, Washington

Anitra Cottledge, MA, Director of Communications, Office for Equity and Diversity, University of Minnesota — Minneapolis, Minnesota

Stephanie Chrismon, MFA, Multicultural Engagement Specialist, Office for Student Affairs, University of Minnesota — Minneapolis, Minnesota

8:30-9:45 AM

3112

Queering Medical Education: Assessing Georgetown University School of Medicine's LGBTIQ Health Competency and Implementing Reform

Room: 202A

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

Keyword(s): LGBTQIAA, Curriculum, Institutional Efforts at Transformation, Cultural Competence, Practitioner Development, Organizing/Activism

This session examines a joint student-faculty evaluation of LGBTIQ health content in the Georgetown University School of Medicine's (GUSOM) pre-clinical curriculum to identify knowledge gaps and propose and implement instructional information to eliminate those gaps. Information on the background and rationale for the curricular reform will be provided. Insights and lessons learned from the curricular reform's implementation will also be provided. Finally, this session will address future research efforts to measure the effectiveness of the curricular reform. This session will benefit participants who are interested in of Lesbian, Gay, Bisexual, Transgender, Intersex and Queer (LGBTIQ) health in medical education, practitioners who provide direct services to LGBTIQ, and other minority students and/or students/faculty interested in taking an active role in minority-related curricular reform at their universities.

Timothy DeVita, BA, Medical Student, School of Medicine, Georgetown University School of Medicine — Washington, D.C.

Casey Bishop, BS, Class President, GUSOM Class of 2018, School of Medicine, Georgetown University School of Medicine — Washington, D.C.

Michael Plankey, PhD, Associate Professor of Medicine, Medicine, Georgetown University School of Medicine — Washington, D.C.

3113

Assessing Hiring Processes: Holding Ourselves Accountable

Room: 202B

Session Type: Concurrent Workshop

Session Track: Human Resources

Experience Level: Novice

Keyword(s): Diversity and Inclusion, Predominantly White Institutions, Human Resources, Academic Affairs, Staff Recruitment and Retention, Assessment/Evaluation

In Fall 2013, the Academic Affairs Climate and Diversity Committee (AACDC) at Texas A&M University conducted a review of staff hiring practices in the division of Academic Affairs. Six questions were answered by reviewing a representative sample of the previous year's hiring files to explore aspects of job postings (diversity language and length of time open), diversity of applicant pools before interviewing, interview questions, hiring matrices, and reference check questions. This review revealed that hiring supervisors were not routinely using common diversity best practices, such as asking about diversity experience in interview and reference questions and matrices. A follow-up Spring 2014 supervisor survey explored other aspects such as knowledge and experience of division supervisors. Based on findings, intervention strategies were implemented to change supervisor behaviors. To determine the success of these interventions, the Division's Equity Plan reviewed hiring files again in Fall 2016. This session will explore the methodology and results of the Fall 2013 study, intervention strategies implemented, and methodology, results, and recommendations arising from the 2016 study. This session will benefit those interested in implementing similar hiring process reviews and intervention strategies on their campuses as well as discussing lessons learned and brainstorming next steps.

Suzanne Droleskey, PhD, Executive Director, Public Partnership and Outreach, Texas A&M University — College Station, Texas

3114

This Is What a Feminist Should Look Like: The Underrepresentation of Strong Latina Role Models in K-12 History Textbooks

Room: 202C

Session Type: Concurrent Workshop

Session Track: Global, Multicultural, and Transnational issues

Experience Level: Novice

Keyword(s): Latinx, Women, Faculty

The author's quantitative and qualitative investigation reveals that there continues to be a severe underrepresentation of Latinas in K-12 history textbooks. Twelve middle and high school U.S. history textbooks used in California and Texas were used in this inquiry. The exclusion of Latinas sends a message to young Latinas that their voices and cultural contributions do not matter, further alienating them from equal participation in the classroom.

Angela Leslie, EdD, Assistant Professor, Undergraduate Studies in Education, California State University — Sacramento, California

8:30-9:45 AM

3115

The Equity and Inclusion Fellows Program: Empowering Students to Take the Reigns

Room: 202D

Session Type: Concurrent Workshop

Session Track: Student Interest and Engagement

Experience Level: Intermediate

Keyword(s): Students, Student Affairs, Empowering Diversity, Intersectionality, Diversity and Inclusion, Leadership Development

This session provides insight into spearheading and developing an Equity and Inclusion Fellows program at the Harvard Graduate School of Education. The facilitator will discuss the training received by the fellows, the programming that they embarked upon, and more importantly, how the fellows and the program were received by the greater community. The discussion will include research used to develop the program and lessons learned throughout the academic year. In addition, this session will include the ongoing work and evaluation that is happening to sustain the program. This session will benefit minority students as well as students who are interested in delving into equity and inclusion work, practitioners who work directly with students'/student groups, and anyone who wants to take an active role in addressing issues of race, diversity, and inclusion on their campus.

Tracie Jones, MEd, Assistant Director for Diversity and Inclusion Programs, Office of Student Affairs, Harvard Graduate School of Education
— Cambridge, Massachusetts

3116

Decolonization of Feminism: Women of Color Pushing Against the Margins through Cyber Sisterhood

Room: 203A

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Intermediate

Keyword(s): Multiple Racial Identities, Feminist, Identity Development, Self-Care/Self-Work, Social Media, Empowering Diversity

This session examines how a group of young, highly educated women of color came together via technology to form a group that focuses on the self-care, support, and empowerment of women of color. Information on the presenters' background and the need for the development and existence of this group will be provided. The presenters will discuss and share how their experiences living in an acclaimed "post-racial" society that emphasizes racial progression and equality, yet and still, continues to erase, marginalize, discredit, and silence the voices and contributions of women of color. These enduring ideologies and inequities are the cause for such a group to be created. It also created the need for a support group where like-minded women of color can freely practice and share self-love and affirmation. In addition, insights and lessons learned from this group of women of color will also be provided specifically, as it pertains to their education, careers, sexuality, and self-healing journey/process.

Finally, this session will address how women of color have provided a cyberspace for themselves to offer both healing and community. This session will benefit participants who are women of color in the academy, in higher education, and in the process of applying to graduate school or want to find or create a similar space of affirmation, support, and empowerment.

Naomi Mae, MA, Doctoral Student, Education Foundations and Policy, University of Michigan — Ann Arbor, Michigan

Kimberly Burdine, PhD, Psychologist III, Diversity Coordinator, Counseling and Mental Health Center, University of Texas at Austin — Austin, Texas

Griselda Flores, PhD, Assistant Director, Office of Multicultural Affairs, Stephen F. Austin State University — Nacogdoches, Texas

8:30-9:45 AM

3117

Invisible Life in the Academy: Understanding the Workplace Experiences of African American Women Staff in Higher Education

Room: 203B

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

Keyword(s): African American/Black, Women, Multicultural Affairs, Feminist, Staff Recruitment and Retention, Critical Race Theory

This session explores the experiences of African American women staff in higher education, specifically at predominantly White institutions (PWIs) in the Midwest. Although the experiences of African American women have been studied, there is a gap in literature on the unique experiences and challenges of African American women as staff members. This session will establish a voice for women who have historically experienced silence, exclusion, and a sense of powerlessness within the academy.

The session will benefit participants who are interested in further discussions regarding how institutions, specifically PWIs, can provide support to African American women staff. The hope is that university leaders will be strategic regarding the inclusion of African American women staff to reduce the challenges that promote the feeling of invisibility.

Kimberly DeLaine Johnson, EdD, Executive Staff Assistant, Office of the Chancellor University of Missouri-Kansas City — Kansas City, Missouri

3118

Ready or Not? Preparing for Academic and Non-Academic Careers

Room: 203C

Session Type: Major Workshop

Session Track: Student Interest and Engagement

Experience Level: All Levels

Keyword(s): POC, Students, Career Path, Leadership Development

This presentation is intended for emerging and early-career scholars who are interested in exploring broad career options both within and beyond academe. Presenters will provide information illustrating recent employment trends for the academic job market, as well as examples of academic and non-academic career options available to doctoral degree holders in the humanities, social and behavioral sciences, and STEM fields. Presenters will facilitate activities that enable participants to assess their readiness for multiple job markets and empower them to move forward strategically. The presenters will provide national data on academic job market trends, give examples of career options both inside and outside academe, show how academic skills can transfer to various career options, and encourage participants to be intentional in their career planning.

Presenters will make suggestions for strategic steps participants can take to maximize their marketability across a broad range of career options without completely compromising their academic progress and scholarly pursuits. This workshop is intended for graduate students, postdoctoral trainees, and other recent doctoral degree recipients.

Celina Chatman Nelson, PhD, Director, Graduate Development and Diversity, UChicagoGRAD, Office of the Provost, University of Chicago — Chicago, Illinois

Tamara Johnson, PhD, Independent Consultant — Chicago, Illinois

3119

It Goes Down in the DM's: Social Media and Music's Desensitization of Sexual Assault

Room: 204A

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Keyword(s): African American/Black, Popular Culture, Social Media, Technology, Minority Serving Institutions, Student Life

Social media usage is among the most common activities of today's youth. Any social site allows integration, exposure to fame, and the constant threat of re-victimization. Down in the DM's is an opportunity to expose multiple tactics used by social media and music to desensitize Rape Culture. This presentation is a courageous conversation to dispel myths and misconceptions of Rape Culture on Historically Black Colleges and Universities (HBCUs).

Michael Williams, MS, Coordinator of Male Initiatives, Living-Learning Communities, Norfolk State University — Norfolk, Virginia

Tariq Smith, MA, Area Coordinator, Housing and Residence Life, Norfolk State University — Norfolk, Virginia

Zia Felder, MS, Coordinator for Student Programs and Activities, Student Activities, Norfolk State University — Norfolk, Virginia

8:30-9:45 AM

3120

Transculturation and the Intersection of Culture and Education: A Quantitative Inquiry Analyzing Educational and Cultural Outcomes for Native American College Students

Room: 204B

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Intermediate

Keyword(s): American Indian/Native American, Retention, Intersectionality, Multicultural Affairs, Cultural Competence, Changing Institutional Practices

This session explores the relationship between culture reciprocity, cultural resilience, and academic achievement for more than 1,000 Native American/Alaska Native college students. Additionally, this session will examine the role that family, peers, faculty, staff, tribal community, and the institution itself have in affirming cultural resilience and cultural reciprocity and in turn how this effects retention, academic achievement, and persistence.

This session should benefit administrators, staff, and faculty from Predominately White Institutions, Tribal Colleges/Universities, and Native American serving nontribal institutions who are interested in serving as an advocate for the academic achievement, retention, and persistence of Native American/Alaska Native students. Insights, a copy of the instrument items, and handouts will be provided.

Craig Marroquin, MS, MEd, Statistical Analyst, Assessment and Evaluation, Dallas Independent School District — Dallas, Texas

10:00-11:30 AM

3200

Self-Care in A Time of Chaos: A Critical Practice for Success

Room: 200

Session Type: Major Workshop

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: All Levels

Keyword(s): Self-Care/Self-Work, Chief Diversity Officers (CDO), Institutional Efforts at Transformation, Practitioner Development, Administrators, Consultants

The campus is in turmoil. There are new things happening every day. Those of us who have the passion and position responsibility for engaging issues of diversity and inclusion are pulled in several different directions. We often feel caught in the tension of serving as a representative of the institution and feeling the pain of the populations that are deeply impacted by issues of exclusion. How do we take care of ourselves while still supporting the campus in times of chaos? This session will focus on taking care of those who take care of the campus. Participants will have a space for real engagement around the challenges and opportunities for self-care.

Jamie Washington, PhD, President, Washington Consulting Group — Baltimore, Maryland

3201

Words Will Never Hurt Me: Slurs as Pejoratives or Re-Appropriated Terms of Endearment

Room: 101

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Novice

Keyword(s): Systemic Racism, Perspective Taking, Women, African American/Black, Reinventing Language, LGBTQIAA

This session examines the role that slurs play in society. Information on the origin, history, and common usage of six slurs will be presented, as well as the results of a student survey concerning their usage of the words. Finally, presenters will examine societal views on these particular slurs, as well as query the audience for its views on the topic. This session will benefit participants who are interested in gender, ethnic, cultural, identity, and race-based studies, practitioners who provide direct services to students who may identify within one of the groups targeted by slurs, students interested in understanding the role of culture in the creation of language, and those who want a knowledge of the role that slurs play in society today.

Henry Allen, Jr., MA, Professor, History and the Social Sciences, Bunker Hill Community College — Charlestown, Massachusetts

Brandy Brooks, MA, Professor, History and Social Sciences, Bunker Hill Community College — Charlestown, Massachusetts

3202

Sister Scholars: Indigenous Women Scholars Forming Community to Reclaim Space for Scholarship in Higher Education

Room: 102

Session Type: Special Feature

Session Track: Faculty Interest and Needs

Experience Level: All Levels

Keyword(s): American Indian/ Native American, Women, Faculty, Research, Writing/Publishing, Mentoring

The roles of relationships and care for community are central to Indigenous ideologies in scholarship. Indigenous scholarship often serves as an act of resistance and reclamation of space for Indigenous people in academia. This session will explore the role of Indigenous women in reclaiming scholarly space in the academy through acts of creating community and sisterhood. Participants will engage in dialogue with six Indigenous sister scholars who have worked to establish a growing community of Indigenous scholars through collaborative research, publishing, and mentorship. Presenters will share examples and strategies for creating an Indigenous scholarly community and reclaiming space in higher education. This session will prove beneficial for emerging and established scholars, as well as those invested in advancing Indigenous scholarship.

Heather J. Shotton, PhD, Assistant Professor, Native American Studies, University of Oklahoma — Norman, Oklahoma

Charlotte Elizabeth Davidson, PhD, Independent Scholar — Madison, Wisconsin

Natalie Rose Youngbull, PhD, Faculty Development Program Officer, Office of Research and Sponsored Programs, American Indian College Fund — Denver, Colorado

Robin Zape-tah-hol-ah Minthorn, PhD, Assistant Professor, Educational Leadership and Native American Studies, University of New Mexico — Albuquerque, New Mexico

Amanda Ruth Tachine, PhD, Postdoctoral Scholar, Center for Indian Education, Arizona State University — Maricopa, Arizona

Stephanie Waterman, PhD, Associate Professor- Leadership, Higher and Adult Education, Ontario Institute for Studies in Education, Student Development/Student Services in Postsecondary Education, University of Toronto — Toronto, Canada

10:00-11:30 AM

3203

Understanding and Addressing Resistance to Social Justice Issues from Students from Privileged Groups

Room: 103A

Session Type: Major Workshop

Session Track: Faculty Interest and Needs

Experience Level: All Levels

Keyword(s): Diversity and Inclusion, Pedagogy, Facilitator Development, Antiracism, Whiteness

Many educators find resistance from students (and others) 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 the presenters' own experiences, they 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.

Diane Goodman, EdD, Diversity and Social Justice Trainer/Consultant — Nyack, New York

3204

Corazón, Alma y Resistencia: Testimonios of Artful Resistance and Healing through Danza

Room: 103B

Session Type: Concurrent Workshop

Session Track: Global, Multicultural, and Transnational Issues

Experience Level: Intermediate

Keyword(s): Latinx, Youth Work, Performing Arts, Identity Development, Multicultural Affairs, Identity Development

Danza is self-empowerment. Danza is strength. Danza is a means to connect to deeper ancestral knowledge and power. Danza is a way to resist. This session will explore current research on the cultural arts, specifically danza and traditional Mexican folklórico, as a space of heart, soul, healing, and resistance for Latinx communities. Participants will have an opportunity to explore the symbolism, colors, and movements within danza. Through both counter narratives and testimonio, this session will juxtapose and dismantle the violent anti-immigrant narratives within the contemporary sociopolitical landscape. The cultural arts are empowerment, resistance, and healing for the community. Presenters will explore the history of indigenous and mestizo cultural traditions of danza and its alignment to contemporary movements for social justice and liberation. This presentation focuses on the dissertation research of two doctoral students studying danza, folklórico, and the cultural arts as resistance and as a healing tool for trauma with undocumented youth and college students. Additionally, participants will engage in interactive exercises to experience examples of danza and movimiento that inspires community healing. This session will benefit educators, community members, and students with an interest in exploring danza, history, healing, and cultural resistance through the arts.

Belinda Hernandez Arriaga, LCSW, Founder and Executive Director, ALAS Ayudando Latinos a Soñar (ALAS) — Half Moon Bay, California

Manuel Alejandro Pérez, EdD, Dean of Equity Programs and Pathways, Student Services, American River College — Sacramento, California

3205

Racial Trauma in a "Post-Racial" America: The Impact of Racism on Mental Health

Room: 104

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Novice

Keyword(s): POC, Antiracism, Systemic Racism, Diversity and Inclusion, Intersectionality, Cultural Competence

The stigmatization of mental health inhibits access to mental health services and utilization in communities of color. Naming mental health concerns, understanding the impact of mental health concerns, and engaging in practices to reduce and process the impacts of racism are powerful tools through which resistance to racism and the impact of racism can occur. Racial trauma is the physical and psychological impact of racism on bodies of color. This session will allow participants to gain a historical and modern context of racial trauma in an alleged post-racial society. Ideas on how to best support oneself and others who are birthed into racially marginalized bodies through interactive activities will be the central focus of the session. The presenter will discuss the theory and scholarship of the impact of racial trauma from an intersectional paradigm that seeks to capture the impact of race-based trauma on queer, trans*, international, gendered, and otherwise minoritized bodies of color.

This session will benefit those who seek to understand the pervasive physical and psychological impacts of racism and techniques to dismantle and cope with racial trauma. The session structure will allow for engagement and is appropriate for individuals and professionals with any knowledge base.

LaVonya Bennett, MHR, Counseling Psychology Doctoral Student/Graduate Research Assistant, Counseling Psychology, University of Oklahoma

— Norman, Oklahoma

10:00-11:30 AM

3206

Mele Murals: Documentary Film

Room: 108
 Session Type: Film and Dialogue
 Session Track: Global, Multicultural, and Transnational Issues
 Experience Level: All Levels
 Keyword(s): Cultural Competence, Environmentalism

Mele Murals is a documentary about the transformative power of art through the unlikely union of graffiti and ancient Hawaiian culture. At the center of this story are the artists Estria Miyashiro (aka Estria) and John Hina (aka Prime), and a group of Native Hawaiian youth from the rural community of Waimea, Hawaii. Together they create a mural that addresses the ill effects of environmental changes and encroaching modernization on their native culture. *Mele Murals* shows how public art combined with Native Hawaiian traditions transforms the students, the local community and, unexpectedly, the two artists as they rediscover their own identities and responsibilities as Hawaiian artists.

Tadashi Harukichi Nakamura, MA, Filmmaker, Center for EthnoCommunications, University of California Los Angeles — Tucson, Arizona

3207

Innovating Research and Practice on Multiracial Experiences in Higher Education

Room: 121A
 Session Type: Special Feature
 Session Track: Global, Multicultural, and Transnational Issues
 Experience Level: Intermediate
 Keyword(s): Multiracial, Multicultural Affairs, Diversity and Inclusion, Identity Development, Research

From the politics of labeling and counting mixed race students in various ways, to the interpretation of findings through a multiracial lens, this session explores key issues in research on multiraciality in higher education toward innovating practice. The panel will share their experiences working through some of the complexities of serving this population in higher education through their scholarship and practice, particularly within the current sociopolitical contexts. Through the sharing of panelists' expertise across multiple areas of higher education research, multicultural affairs practice, and social justice education, participants will have the opportunity to engage in critical conversations on innovating multiracial research and practice within changing contexts.

Charlene Martinez, MEd, Associate Director, Diversity and Cultural Engagement, Oregon State University — Corvallis, Oregon
Marc Johnston-Guerrero, PhD, Assistant Professor, Higher Education and Student Affairs, The Ohio State University — Columbus, Ohio
Heather Lou, MEd, Assistant Director, Multicultural Center for Academic Excellence, University of Minnesota, Twin Cities — Minneapolis/St Paul, Minnesota
Sabrina T. Kwist, MEd, Dean of Equity and Inclusion, Los Medranos Community College — Pittsburg, California
Victoria K. Malaney, MEd, Special Assistant to the Deans, Dean of Students Office and Doctoral Student, University of Massachusetts Amherst — Amherst, Massachusetts

3208

School Re-segregation, Race, and America's Future

Room: 121B
 Session Type: Special Feature

Since the U.S. Supreme Court's unanimous 1954 ruling in the landmark case of *U.S. vs. Board of Education* that segregated schools were inherently unequal, efforts to desegregate the nation's public schools have undergone a long and complex process. Many of the Southern states ferociously resisted these efforts for decades; while Northern states in which urban schools were de facto segregated due to discriminatory residential patterns reluctantly desegregated their schools largely due to court-ordered busing.

During the past two decades, the situation, especially in urban school districts, has become even more complicated due to legal and economic changes, and shifting demographics. Several research studies have shown that urban schools nationwide have re-segregated; one national study found that 40 percent of Black and Latino students were attending schools that were 90 percent to 100 percent minority. Such re-segregation patterns have been cause for serious concern because they can result in huge differences in educational attainment and important life outcomes, including access to careers, income, and even health.

Our two panelists, both of whom have had extensive experience in dealing with school segregation as researchers and activists, will address the complex issues surrounding this topic, including: the complexity of re-segregation patterns nationwide; how to assess the effectiveness of desegregation efforts since the 1954 ruling; other possible strategies that could be more effective than desegregation; and how the future looks in efforts to improve the urban schools, especially for students of color.

Jennifer J. Holme, EdM, PdD, Associate Professor, Educational Administration, University of Texas at Austin — Austin, Texas
Belinda Biscoe-Boni, PhD, Interim Vice President for Outreach, Public and Community Services, University of Oklahoma — Norman, Oklahoma
Bob Hiro Suzuki, PhD, President Emeritus, Retired California State, Polytechnic University, Pomona — Alhambra, California

10:00-11:30 AM

3209

(under)REPRESENT(ed) in Art and Design

Room: 201A

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

Keyword(s): Visual Arts, Diversity and Inclusion, Socioeconomic Class, Recruitment, Admissions, Mentoring

In this candid overview of the Parsons Scholars Program, presenters will share the program framework, which is unique in addressing what it means to be an artist or designer from marginalized communities such as people of color, people from low income backgrounds, first generation college students, and immigrants of varying statuses. Many challenges are faced by people who identify with these backgrounds when pursuing creative careers, as well as the beauty and strength that they inspire. Those who are tasked with creating innovative solutions to simply survive on a daily basis are in the most pivotal position to address the most pressing issues through art and design. Presenters will discuss the successes and challenges of doing access work within a precollege context of higher ed. Finally, participants will explore how the findings surface in their work, and will collectively troubleshoot challenges and brainstorm ways to make access work more effective in our communities. This session will benefit educators and students who work with or identify as students from underrepresented backgrounds who have an interest in art and design careers, as well as creative professionals interested in diversity and inclusion in their fields.

Joelle Riffle, BFA, Program Administrator, Parsons Scholars Program, Parsons School of Design/The New School — New York, New York

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

3210

Academic Response to Students Speaking Out on Institutional Racism: Teaching Black Lives Matter

Room: 201B

Session Type: Concurrent Workshop

Session Track: Faculty Interest and Needs

Experience Level: Intermediate

Keyword(s): Antiracism, Systemic Racism, Pedagogy, Students, Faculty, Organizing/Activism

This session describes how Gallaudet University's Black Lives Matter course was conceived, developed, and co-taught. In response to racist incidents on campus, the administration began holding dialogues with the students, staff, and faculty. One response from faculty was to offer a BLM course for undergraduate students. The course is intentionally co-developed and co-taught by instructors who model cross race (and other) conversations. In this case, the instructors are an African American straight Deaf woman and a white Jewish hearing lesbian.

Presenters will share stories from students about why they took the course, what challenges they have faced in and outside of the classroom, and how their lives have changed. They will share how the course is structured, goals, fears and hopes, and what has been learned by teaching this course for three semesters in a row (beginning spring 2016). This session will benefit educators, administrators, and diversity officers who are teaching or considering a Black Lives Matter course at their institution. Presenters will engage the audience in conversation to help create more BLM courses designed to serve the needs of students and campus communities across the country.

Usherl DeBerry, MEd, Executive Assistant/Campus Relations, Office of the President and Adjunct Instructor, President's Office, Gallaudet University — Washington, D.C.

Risa Shaw, PhD, Professor, Linguistics Gallaudet University — Washington, D.C.

10:00-11:30 AM

3211

Inclusive Leadership: A Facilitation Process for Engaging Faculty and Staff

Room: 201C

Session Type: Concurrent Workshop

Session Track: Human Resources

Experience Level: Intermediate

Keyword(s): Coalition Building, Multicultural Affairs, Intergroup Dialogue/Facilitation, Leadership Development, Empowering Diversity, Cultural Competence

This session shares a facilitation workshop that was developed to engage faculty and staff in culture change at UNC-Chapel Hill. Using the Cultural Competency framework to understand the intersectional nature of identity, power, privilege, and bias within the learning environments, this workshop helps embed a growth mindset for inclusive practice. The original four-part module will be modified to provide space for discussion and reflection from workshop participants. Insights from the development process, assessment instruments, and lessons learned from program implementation will be shared. This session will be particularly beneficial to participants who are interested in developing diversity workshops, practitioners who work in faculty development and workplace climate concerns, and those who are interested in coalition-building work with faculty and staff to advance inclusion in the workplace.

Sharbari Dey, MSW, Assistant Director of Education and Special Initiatives, Diversity and Multicultural Affairs, University of North Carolina-Chapel Hill
— North Carolina

3212

The White Racial Frame: More than Racial Prejudice

Room: 202A

Session Type: Major Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

Keyword(s): Antiracism, Intergroup Dialogue/Facilitation, Organizing/Activism, Research, Systemic Racism, Whiteness

In this session, Joe Feagin will examine the weaknesses of the conventional tools for analysis of white racism and for assisting anti-racist action, such as the concepts of prejudice, bias, animus, and intolerance. This will be followed by a detailed explanation of the meaning and utility of the concept of the white racial frame for research and analysis of white racism, including how this concept has aided specific research projects and how it has been used by anti-racist community action groups. Ample time will then be provided for audience questions and interactive discussion. The presentation is designed for a broad audience of all those interested in going beyond conventional tools for understanding, researching, and dismantling white racism.

Joe Feagin, PhD, Distinguished Professor, Department of Sociology, Texas A&M University — College Station, Texas

3213

A New Set of Standards for Multicultural Affairs: Transformative Education Principles and the Student Affairs Program Review

Room: 202B

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

Keyword(s): Multicultural Affairs, Multiple Racial Identities, Student Affairs, Assessment/Evaluation, Diversity and Inclusion, Practitioner Development

The comprehensive program review has long been a major undertaking within the academic arena in higher education, but evidence is also becoming a major priority within the student affairs arena. Over the past decade, universities across the country have engaged in comprehensive program reviews for each student affairs functional unit. As a scholar who is often called to serve as the external reviewer for program reviews within multicultural affairs, the presenter has often found the departments voicing legitimate complaints regarding the required use of CAS standards. The activism that grounds the history of university multicultural affairs calls for these offices to purposefully be different in practice, services, relationships, environment, and community involvement than other student service units. While many of the CAS standards are undoubtedly important and necessary for the assessment of multicultural affairs, some of these departments (and specifically cultural centers) may need to expand on CAS standards during their program reviews/self-studies. This session will share two viable resources that more effectively address the work of multicultural affairs: The Five Point Plan (Programming structure for multicultural centers) and the Principles of Transformative Education (Standards that are specific to issues of racial and social justice, inclusion, and diversity).

Toby S. Jenkins, PhD, Assistant Professor, Educational Leadership, University of South Carolina — Columbia, South Carolina

10:00-11:30 AM

3214

The Journey of Staff and Faculty Diversity Ambassadors: Systems Transformation through Intentional Capacity Building

Room: 202C
 Session Type: Concurrent Workshop
 Session Track: Chief Diversity Officer and Executive Leader
 Experience Level: Advanced

The Diversity Ambassador program is an innovative professional development initiative for staff and faculty that demonstrates that inclusive excellence in higher education is the cornerstone for transformational change. The facilitation team will present the journey of more than 80 enthusiastic professionals who embarked upon a mutual journey of personal and professional discovery. The session will explore the power of staff and faculty collaboration focused on culturally proficient communication skills to assist in addressing issues of equity on campus.

Elements of transformational practice that will be shared are: culturally proficient coaching tools; diversity action planning strategies and templates; organizational communication strategies; and strategic diversity ambassador initiatives. This session will benefit Chief Diversity Officers and administrators who are in influential positions for organizational change.

Susan Warren, PhD, Director of Diversity Programs, Office of CDO - Center for Diversity, Equity, and Inclusive Excellence, Azusa Pacific University — Azusa, California
Richard Martinez, EdD, Executive Director, Office of CDO - Center for Diversity, Equity, and Inclusive Excellence, Azusa Pacific — Azusa, California

3215

Let's "SLAY" Together: Exploring Fictive Kinship Among Black Female Doctoral Students

Room: 202D
 Session Type: Concurrent Workshop
 Session Track: Intersectionality, Identities, and Discussions
 Experience Level: Intermediate

The experiences of Black women in higher education often result in them seeking avenues of support among other Black women who have encountered similar challenges or whose values align with their own. A panel of Black female doctoral students will engage in dialogue with participants about their experiences cultivating sisterhood across borders regardless of disciplines, affiliations, and other differences. Participants will be invited to share their experiences and strategies to build support networks for holistic success. Specifically, the presenters aim to help participants develop an understanding of fictive kinship by facilitating dialogue around individual and collective narratives. During and after this session, participants will become equipped with the tools they need to create both formal and informal support structures on their respective campuses. This session will benefit prospective and current Black female doctoral students in addition to faculty members and student affairs practitioners who mentor, advise, teach, and engage in other forms of interaction with these students.

Tiffany Campbell, MEd, Doctoral Candidate, Counseling and Educational Psychology, Indiana University-Bloomington — Bloomington, Indiana
Gloria Howell, MA, Doctoral Candidate, Educational Leadership and Policy Studies, Indiana University-Bloomington — Bloomington, Indiana
Katrina Overby, MS, Doctoral Candidate, Media School, Indiana University-Bloomington — Bloomington, Indiana
Christina Wright Fields, PhD, Director, Balfour Scholars Program, School of Education, Center for P-16 Research and Collaboration, Indiana University — Bloomington, Indiana
Francesca White, Doctoral Student, Science/Environmental Education and Inquiry Methodology, Indiana University-Bloomington — Bloomington, Indiana

3216

It's Time to get in FORMATION: Coalition Building and Gaining Allies

Room: 203A
 Session Type: Major Workshop
 Session Track: Intersectionality, Identities, and Discussions
 Experience Level: Novice
 Keyword(s): Coalition Building, Multiple Racial Identities, Diversity and Inclusion, Intersectionality, Multicultural Affairs, Student Affairs

A successful coalition is made up of diverse people who join to achieve a common purpose. Coalition building requires individuals to respect each other's differences and get something accomplished. The benefit to coalition building is it helps avoid duplication of efforts and improve communication among key stakeholders. Gaining allies involves reaching out to individuals that have similar interests that relate to one's mission/purpose and bringing these allies together to become more powerful than when individuals act alone. This session will benefit young professionals who have not had the opportunity to work with other individuals or groups of shared values, interests, and goals to combine resources to make change happen on their campus.

Jason Rodriguez, MS, Director, Multicultural Programs, Linfield College — McMinnville, Oregon
Timeka Denise Gordon, MS, Director, Inclusiveness and Intercultural Services, Texas Christian University — Fort Worth, Texas

10:00-11:30 AM

3217

So, Who is Intersectional? Exploring the Use of Intersectionality in Our Work with People from Privileged Groups

Room: 203B

Session Type: Special Feature

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Intermediate

Keyword(s): General, Intersectionality, Identity Development, Coalition Building, Theory to Praxis, Diversity and Inclusion

The framework of intersectionality is increasingly being used in higher education to explore individual and group identity, forms of oppression, and actions that further social justice. However, this work and recent literature on intersectionality highlight the question: is intersectionality a general theory of identity that applies to everyone, and if not, who exactly is intersectional? This session uses the concepts of social identity and social location, and core tenets of intersectionality to explore this key question, as well as others related to privilege, identity, and intersectionality. Through presentation, small and large group discussion, and personal sharing, the presenters will wrestle with these questions, increase awareness of intersectionality and some of the tensions related to implementing it in social justice practice, and identify areas for ongoing work on associated with identity and privilege.

Francie Kendall, PhD, Consultant — Richmond, California

Susan R. Jones, PhD, Professor and Program Chair, Educational Studies, The Ohio State University — Columbus, Ohio

Charmaine L. Wijeyesinghe, EdD, Consultant, Organizational Development and Social Justice Education — Delmar, New York

3218

Faith Without Work: The Intersections of Spirituality, Religious Practice, and Social Justice

Room: 203C

Session Type: Special Feature

Session Track: Global, Multicultural, and Transnational issues

Experience Level: All Levels

Keyword(s): Coalition Building, Diversity and Inclusion, Environmental Justice/Sustainability, Intersectionality, Organizing/Activism, Perspective Taking

This interactive panel discussion brings a diverse collective of scholars from a variety of religious practices and held spiritual beliefs together to discuss the responsibility of those withheld spiritual and/or religious beliefs to engage and advocate for social justice and holistic institutional change. This moderated panel discussion shall focus specifically on the many intersections of spirituality/religious belief and social justice activism and shall include pre-generated and audience provided questions. This session welcomes all participants who are interested in engaging, progressing, and challenging the dialogue around this subject matter.

Monica M. Johnson, MEd, Director, Neal-Marshall Black Cultural Center, Indiana University — Bloomington, Indiana

Rahuldeep Singh Gill, PhD, Associate Professor of Religion, Lutheran University — Thousand Oaks, California

Prairie Rose Seminole, American Indian Alaska Native Program Director, Domestic Mission, Evangelical Lutheran Church in America — Fargo, North Dakota

Amer F. Ahmed, EdD, Director - Intercultural Teaching and Faculty Development, Institute for Teaching Excellence and Faculty Development, University of Massachusetts Amherst — Holyoke, Massachusetts

Maria Abiodun Osunbimpe Hamilton Abegunde, PhD, Director of the Graduate Mentoring Center, University Graduate School, Indiana University — Bloomington, Indiana

Alexander Jun, PhD, Professor, Higher Education, Azusa Pacific University — Azusa, California

3219

And Justice for All. Really???

Room: 204A

Session Type: Special Feature

Experience Level: All Levels

The school-to-prison pipeline is linked to policies of suspension and expulsion that are disproportionately directing young people—red, black, brown, poor and immigrant—toward incarceration rather than promoting health, healing, well-being, community, connection, and restoration. Participants can expect to grapple with both the intellectual and emotional complexities of race. Using clips from World Trust's brand new film and dialogue project, *Healing Justice: Cultivating a World of Belonging*, presenters will facilitate conversations exploring the topic of justice through three lenses: what is justice - philosophically and historically; what is broken - exploring the patterns and relationships of systems, structures, policies, and practices of criminal inequities; what is radical healing - why is addressing trauma and community building a critical part of necessary transformation? The film, the surrounding dialogues, and this workshop are intended to support building public will for changing policies, practices, laws, and customs that incorporate a mandate for broader cultural change, restorative justice, and other forms of community healing.

Shakti Butler, PhD, Founder and Creative Director, World Trust Educational Services — Oakland, California

10:00-11:30 AM

3220

Coercive Assimilation: The Perils of Identity Performance by Muslims in a Post-9/11 America

Room: 204B

Session Type: Special Feature

Session Track: Intersectionality, Identities, and Discussions

Experience Level: All Levels

Keyword(s): POC, Critical Race Theory, Diversity and Inclusion, Identity Development, International/Transnational, Intersectionality

Employees and students who fall under multiple protected classes face an intersection of identity performance pressures as women, racial or ethnic minorities, and religious minorities. The dominant group's expectations of how women or members of minority groups should behave, dress, and communicate to be professional are often contradictory due to conflicting stereotypes.

This session examines the identity performance challenges and contradictions faced by Muslim employees and students as "intersectionals" facing stereotypes against: Muslims as terrorists, violent, and disloyal; Muslim women as meek, oppressed, and lacking individual agency; women as sexualized, terminally second best to men, and uncommitted to their careers; immigrants as forever foreign and undeserving of equal treatment; and ethnic minorities from the Middle East and South Asia as barbaric, misogynist, and anti-American. Participants will learn how such identity performance burdens and contradictions affect the workplace and the university setting, particularly in light of the societal rise in anti-Muslim bias. Faculty, university administrators, and employers whose work involves interacting with people of diverse faiths, races, ethnicities, and immigration experiences are likely to find this session informative.

Sahar F. Aziz, JD, MA, Professor of Law, School of Law, Texas A&M University — Grapevine, Texas

10:30 AM - 1:30 PM

3250

Access for All: Serving Our Comunidad @ Daggett Middle School

Room: See NCORE Registration

Session Type: Special Event

Experience Level: All Levels

Keyword(s): Latinx, Student Life, Students, Retention, Mentoring, Access/Outreach

Join the Latinx caucus on a trip to the local Daggett Middle School for an opportunity to share your college-going experience and mentor youth. Daggett Middle School has an 80% Latinx student population. The hope is that this experience is empowering for the students, as they will be surrounded by positive role models who look like them and share similar lived experiences. The program will be an interactive-facilitated workshop covering a wide array of topics such as: college readiness, cultural wealth, empowerment, and identity development. This activity is open to all professional levels and students. Roundtrip bus transportation and boxed lunches will be provided to registrants.

Patty Dennise Mendoza, MA, Assistant Dean and Advisor to Latinx Students, Office of Pluralism and Leadership Dartmouth College — Lebanon, New Hampshire

Samuel Payan, MEd, Director, Office of Multicultural Student Life Augustana College — Rock Island, Illinois

1:00-2:15 PM

3300

Franchesca Ramsey Keynote Session: Your Powerful Online Voice: Social Media for Social Change

Room: Ballroom

Session Type: Keynote

Experience Level: All Levels

Social media is changing the way we talk about the things that matter most: civil rights, politics, climate change, and Beyoncé. Franchesca Ramsey, actress/comedian and host of MTV's *Decoded*, shares how a viral video changed her life, kick started her career, and helped her become a leading voice for social justice. Most importantly, she discusses how what she's learned along the way can help amplify voices for social change.

Franchesca Ramsey, Comedian and Activist — New York, New York

3:00-6:00 PM

3400

The Mechanics of Institutionalizing Diversity: From Large Research University to Small Liberal Arts College

Room: 106

Session Type: Concurrent Workshop

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Intermediate

Keyword(s): Diversity and Inclusion, Institutional Efforts at Transformation, Empowering Diversity, Chief Diversity Officers (CDO), Changing Institutional Practices

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 is timely given the increasingly demand for diversity offices to be responsive to intersecting identities, new and emerging policies, mandates, legislation, and the level of scrutiny applied to diversity efforts. It is critical to consider how one designs and builds their diversity infrastructure. This session will benefit administrators, faculty, and academic leaders at both large and small institutions charged with establishing an institutional diversity plan, program, or office.

Marco Barker, PhD, Associate Vice President and Chief Diversity Officer, Diversity, Equity and Inclusion, Westminster College — Salt Lake City, Utah

3401

Professional and Personal Development for Diversity Officers: Competencies for Enhancing Success

Room: 110A

Session Type: Concurrent Workshop

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Advanced

Keyword(s): Diversity and Inclusion, Institutional Efforts at Transformation, Empowering Diversity, Chief Diversity Officers (CDO), Changing Institutional Practices

When looking at how one can be successful as a diversity officer on a campus, one must not overlook the importance of "personal work." How do your identities inform your work as diversity officer? How can diversity officers effectively advocate for members of historically marginalized groups that they may not be members of? How can diversity officers promote equity when serving the university community?

Faculty members of the Social Justice Training Institute (www.sjti.org) have partnered with current diversity officers to facilitate this program which allows current diversity officers and those who are interested in possibly becoming diversity officers in the future to assess their current "readiness" for the role; to identify their strengths and areas of growth and to discuss key competencies that are needed to be successful in today's higher education landscape.

Vernon Wall, MS, Director, Business Development LeaderShape — Washington, D.C.

3402

Using Critical Discourse Analysis to Assess and Address Student Resistance to Social Justice Education

Room: 110B

Session Type: Major Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: All Levels

Keyword(s): Faculty, Student Affairs, Assessment/Evaluation, Curriculum, Diversity and Inclusion, Pedagogy

It can be easy to dismiss student resistance to social justice education and not challenge ourselves to engage back with more effective educational interventions. Inspired by Goodman's (2011) work on student resistance, this session utilizes tools for critical discourse analysis to assess common forms of student resistance to diagnose student needs and consider strategic curricular revisions. Specifically, attendees will review Griffin and Oullett's (2011) form of student resistance, learn Gee's (2011) seven tools for critical discourse analysis, and practice applying these tools to forms of resistance to identify opportunities for curricular or pedagogical interventions. The session will utilize a mixture of brief lecture, small group discussion, and attendee-generated case-studies to apply theory in ways that are concrete and tangible for practitioners to use on their home campuses. This session will benefit staff or faculty who design or facilitate social justice courses or workshops for students, as well as those interested in using theories for practical purposes.

D. Scott Tharp, MSW, Assessment Coordinator, Student Affairs, DePaul University — Chicago, Illinois

3:00-6:00 PM

3403

White People Showing Up for Racial Justice

Room: 113
Session Type: Concurrent Workshop
Session Track: Race and Social Justice in Higher Education
Experience Level: All Levels
Keyword(s): White, Students, Antiracism, Multiracial, Whiteness, Organizing/Activism

More white people showing up racial justice can help to build and strengthen a multiracial movement for justice. Workshop attendees will learn concrete ways to engage white people in racial justice. Through storytelling and roleplaying based on real challenges in the trenches, participants will leave understanding how to grow the base of white people for racial justice in their local organizing. Specifically, participants will discuss how to bring white people into racial justice work within the campus arena.

Dara Silverman, Director, Powerlabs — Beacon, New York
Felicia Gustin, Co-Director, Coordinating Committee Member, SURJ Bay Area (Showing Up for Racial Justice) — Oakland, California
Jean Caiani, Co-Director, SpeakOut — Oakland, California

3404

Post-Election: Finding Your Voice, Hearing Other's — Engaging in Intergroup Dialogue

Room: 121C
Session Type: Concurrent Workshop
Session Track: Intersectionality, Identities, and Discussions
Experience Level: Intermediate

This session describes, outlines, and models an innovative course designed to train undergraduate students to lead peer dialogues on topics such as racism, sexism, heterosexism, religious oppression, classism, and ableism in this post-election climate, at a small, Catholic, liberal arts college which holds in its core values inclusive excellence and respect for all persons. Presenters will go over the syllabus and activities of the course; discuss how the course was developed and what institutional support was secured; the building of cross-departmental collaborations so students could utilize their facilitation skills in a variety of campus settings (residence halls; first-year advising program; all-faculty day presentations; other courses).

Student presenters will demonstrate and share what they learned during the course, their experience of moving from participant to co-facilitator, and their success and challenges in co-facilitating on campus. Lessons learned from the first offering of this course will be shared, including the process of co-learning by faculty and students. This session will benefit faculty and staff who are interested in the development of student leaders in campus anti-bias work and students interested in taking on this kind of leadership role at their respective schools. Of particular interest and discussion will be the impact of the current political climate, post inauguration and national policy implementation on the course structure and participants. This session is highly interactive.

Gaby Perez, MA, Student Success Coach and Coordinator for LatinX Student Achievement, Student Engagement and Academic Success, Saint Mary's College of California — Moraga, California
Legacy Lee, MA, Assistant Director, The Intercultural Center, Saint Mary's College of California — Moraga, California
Corliss A Watkins, MS, Director, Student Engagement and Academic Success Saint Mary's College of California — Moraga, California

3:00-6:00 PM

3405

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

Room: 121D

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

This session will benefit first-generation, Scholars of Color (SOC) who are completing their studies at the undergraduate or graduate level. This session is co-facilitated by four first-generation SOC from Columbia University, Teachers College, who will serve as peer educators for session participants. A SOC ThriveGuide 2.0 will be provided for participants to utilize throughout their academic experience of navigating higher education as a first-generation SOC in predominately white academic institutions. This session will provide invaluable resources, guidance, and tools to strengthen students' navigational capital (Yosso, 2005) to successfully realize their full academic potential - not to just survive academia, but to thrive in academia as their authentic selves. Our aim is to move beyond student retention, placing strong emphasis on degree completion via a peer mentorship group model for students to implement in their respective academic institutions to interrupt the culture of competition/individualism; creating a space for SOC to counter the hegemonic forms of knowledge transmitted in the classroom by learning and unlearning alongside each other. Additional session strategies include: identifying research opportunities, mentors, and advocating for curriculum and faculty diversity via faculty-student collaboration to cultivate courses with a critical lens and achieve recruitment of faculty of color.

Christina Chaise, MA, Project Assistant, Education Policy and Social Analysis Institute for Urban and Minority Education — New York City, New York

Krystal Cruz, Doctoral Student Senator; Committee Member Race, Ethnicity, and Inclusion Task Force, Office of University Life, Health and Behavior Studies
Columbia University, Teachers College — New York City, New York

Melissa Durity, Master's Student Senator, Academic Affairs Committee, Education Policy and Social Analysis, Columbia University, Teachers College
— New York City, New York

Juontel White, Doctoral Student, Education Policy and Social Analysis, Columbia University, Teachers College — New York City, New York

3406

The Invisible Line that Divides and Unites Us: Racial Equity and the Real Test as a 21st Century Standard (Part 2)

Room: 121E

Session Type: Major Workshop

Experience Level: All Levels

This institute is for professionals who are committed to self-examination in a collective space focused on the effort to redefine LatinX identity in a way that acknowledges and moves beyond the role of historical trauma in shaping the experiences and identities of the LatinX community. Social justice advocacy and educational excellence is multifaceted and reflects the complexities of this group such that this examination would help better understand how to identify possibilities to be effective leaders only made aware to us through this journey. This session will benefit decision makers and practitioners whose focus is the identified group Hispanic/Chicano/a/Latin@/LatinX, etc. The intended outcome includes a personal leadership transformation that will manifest in a professional network of leaders to move forward an equity agenda that serves the community.

The identity development among LatinXs is complicated by the intensifying political intersection of nationality, language, and race, which has significant impact on how students are educated in this country, particularly those who are labeled or identify as belonging to this group of people. Wherever we are across the spectrum of identity, whatever we may call ourselves and whoever includes themselves in this category, we collectively encounter critical choices: to continue engaging in the intra-personal and inter-personal identity conflict or embrace the dominant U.S. narrative in its "colorblind" stand. Success for this population cannot be solely on the historical U.S. paradigm of wealth, educational status, and light-skinned privilege such that assimilation is the goal for students or professionals. With the fastest population growth of any group, these decisions and actions today will no doubt shape the future.

With these challenges in mind, this institute intends to unpack the complexity through mind, body, and spirit exercises. The focus for participants is to examine the contemporary racial identity development theories and frames as they relate to the multifaceted experiences of LatinX. The emphasis of this institute is to include a deep self-inquiry of identity in a collective space to examine our professional practices in a way that generates empowerment to transformative action for the next generation of students. We will also consider the implications of these experiences on the socialization and identity development of LatinX students, colleagues, and community members as they work toward achieving transformation. You do not need to identify as Hispanic/Chicano/a/Latin@/LatinX, etc., but the focus is specifically on the holistic academic success of LatinX students.

JuanCarlos Arauz, EdD, Founding Executive Director, Education E3: Education, Excellence and Equity — San Rafael, California

Michael Benitez Jr., PhD, Dean, Diversity and Inclusion, University of Puget Sound — Tacoma, Washington

3:00-6:00 PM

3407

Marginalization. To Infinity and Beyond: Supporting Queer and Trans Students of Color

Room: 121F

Session Type: Major Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Intermediate

Keyword(s): POC, TQPOC, Student Affairs, Multicultural Affairs, Coalition Building, Intersectionality

“There’s always someone asking you to underline one piece of yourself—whether it’s Black, woman, mother, dyke, teacher, etc.—because that’s the piece that they need to key into. They want to dismiss everything else.” Audre Lorde’s (1981) words still ring true today as queer and trans students of color continue to navigate campus resources designed to only understand and support one part of their identity. This workshop seeks to explore, through the lived experiences of queer and trans students of color, what it means to seek student services that “underline” only parts of them, how institutions can meet the needs of queer and trans students of color, and what the future of intersectional student services can look like. This workshop is intended to disrupt normative understanding of student support services and will benefit anyone interested in supporting queer and trans student of color through an intersectional model rooted in meeting the needs of the whole student. This session will be presented in a fishbowl format where the panelists will engage with each through dialogue followed by question and answer.

Radha Prabakaran, BASW, Student Activist, School of Social Work and Office of Housing and Residence Life Rutgers, The State University of New Jersey — Camden, New Jersey

Lenny Maurice Liechty, Student Staff, LGBT Resource Center, University of Utah — Salt Lake City, Utah

Romeo Jackson, BA, Teaching Assistant, Gender Studies, University of Utah — Salt Lake City, Utah

Vanessa Aviva Gonzalez-Siegel, Graduate Program Coordinator for LGBT Programming and Outreach, Office of Multicultural Affairs, Undergraduate Student Life, Columbia University — New York City, New York

Khaled Jamal Ismail, MS, Social Justice Educator, Multicultural Student Center, University of Wisconsin — Madison, Wisconsin

3:00-4:30 PM

3500

Intersectionality and the CDO: Opportunities, Challenges, and Dilemmas

Room: 200

Session Type: Major Workshop

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: All Levels

Keyword(s): Chief Diversity Officers (CDO), Institutional Efforts at Transformation, Practitioner Development, LGBTQIAA, Coalition Building, Intersectionality

For many years, offices of diversity and inclusion have been able to focus their attention on one part of a constituent's social identity. As campuses have begun to hire Chief or Senior Diversity Officers, these persons are inheriting offices that may have little experience actively and intentionally engaging students at the intersections. What happens when the office of multicultural affairs or Latino student services is accused of being trans or homophobic? How do you work with the director of the LGBTQAAI center to help them see that the center's programming is not meeting the needs of Queer Students of Color? What about the EOP office that insists on starting its programs with a Christian prayer in a room where everyone does not engage in that belief system? This program will provide the space and the tools to begin to build capacity for engaging intersectionality as chief and senior diversity officers.

Jamie Washington, PhD, President, Washington Consulting Group — Baltimore, Maryland

3501

Self-Care and Healing as Change Agents: Renewing, Rejuvenating, and Recommitting

Room: 101

Session Type: Major Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

Keyword(s): Diversity and Inclusion, Facilitator Development, Leadership Development, Organizing/Activism, Practitioner Development, Self-Care/Self-Work

Feeling exhausted or 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 additional resource materials as well as a copy of the presenter's most recent book on self-care. This session will 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, Founding Faculty, Social Justice Training Institute — New York City, New York

3:00-4:30 PM

3502

F.A.M.-Family Always Matters: Developing Fictive Kinship Within a Pre-College Environment

Room: 102

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Novice

Keyword(s): African American/Black, Multiple Racial Identities, Intergroup Dialogue/Facilitation, Youth Work, Student Life, Diversity and Inclusion

Fam is short for "family" and often is interchangeable with kinship. This session examines how the Balfour Pre-College Academy (BPCA) developed and supported fictive kinship amongst its program participants. BPCA's main purpose is to increase the number of underrepresented students in postsecondary education. Information on the background and rationale for the Balfour Pre-College Academy will be provided. During this interactive session, participants will engage in discussions about culture, personal identity, and kinship and the ways they influence post-secondary enrollment and retention. Specifically, this session will discuss activities that could be used to develop kinship inside and outside the classroom. BPCA supported kinship development by encouraging scholars to share the collective responsibility of fostering and supporting each other's postsecondary pursuits. Kinship is a valuable approach to actively engage various cultural groups to promote the academic success of marginalized populations. This session will benefit participants who are interested in culturally relevant pedagogy, developing familial environments that promote college access, and success of historically marginalized students. Additionally, the session should be of interest to practitioners who provide direct services for underrepresented students.

Janai Weeks, Undergraduate Student, School of Education, Balfour Scholars Program, Indiana University — Bloomington, Indiana

Christina Wright Fields, PhD, Director, Balfour Scholars Program, School of Education, Center for P-16 Research and Collaboration, Indiana University — Bloomington, Indiana

Ramir Williams, Undergraduate Student, School of Education, Balfour Scholars Program, Indiana University — Bloomington, Indiana

Ellise Smith, BS, Master Student, School of Education, Higher Education and Student Affairs, Indiana — Bloomington, Indiana

University Keino Miller, MA, Doctoral Candidate, School of Education, Counseling Psychology, Indiana — Bloomington, Indiana

Gloria Howell, MA, Doctoral Candidate, Educational Leadership and Policy Studies, Indiana University-Bloomington — Bloomington, Indiana

Tiffany Campbell, MEd, Doctoral Candidate, Counseling and Educational Psychology, Indiana University-Bloomington — Bloomington, Indiana

3503

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

Room: 103A

Session Type: Major Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Keyword(s): Diversity and Inclusion, Leadership Development, General, Institutional Efforts at Transformation, Antiracism

In this participatory workshop, presenters will discuss a model of Cultural Competence for Social Justice which goes beyond just understanding cultural differences. It includes the awareness, knowledge, and skills to create change to foster equity and inclusion. This Cultural Competency for Social Justice framework addresses the larger dynamics of power, privilege, and inequality that may affect one's ability to meet the needs of students/staff from marginalized groups and create campus environments where all people feel valued and included. Participants will become familiar this model and some activities/experiences that can address the different components. This framework can be useful in staff and student development trainings, programming, and campus change efforts. This session may be helpful to anyone who is trying to infuse social justice issues into their cultural competency or other diversity and inclusion work.

Diane Goodman, EdD, Diversity and Social Justice Trainer/Consultant — Nyack, New York

3:00-4:30 PM

3504

Hip-Hop and Elections

Room: 103B

Session Type: Concurrent Workshop

Session Track: Global, Multicultural, and Transnational issues

Experience Level: Novice

Keyword(s): Diversity and Inclusion, Identity Development, International/Transnational, Organizing/Activism, Intergroup Dialogue/Facilitation, Popular Culture

This workshop explores the relationship between cultural activism vis-a-vis hip-hop and election cycles. First, presenters will discuss the role that famous musicians spanning from the U.S. to Senegal have played in influencing presidential elections through their cultural forms of soft power. Participants will learn how hip-hop can be used to critically explore questions of identity, inequality, and liberation in urgent political times. Participants will reflect on and share their own election stories over beats and breaks. Using creative techniques such as body percussion, participants will also practice collective healing and solidarity building through movement. This session will benefit students, staff, and faculty interested in pop culture pedagogy. All levels of interest and experience welcome.

Aisha Fukushima, BA, RAPTivist | Vocalist | Speaker | Scholar, Humanities, Arts, Politics RAPTivism — Philadelphia, Pennsylvania

3505

Building Internal Union Power for Organization and Institutional Change

Room: 104

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Keyword(s): Faculty, Recruitment, Organizing/Activism, Intersectionality, Retention, and Institutional Efforts at Transformation

The primary role of labor unions is to bargain for and protect the wages, hours, and working conditions of their members, but they are much more than that. Unions have played a key role in the struggles for economic, racial, and social change after engaging in their own internal debates to understand the intersectionality of workers and broader systemic issues. In the present day, it is again critical that labor unions of all stripes take up the mantle in the ways that they are moved to engage. The workshop will explore the short- and long-term planning used by the Council for Affirmative Action (CAA) of the California Faculty Association to deepen and engage the union in racial and social justice transformation for its benefit and that of the 23 campuses of the California State University system.

This interactive workshop will provide participants with an opportunity to develop an outline for creating change within their own organizations and institutions by exploring the establishment of the CAA within the union and "A Journey into Change," an unconscious bias workshop developed with a focus on hiring and retention. This session will interest union members, faculty, and administrators who are developing strategies for engagement in social justice practices.

Maureen Loughran, BA, Field Staff, California Faculty Association — Sacramento, California

Audrena Redmond, MA, Field Staff, Labor Studies, California Faculty Association — Sacramento, California

Cecil Canton, EdD, PhD-Criminal Justice, Sacramento State University — Sacramento, California

3506

*More Than a Word: An Educational Documentary on the Washington R*dskins*

Room: 108

Session Type: Major Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

Keyword(s): American Indian/ Native American, Diversity and Inclusion, Media Analysis, Social Media, Sovereignty, Systemic Racism

More Than a Word analyzes the Washington football team and their use of the derogatory term R*dskins. Using interviews from both those in favor of changing the name and those against, *More Than a Word* presents a deeper analysis of the many issues surrounding the Washington team name. *More Than a Word* also examines the history of Native American mascots and cultural appropriation. In partnership with Media Education Foundation, this documentary will be released in September 2017. This session will serve as an early opportunity for participants to see the full documentary and provide feedback for the final product.

Kenn Little, BA, Artist, Filmmaker — Kansas City, Missouri

John Little, MA, Historian, History, University of Minnesota — Minneapolis, Minnesota

3:00-4:30 PM

3507

Beyond the Stage: From Campus to Community and Back

Room: 121A

Session Type: Major Workshop

Experience Level: All Levels

Campuses are continually being asked to do more with less, particularly around student centered programming. Campus collaboration, across student centers, departments, and different community stakeholders, is encouraged as a major solution to decreasing resources. As campus programmers look for ways to continue necessary and needed programming, collaboration across campus offers possibilities and challenges. This session will explore topics such as: what are best practices for building programming coalitions between diverse campus community partners? How can students be part of this work? How can off-campus community partnerships innovate campus programming? This session will look toward examples of successful collaboration between three key stakeholders in campus programming: staff, faculty, and students. The presenters will also look at successful ways off-campus community partnerships take shape and endure. The session will include short lecture, dynamic examples to fuel discussion, and group exercises with a final Q&A. The session is designed to engage diverse stakeholders in collaborative dialogue around best practices in campus programming while opening space for the different stakeholders to be heard. Attendees will leave with a deeper understanding of best practice work toward campus collaboration that is student focused and a wide range of examples for building partnerships across campus stakeholders.

Katrina Brook Flores aka El la Katrina, MA, B-Series Program Consultant and Internship Coordinator, Associate Curator, Dance Center of Columbia, College
Columbia College — Chicago, Illinois

Olmecca, MA, Hip-Hop artist/scholar/activist — Las Vegas, Nevada

3508

Black Lives Matter, Too: The Role of Race and Racial Identity Politics on Predominantly White Campuses and Beyond

Room: 121B

Session Type: Special Feature

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

Keyword(s): African American/Black, Diversity and Inclusion, Organizing/Activism, Predominantly White Institutions, Systemic Racism

The purpose of this workshop is to take a critical look at the increasing importance of social activism on college campuses in relation to the Black Lives Matter movement. Specifically, how can African-American faculty, staff, and students work together with each other – and encourage allies to get involved – in creating a greater level of understanding and awareness of why it continues to be important for everyone on predominantly white campuses to understand why “black lives matter, too.”

This includes a discussion of the current racial climate in the U.S. and how that is often reflected on college campuses; understanding the need for student activism to ensure that Black students feel supported and understood; looking at the rise of alt-right/anti-diversity rhetoric; and creating possible solutions and best practices that all PWIs and those working on them can implement going forward.

LaTashia Reedus, PhD, PhD, JDOTT Vice President, and Adjunct Faculty, Franklin University — Columbus, OH

Richard O'Bryant, PhD, PhD, JDOTT President, and Director, John D. O'Bryant African-American Institute Northeastern University — Boston, Massachusetts

3:00-4:30 PM

3509

You See Me, I See Me: African American Males and Self-Concept After Participation in a Leadership Development Course

Room: 201A

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

Keyword(s): African American/Black, Student Affairs, Faculty, Curriculum, Leadership Development, Identity Development

This session will discuss results of the lived experiences of African American males who participated in an interwoven academic course and leadership development program which focused on the intersectionality of socially constructed identities and leadership theory at a predominately White research institution in Texas. This session will offer a model for development of a college-level course which exemplifies faculty-to-student interaction as well as uncovers silenced and unique partners committed to the development of self-concept for African American males at predominately White Institutions. The Distinguished Gentlemen's Club course was developed through a partnership with National Pan-Hellenic Council fraternity members and the Department of Agricultural Leadership Education and Communication at Texas A&M University. The Distinguished Gentlemen's Club (DGC) interwoven academic course and leadership development program, established in 2007, was designed to influence persistence and matriculation, establish support systems, and incorporate social constructed identities in development of leader capacity for African American males. The DGC program has graduated more than 88 percent of the men who participated within five years and exceeded the university's African American graduation rate of 20 percent. This session will benefit student affairs professionals, faculty interested in research concerning socially constructed identities and leadership, and student leaders.

Tonya Driver, PhD, Director of Multicultural services, Department of Multicultural Services, Texas A&M University — College Station, Texas

Chanda Elbert, PhD, Associate Professor, Department of Agricultural Leadership Education and Communications, Texas A&M University — College Station, Texas

Tammie Preston-Cunningham, PhD, Assistant Lecturer, Agricultural Leadership Education and Communications, Texas A&M University — College Station, Texas

3510

Righting the Wrongs of Writing: Using Hip-Hop to Transform Educational Spaces Requested

Room: 201B

Session Type: Major Workshop

Session Track: Student Interest and Engagement

Experience Level: All Levels

Keyword(s): Students, Curriculum, Pedagogy, Performing Arts, Theory to Praxis

This presentation is grounded in the practices of culturally relevant pedagogy and youth critical media literacy development. It is also focused on ways to create spaces where students can feel empowered to become critical consumers and producers of their culture, while gaining valuable skills in media literacy and analysis through a critical lens. The presentation is influenced by the presenter's experiences working with youth in a program he developed to use hip-hop to re-engage Black and Latino males with school. These young men were on the verge of being pushed out and seen by the school as "students needing intervention." Because of the program, student disciplinary referrals decreased while grades and attendance increased for the young men. This work is centered on the experiences of the young men in the program and focuses on how youth navigate their lives, cope with harsh urban realities, and find hope through hip-hop culture. This applied project serves as a reminder of the realities facing young Black and Latino males across the country and centers the importance of creating safe spaces where youth are respected, challenged, nurtured, and loved. This session will be beneficial for K-16 educators/administrators, college students, and teaching artists and community practitioners.

Don C. Sawyer III, PhD, Assistant Professor of Sociology, Department of Sociology, Criminal Justice, and Anthropology, Quinnipiac University — Hamden, Connecticut

3:00-4:30 PM

3511

Students, Students, Students: What About Us?

Room: 201C

Session Type: Concurrent Workshop

Session Track: Human Resources

Experience Level: Intermediate

Keyword(s): Self-Care/Self-Work, Staff Recruitment and Retention, POC, Intersectionality, Practitioner Development, Changing Institutional Practices

Amid an ever-hostile climate due to elections, Islamophobia, police brutality, etc., how do we support one another? Administrators working for racial justice spends a lot of time focused on supporting students, but rarely receive skill building around self-care and support of others. Furthermore, there is a need for accountability for self-work along with self-care. Professional development is often focused on skill building on student-focused topics yet often ignores the lived experiences of racism and hostility in the workplace that prevents working in spaces that value wholeness and health. This session will benefit professionals seeking to redefine staff development to include both skill building and healing utilizing an identity-conscious framework.

Robert Brown, MA, Director, Social Justice Education, Northwestern University — Evanston, Illinois

Noor Ali, MSW, Assistant Director, Social Justice Education, Northwestern University — Evanston, Illinois

3512

Who Gets to Speak on Behalf of Communities of Color? Complicating Mixed Race Leadership and Advocacy across Research and Practice

Room: 202A

Session Type: Special Feature

Session Track: Intersectionality, Identities, and Discussions

Experience Level: All Levels

There is a long history of biracial and multiracial individuals taking on leadership and advocacy roles in racial justice movements. However, the extent to which their mixed heritage may be embraced continues to cause controversy. The recent examples of activism surrounding the Movement for Black Lives from celebrities like Colin Kaepernick and Jesse Williams shows some response critiquing them for not being “Black enough” or having a privileged status due to their racial ambiguity. This critique may result in some biracial and multiracial people not speaking up due to feeling a lack of racial authority, or if they do speak, they may feel forced to identify solely monoracially. In this panel, presenters will unpack the question of who should speak on behalf of (monoracialized) communities of color in the fight toward racial justice. From popular culture, to research methods and student activism, the panelists will share both scholarly and personal perspectives. Participants are invited to engage in this complicated discussion on the role of mixed race leadership and advocacy within racial justice movements.

Myra S. Washington, PhD, Assistant Professor, Communication and Journalism, University of New Mexico — Albuquerque, New Mexico

Dian D. Squire, PhD, Visiting Assistant Professor, Higher Education and Student Affairs, Iowa State University — Ames, Iowa

Sy Stokes, BA, Graduate Research Assistant, Race and Equity Center, University of Southern California — Pinole, California

Sabrina T. Kwist, MEd, Dean of Equity and Inclusion, Los Medranos Community College — Pittsburg, California

Adrienne Keene, EdD, Assistant Professor, American Studies and Ethnic Studies, Brown University — Providence, Rhode Island

3513

Authentic and Resilient Leaders: Supporting Queer and Trans Black Men in Leadership

Room: 202B

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

This workshop features a qualitative study approach coupled with a theoretical and social justice framework to explore how queer and trans Black men view and engage in positional leadership within the context of a predominantly White, private institution of higher learning. Pulling from leadership focused literature, substantially based off heterosexual, cis-gender populations, the author argues that queer and trans black men, and subsequently queer and trans students of color in leadership, require the creation of equitable institutional structures and an investment in culturally competent leadership training. Based upon this research and the suggestions made by the participants of this study, some recommendations have been made for enhancing support systems for queer and trans student leaders of color.

Robert Taylor Jr., BA, Budget and Events Assistant, Division of Student Affairs, New York University — New York City, New York

3:00-4:30 PM

3514

Faculty Reflection as Self-Work Praxis

Room: 202C

Session Type: Concurrent Workshop

Session Track: Faculty Interest and Needs

Experience Level: Intermediate

Using a series of writing activities, reflection exercises, and emergent timelines, participants will be asked to explore and document how past and present institutional experiences influence their individual faculty instructor identities. The outcomes from this session are two-fold. First, participants will deepen their understanding of how external circumstances directly impact school environments which in turn eventually influence faculty identity. Second, participants will leave with a set of 'live' documents to which they can refer and engage with if they want to further document their evolving identity. Those whose work centers on student's affairs, academic affairs, and faculty effectiveness programs may utilize these documents in a variety of ways including as a source of faculty, student, or departmental development. This session will benefit those individuals who are interested in exploring how faculty identity is formed, shaped, and impacted by and beyond institutional and systemic changes.

Stacey Gibson, MA, Educator, English, Francois Parker School — Chicago, Illinois

3515

Prioritizing Ethnicity Over Race: How Does Higher Education Convert Identity to a Number and What Is the Impact on Total Enrollment?

Room: 202D

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

The session will start with a hands-on activity in which participants develop a race and ethnicity classification system based on sample student biographies, discuss its merits, and compare their "student population" results to those of other participants to identify the impacts of different models of "classification thinking." This activity will be followed by a training on how the Integrated Postsecondary Education Data System quantifies student race and ethnicity information in higher education today and what this means for demographic trends in higher education enrollments and our programs.

This training will examine questions related to students who identify as Hispanic/Latinx, in addition to a racial identity and students who select multiple racial categories. Utilizing American Community Survey data, participants and facilitators will explore how alternate race and ethnicity classification methods change our understanding of higher education demographics. The session will conclude with a focus on next steps regarding national policy that participants might take in their programs and at their institutions. This session will benefit administrators, researchers, and student support services providers interested in understanding the impacts of race and ethnicity classification systems in higher education and in programs that support students from underrepresented and underserved groups.

David Wick, PhD, Assistant Vice, President for Research and Student Success, Division of Diversity and Inclusion, Rochester Institute of Technology — Rochester, New York

Jane Lehr, PhD, Associate Professor, Department of Ethnic Studies California, Polytechnic State University, San Luis Obispo — San Luis Obispo, California

Jeffrey Burnette, PhD, Assistant Professor of Economics and Co-Director, Native American Future Stewards Program, Department of Sociology and Anthropology, Division of Diversity and Inclusion, Rochester Institute of Technology — Rochester, New York

3516

A Guide for White Women Teaching Black Boys

Room: 203A

Session Type: Major Workshop

Experience Level: All Levels

Keyword(s): African American/Black, Women, Whiteness

This workshop will introduce the forthcoming *A Guide for White Women Teaching Black Boys*, a book created to support White Women engaging 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, the presenters will facilitate an experiential workshop designed to generate new avenues of reflection and action for White teachers.

Eddie Moore Jr., PhD, President, The Privilege Institute — Suamico, Wisconsin

Ali S. 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, Pennsylvania

Marguerite W. Penick-Parks, PhD, Professor, Chair, Educational Leadership and Policy, University of Wisconsin Oshkosh — Oshkosh, Wisconsin

3:00-4:30 PM

3517

Inclusive Directions: The Role of the Chief Diversity Officer in Community College Leadership

Room: 203B

Session Type: Major Workshop

Session Track: Chief Diversity Officer and Executive Leader

Keyword(s): Chief Diversity Officers (CDO), Administrators, Career Path, Diversity and Inclusion, Institutional Efforts at Transformation, Leadership Development

This session will feature discussions with a panel of CDOs from three prominent community colleges across the country. The session will include an overview of the history, reporting structures, and responsibilities of these emerging senior-level positions. Additionally, the CDOs will describe their distinct roles and responsibilities, and they will share several strategies to build and sustain infrastructures of diversity, equity, and inclusion across the institution.

Numerous colleges and universities have established CDO positions to achieve greater levels of diversity, equity, and inclusion on campus. The CDO differs from its diversity manager counterpart, in that it serves as a senior-level officer charged with carrying out a strategic vision for the institution (Williams and Wade-Golden, 2007, 2013; Witt/Kieffer 2011). While the number of CDOs has increased steadily at four-year schools, the scope and role of the CDO at two-year institutions is emerging. The purpose of this session is to provide information, insight, offer resources, and discuss the benefits of the CDO role at the community college level. This session will benefit campus 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, Anne Arundel Community College — Arnold, Maryland

Michéle Smith, MEd, Special Assistant to the President for Diversity and Inclusion/Assistant Provost, Diversity and Inclusion, Harper College — Palatine, Illinois

Clyde W. Pickett, EdD, Special Assistant to the President for Diversity and Inclusion, Community College of Allegheny County — Pittsburgh, Pennsylvania

3518

Enriching a Culture of Equity through Faculty and Staff Inclusively Course Series

Room: 203C

Session Type: Major Workshop

Session Track: Human Resources

Experience Level: All Levels

Keyword(s): Chief Diversity Officers (CDO), Human Resources, Assessment/Evaluation, Diversity and Inclusion, Facilitator Development, Institutional Efforts at Transformation

The Northeast Wisconsin Technical College is committed to embracing the worth of every individual, creating a place for all people, and promoting the respectful environment necessary for intellectual and personal discovery. A way of putting this college value into practice is the creation and implementation of a required Inclusively Course Series for all employees. This series focuses on establishing a foundation of cultural awareness and then takes employees through a culturally responsive process for applying that knowledge to their field of teaching or service.

Participants are expected to individually implement a strategy developed through the inclusively course and are surveyed the subsequent term to give their feedback on the impact of the strategy on learning or student success.

Participants will learn to recognize the importance of visioning and framing a common understanding and alignment of equity through programs, policies, and practices, and the importance of building a sense of urgency, partnership, and accountability to sustain required diversity education for employees.

The workshop will benefit faculty, staff, administrators, and practitioners of diversity education, especially those who directly impact students throughout their experience.

Mohammed I.T. Bey, MS, Director, Diversity and Inclusion/Title IX Coordinator, Human Resources, Northeast Wisconsin Technical College — Green Bay, Wisconsin

3:00-4:30 PM

3519

Confronting Islamophobia: Proactive Efforts to Address Hate and Bias on and off Campus

Room: 204A

Session Type: Major Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

The post-9/11 era in the U.S. 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 continues to be widespread racial profiling, hate crimes, and bullying throughout the country. Considering this reality, questions remain regarding what administrators and faculty on campuses can do to proactively address these issues.

This workshop will educate and update participants on the current realities related to Islamophobia and will challenge participants to develop practical steps that can be made on their respective campuses to address the issue.

Amer F. Ahmed, EdD, Director - Intercultural Teaching and Faculty Development, Institute for Teaching Excellence and Faculty Development, University of Massachusetts Amherst — Holyoke, Massachusetts

3520

Unusual Partnerships of Raptivist, CEO, and Academics in Social Justice Research

Room: 204B

Session Type: Special Feature

Session Track: Intersectionality, Identities, and Discussions

Experience Level: All Levels

The Ivory Tower, while often perceived as a space for intellectual freedom and exchange, is paradoxically a place where preaching to the choir occurs in isolation. This session brings together two faculty members who have reached out to “atypical” partners in their quest to engage students and create synergistic research by keeping critical race and social justice at the core of their mission. Roderick Labrador, aka Dr. Rod, has created a space where hip-hop and raptivism is valued and utilized in ethnic studies courses and research. His most recent collaboration with Geo from Blue Scholars highlight the work that is needed for those serious about social justice scholarship. Mary Danico’s commitment to creating links with community leaders is not new, however, her latest research effort on millennials would not have been possible with the support of Julia Huang, CEO and President of InterTrend Communication. The exchange of ideas combined with a mutual respect for data that is deconstructed and concentrated has forged an emerging think tank. This session will explore why collaboration with non-academics is vital for research, pedagogy, and community engagement to thrive in the academy and what those in higher education can learn from those outside the ivory tower.

Julia Huang, CEO and President, InterTrend Communications — Long Beach, California

Roderick Labrador, PhD, Associate Professor, Ethnic Studies, University of Hawaii at Manoa — Honolulu, Hawaii

Geo aka Prometheus Brown, BA, Emcee, Writer, Performing Artist, American Ethnic Studies, University of Washington — Seattle, Washington

Mary Yu Danico, PhD, Director and Professor, Asian American Transnational Research Initiative/Sociology, California Polytechnic Institute — Irvine, California

4:45-6:00 PM

3600

Shifting Culture - Through Culture

Room: 200

Session Type: Special Feature

Experience Level: All Levels

Keyword(s): Multicultural Affairs, Coalition Building, Diversity and Inclusion, Institutional Efforts at Transformation, Organizing/Activism, and Self-Care/Self-Work

Las Cafeteras have been using culture to shift culture for the last 10 years. In this interactive workshop, we will ask ourselves how can we organize together if we've never danced together. How can we break bread if you're a vegetarian? How can we show up for each other if we never show up for each other? What if we don't speak the same language? Join us in this inter-active workshop where the presenters will break out of preaching to the choir and build a world-wide congregation of bridge-builders and power-shifters. Let's go back to the basics! No doubt we are living in perhaps the worst political climate in decades. It is suffocating the work that freedom fighters have paved for us over the last half-century. Is this climate of fear and xenophobia infecting our campus? Are campuses a micro-cosm of the national political climate? If so, where are our sanctuary spaces on campus? Where are our personal sanctuary spaces? How do we create them? How do we shift the culture where we stand? Las Cafeteras cite frontline case studies of cultural workers who employ pop culture anecdotes, art, culture, and sports, to imagine how we can make our communities, campuses, offices, and all our relations sanctuary spaces. We will learn how political we can become, when we stop trying to be so political.

Daniel Jesus French, MFW, Band Member, Las Cafeteras — Los Angeles, California

Jose Cano, Band Member, Las Cafeteras — Las Cafeteras, California

Leah Rose Gallegos, Band Member, Las Cafeteras — Los Angeles, California

David Jesus Flores, PhD Candidate, Chicano Studies UCLA — Los Angeles, California

Denise Carlos, MSW, Band Member, Las Cafeteras — Los Angeles, California

Hector Flores, Band Member, Las Cafeteras — Los Angeles, California

3601

Understanding and Overcoming Homophobia and Anti-LGBTQ+ Attitudes in American Christian Churches

Room: 101

Session Type: Special Feature

Faith communities often have found themselves caught in the crossfire of the culture wars of the larger society and their own historical/theological understandings as they have tried to reconcile literal readings of scripture concerning race, gender, and homosexuality with the call of many faiths to work for a world of justice, dignity, and love. In some cases, faith communities have rejected an openness to new understandings. In other cases, faith communities have embraced the call to be more inclusive.

Two local churches—one American Baptist, the other United Church of Christ—have been among those that have worked over the past few decades to live out this sense of inclusivity. This has not been an easy or straight-forward path, but the stories the two panelists will share about their experiences might be a learning opportunity for others seeking to address these issues.

Kenneth Uyeda Fong, MDiv, DMin, Senior Pastor, Executive Office Evergreen Baptist Church of Los Angeles — Sierra Madre, California

Bernice Powell Jackson, MDiv., MSJ, Pastor, First United Church of Tampa — Trinity, Florida

4:45-6:00 PM

3602

The Legacy and Continued Relevance of Ethnic Specific Cultural Centers at the University of Southern California: Celebrating 45 Years of El Centro Chicano and 40 Years of the Center for Black Cultural and Student Affairs

Room: 102
 Session Type: Major Workshop
 Session Track: Race and Social Justice in Higher Education
 Experience Level: All Levels
 Keyword(s): African American/Black, Latinx

As directors of two out of the four ethnic specific cultural centers at the University of Southern California, the presenters will discuss and explore the roles of ethnic specific cultural centers at a private institution and both the legacy and importance that both El Centro Chicano and the Center for Black Cultural and Student Affairs still offer Latinx and Black students as well as the greater USC community. This session will begin with a presentation from Director of El Centro Chicano Billy Vela and Director of the Center for Black Cultural Student Affairs Rosalind Conerly on both of the departments, focusing on various signature programming and services, as well as how the future of the centers are viewed. In 2017, both centers will be celebrating anniversaries. El Centro Chicano turns 45 and the Center for Black Cultural and Student Affairs turns 40. This session should be of interest to all levels of campus leadership, especially those looking to establish ethnic specific cultural centers on their campuses.

Rosalind Denise Conerly, EdD, Director, Center for Black Cultural and Student Affairs University of Southern California — Los Angeles, California
William Vela, Director, El Centro Chicano University of Southern California — Los Angeles, California

3603

White-Passing and Iranian American Identity

Room: 103A
 Session Type: Concurrent Workshop
 Session Track: Intersectionality, Identities, and Discussions
 Experience Level: All Levels
 Keyword(s): Identity Development, POC, Bi-Racial, Intersectionality, White-Passing

In this session, the presenters will discuss their experiences as being Iranian American in the current climate in the United States. This session explores the perspectives of two generations and the implications of these experiences in the social context. Alavi-Basham will discuss her experience as a white-passing person of color, specifically Iranian American. Alavi, who is professor of liberal studies, will not only discuss her lived experience as a faculty of color but also as mothering a white-passing, race-aware, and social justice minded pre-teen.

Roksana Alavi, PhD, Assistant Professor of Interdisciplinary Study, College of Liberal Studies and Women's Studies Program, University of Oklahoma — Norman, Oklahoma
Havah Alavi-Basham, Student, Deer Creek Intermediate School — Edmond, Oklahoma

3604

Know My Name: Navigating Erasure, Casual Racism, and Resistance in Moments of Misnaming

Room: 103B
 Session Type: Concurrent Workshop
 Session Track: Race and Social Justice in Higher Education
 Experience Level: Novice
 Keyword(s): Multicultural Affairs, Critical Race Theory, Diversity and Inclusion, Identity Development, Self-Care/Self-Work, Cultural Competence

Nearly every person of color knows a variation of this story: getting called by the wrong name. Sometimes it is a mispronunciation, sometimes an uninvited nickname, maybe the name of a colleague who shares an identity. Sound familiar? This session will examine the power of language, particularly in naming. Presenters will share testimonies of anger and resistance and link them to contemporary movements in which intentional care was paid to naming, such as in the Black Lives Matter Movement, with Water Protectors at the Dakota Access Pipeline, etc. Participants will collectively develop strategies for addressing microaggressions on their own campus. Participants will also explore the tension of identifying repeated acts of misnaming and language violence over time as "micro." This session will benefit educators and community members with an interest in unpacking the complexity and power of language and naming in everyday interactions and in movements for liberation.

Olivia Muñoz, Doctoral Student, University of San Francisco — San Francisco, California
Marcela Ramirez, PhD Candidate, University of California Student Regent, Board of Regents, University of California — Riverside, California
Manuel Alejandro Pérez, EdD, Dean of Equity Programs and Pathways, Student Services, American River College — Sacramento, California

4:45-6:00 PM

3605

Diversity Dialogues in Medicine: An Experimental Pilot to Increase Reflection and Dialogue at the Georgetown School of Medicine

Room: 104

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Novice

Keyword(s): Diversity and Inclusion, Students, Empowering Diversity, Intergroup Dialogue/Facilitation, Perspective Taking, Facilitator Development

This session explores the innovative pilot that was launched last year at the Georgetown School of Medicine to create more spaces and opportunities for intergroup dialogue across students, faculty, and staff of the school of medicine. Program objectives, lessons learned, and key insights from the pilot will be shared during the session, along with reflections that are informing the next round of the program. Presenters will discuss the training of a cohort of peer dialogue facilitators, the organizing and planning of a series of workshops in various formats that have brought in perspectives of patients and physicians to impact medical students, and insights learned from a student-driven collaboration on ways to improve intergroup dialogue among busy medical students on campus.

This session will benefit students, staff, and administrators who are interested in fostering student engagement around intergroup dialogue or intersectionality/identity discussions. This session will also be of interest to student affairs and diversity and inclusion administrators who are looking to set up cost-effective ways to train up in-house facilitators on campus and leverage these facilitators for other diversity and inclusion formats such as open community spaces, curriculum development, volunteering training, and days of dialogue events across campus.

Lara Silverman, BA, Second Year Medical School Student, Medicine, Georgetown School of Medicine — Washington, D.C.

Susan Cheng, EdLD, MPP, Senior Associate Dean, Office of Diversity and Inclusion, Georgetown School of Medicine — Washington, D.C.

Marlie Elia, BA, Second Year Medical School Student, Medicine, Georgetown School of Medicine — Washington, D.C.

3606

Black Girl Magic in Comedy: Improv with Obama's Other Daughters

Room: 108

Session Type: Special Feature

Session Track: Intersectionality, Identities, and Discussions

Experience Level: All Levels

Keyword(s): African American/Black, Women, Diversity and Inclusion, Career Path, Intersectionality, Performing Arts

Directors of two out of the four ethnic specific cultural centers at the University of Southern California will discuss and explore the roles of ethnic specific cultural centers at a private institution and both the legacy and still importance that both El Centro Chicano and the Center for Black Cultural and Student Affairs offers Latinx and Black students, as well as the greater USC community.

Black Girl Magic in Comedy is a session on diverse improv comedy presented by Obama's Other Daughters. Obama's Other Daughters is a Los Angeles based all Black, all female improv formation comprised of Mora Carew, Priscilla Davies, Ashley Holston, Laci Mosley, Shakira Ja'nai Paye and Yazmin Monet Watkins. The UCB trained group has performed at numerous well-known comedy venues in Los Angeles including the Upright Citizen's Brigade Theatre, Second City, The world famous Comedy Store, iO West, and the Nerdist among other prominent theaters throughout the city. Group highlights include rave reviews at the LA Indie Improv Festival, producing their own show Black Girl Magic at the UCB inner sanctum, and securing stage time at the Second City Diversity in Comedy Festival as well as at the Sonoma Laugh Festival. Obama's Other Daughter's mission is to enrich the world of comedy by presenting varied and authentic representations of Black women. The primary focus of this workshop and performance are to teach the basics of improv and to learn more about Black women in comedy. The format of learning is an interactive fundamentals of improv workshop and a panel Q&A session about experiences as Black women in the comedy world. As a result of attending, audiences of all levels will leave having learned more about the intersection of race, class, gender, and sexuality in the comedy world.

Priscilla Cécile Davies, Actor — North Hollywood, CA

Shakira Ja'nai Paye, Actor/Freelance — Los Angeles, CA

Laci Risè Mosley, Actress, House Team Performer, Upright Citizens Brigade Theatre — Los Angeles, CA

Yazmin Monet Watkins, Poet, Actress, Activist — North Hollywood, California

Ashley Ciera Holston, BA, Comedian — Los Angeles, CA

Mora M. Carew, BS, Actress, Improv Upright Citizens Brigade — Granada Hills, CA

4:45-6:00 PM

3607

The Road to Building a More Diverse and Inclusive Institution after OU's SAE Incident

Room: 121A

Session Type: Special Feature

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

Keyword(s): Intergroup, LGBTQIAA, Chief Diversity Officers (CDO), Curriculum, Diversity and Inclusion

This session will discuss the experience of creating an office of diversity and inclusion at a predominantly white, comprehensive public university. The format is an interactive dialogue. Participants will take away how to respond after a racially charged campus crises and how to create a collaborative model for diversity and inclusion.

Jabar Shumate, MHR, Vice President, University Community, University of Oklahoma — Norman, Oklahoma

D'Andre Fisher, MEd, Director of Operations and Special Assistant to the Vice President, University Community, University of Oklahoma — Norman, Oklahoma

3608

Doctorates in Diverse Fields: Beyond Student Affairs

Room: 121B

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

Keyword(s): Student Affairs, Administrators, Self-Care/Self-Work, Research, Practitioner Development, Student Life

This panel presentation will discuss the experiences of a diverse group of professionals in pursuing and completing a doctorate that is not strictly focusing on field of student affairs, while working in the field of student affairs. The panel will focus on the value-add of completing a doctorate in a field that complements student affairs work, while not strictly focusing on student affairs.

Jeffrey Coleman, PhD, Director, Multicultural Center, Georgia State University — Atlanta, Georgia

Darryl Holloman, PhD, Associate Vice President and Dean of Students, Dean of Students Office, Georgia State University — Atlanta, Georgia

Zduy Peter Chu, EdD, Assistant Director for Student Success and Retention, University Housing, Georgia State University — Atlanta, Georgia

Robert Canida, PhD, Director for Diversity and Inclusion, Multicultural Center, University of North Carolina - Pembroke — Pembroke, North Carolina

Christina Wan, MEd, Senior Student Development Specialist, Multicultural Center, Georgia State University — Atlanta, Georgia

Anna-Maria Heredia, EdD, Assistant Director, Office of Financial Aid and Student Employment, Western Connecticut State University — Danbury, Connecticut

3609

Not so Micro: Developing Effective Ways to Fight Microaggression in Higher Education

Room: 201A

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

The purpose of this session is to equip colleagues and professionals with ideas on how to address and confront microaggressive experiences. The session will share the findings of a study that examined the phenomenon of microaggression and how it related to the leadership practices for mid-level student affairs professionals with minoritized identities. Kouzes and Posner (2002) developed a model for understanding leadership by identifying five fundamental practices, which encompass: modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. Through this exploration of the relationship between leadership practices and microaggression, the presenter will expound on what is known about minoritized populations and their experiences with microaggression as well as leadership. Additionally, this session will discuss effective strategies on combating microaggression within the higher education environment. The session will be interactive by asking participants to share their experiences with microaggression (if comfortable) and to provide feedback or suggestions on how to address these encounters. This session will benefit participants who are interested in learning more about microaggression within the workplace, leadership practices, the experiences of student affairs practitioners with marginalized identities, and inform those who supervise and interact with professionals who possess minoritized identities.

LaDonna Moore, PhD, Student Success Advocate 2, Office of Exploratory Studies, University of Houston — Houston, Texas

4:45-6:00 PM

3610

Self-Reflection for Self-Transformation: Strategies for Becoming a Culturally Inclusive Educator

Room: 201B

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

What can be done differently to create a welcoming, inclusive, and exciting educational environment for the 21st century? How does one overcome the many obstacles to creating cultural inclusiveness, including: implicit bias, stereotype threat, microaggressions, and identity-blindness, among others? In this interactive workshop, the presenters will delve into eight transformative steps that provide an opportunity to consider one's own attitudes, biases, social identities, and interactions with all campus/organization members. Unintentional exclusion will be turned into intentional inclusion by reflecting on what we don't know we don't know, and then providing strategies for transforming ourselves into more culturally inclusive educators. This session will benefit educators of any experience level who are specifically interested in increasing their teaching effectiveness by making their classrooms more culturally inclusive.

Dena Samuels, PhD, Director, Matrix Center for the Advancement of Social Equity and Inclusion, University of Colorado - Colorado Springs — Colorado Springs, Colorado

3611

"Putting People in their Place": Hierarchical Microaggressions in the College Setting

Room: 201C

Session Type: Concurrent Workshop

Session Track: Human Resources

Experience Level: Intermediate

Keyword(s): Intergroup, Women, Men, Administrators, Human Resources, Diversity and Inclusion

Microaggressions are comments, slights, assumptions, or behaviors that can be demeaning and insulting, and are usually directed at women, racial/ethnic groups, members of the LGBT+ community, people with disabilities, and other social groups. Hierarchical microaggressions, on the other hand, are demeaning and devaluing verbal and behavioral communications that diminish workers based on their roles. There are many examples of hierarchical microaggressions that degrade employees who are on the lower levels of the organizational hierarchy: assuming that an administrative assistant knows very little because she or he does not possess a bachelor's degree; making decisions that impact subordinates without discussing the changes with those individuals; ignoring employees (e.g., custodians, college work study students, facilities workers), and excluding employees with less formal education from meetings. The negative impact of hierarchical microaggressions increases when they intersect with race, gender, class, and education. This session focuses on the detrimental and discriminatory effects of microaggressions on college personnel that are based on and perpetuated by erroneous assumptions about the role of individuals all along the workplace hierarchy.

This session will benefit higher education diversity practitioners, equal opportunity specialists, human resources personnel, graduate students, and staff members.

Jesús Treviño, PhD, Vice Provost for Inclusive Excellence, Senior Diversity Officer, Office for Diversity and Inclusive Excellence, University of Arizona — Tucson, Arizona

Lamont Sellers, MA, Associate Vice President for Diversity, Senior Diversity Officer, Office for Diversity, University of South Dakota — Vermillion, South Dakota

Mel Ferrara, BA, Graduate Assistant, Office for Diversity and Inclusive Excellence, University of Arizona — Tucson, Arizona

Tamara Carter, MS, Graduate Assistant, Office for Diversity and Inclusive Excellence, University of Arizona — Tucson, Arizona

Vanessa Carlson, Administrative Assistant, TRIO Programs, University of South Dakota — Vermillion, South Dakota

4:45-6:00 PM

3612

Documenting and Recontextualizing the Evolution of the term “Latinx”

Room: 202A

Session Type: Major Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Intermediate

The term “Latinx” emerged recently as a gender-neutral label for Latino/a, Latina/Latino, and Latin@. The authors use environmental scanning to examine usage of “Latinx” in academic literature, social media, higher education conferences, and institutions. The purpose of this session is to examine ways in which Latinx is used within the higher education context, and to provide an analysis of how the use of Latinx can disrupt traditional notions of inclusivity and shape institutional understandings of intersectionality. Findings indicate a significant trend toward usage of the word in social media and emerging use within higher education institutions. The authors conclude that Latinx will gain wider use as a liberatory term that recognizes the intersectionality of identities. This session is used to further the understandings of the use of the term Latinx and to advocate for people that are living in the borderlands of gender.

Cristobal Salinas Jr., PhD, Assistant Professor, Educational Leadership and Research Methodology, Florida Atlantic University — Boca Raton, Florida

Adele Lozano, PhD, Assistant Professor, Student Affairs Administration, University of Wisconsin - La Crosse — La Crosse, Wisconsin

3613

What Do International Students Need? The Roles of Job Resources for International Students on Cross-Cultural Adjustment, Engagement, Organizational Citizenship Behavior, and Psychological Well-Being in the Context of an U.S. Higher Educational Institution

Room: 202B

Session Type: Concurrent Workshop

Session Track: Student Interest and Engagement

Experience Level: Novice

Keyword(s): Students, Multicultural Affairs, International/Transnational, Diversity and Inclusion, Research, Academic Affairs

As a sizable, yet largely invisible population in U.S. postsecondary institutions, international students have experienced great difficulty in integrating both academically and socially. This session aims to investigate the relationships between multilevel job resources and organizational citizenship behavior and psychological well-being of these marginalized international students in the U.S. higher education contextual institution. It also examines the mediating effects of cross-cultural adjustment and engagement on the relationships. Furthermore, the influence of international students' cultures on the relationships will be explored.

With a solid understanding of unique needs of international students, university administrators, staff, and faculty will be better positioned to make evidence-based decisions that facilitate their academic achievement and social integration in the U.S. Ensuring international students' success in the U.S. will accelerate the university's progress toward creating an inclusive environment for all marginalized populations.

Jia Wang, PhD, Associate Professor, Department of Educational Administration and Human Resource Development, Texas A&M University — College Station, TX

Dae Seok Chai, PhD, Assistant Professor, Department of Educational Leadership, Research and Technology, Western Michigan University — Kalamazoo, MI

Jin Lee, MA, PhD student, Department of Educational Administration and Human Resource Development, Texas A&M University — College Station, TX

Huyen Thi Minh Van, MA, PhD student, Department of Educational Administration and Human Resource Development, Texas A&M University — College Station, TX

Chih-Wei Wang, MA, PhD student, Department of Educational Administration and Human Resource Development, Texas A&M University — College Station, TX

4:45-6:00 PM

3614

Model Minority Impact on Anti-Blackness Through Social Media

Room: 202C

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Intermediate

Keyword(s): African American/Black, Asian Pacific American, Intersectionality, Social Media, Coalition Building, Organizing/Activism

This session examines how social media has impacted Asian/Asian-American views on anti-Blackness. White supremacy has served as a structure that has created both the model minority myth and anti-Blackness. The existence of the model minority myth, created as a survival/coping mechanism, has created a sense of anti-Blackness within Asian/Asian-American groups. The existence of anti-Blackness within Asian/Asian-American groups has been more recently represented on social media platforms in both positive and negative instances. There have recently been social media activists who have created movements to address anti-Blackness within Asian/Asian-American groups. This session will explore the history of anti-Blackness in Asian/Asian-American communities, how the model minority myth was a survival/coping mechanism, the impact social media has had on this topic, and how to disrupt anti-Blackness within Asian/Asian-American communities.

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

Jeffrey Mariano, MAEd, Residence Director, Residence Life, Colorado State University — Fort Collins, Colorado

Mitchell Holston, MAEd, Coordinator for Student Engagement and Leadership, Residence Life, Colorado State University — Fort Collins, Colorado

3615

Pulling Back the Stage Curtain on Institutional Whiteness

Room: 202D

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

This presentation is designed for those who are interested in examining how organizational whiteness and "insider" status can lead to discriminatory practices. These organizational practices often are carried out unknowingly under a guise of institutional "normality." This session will explore the theoretical and practical understanding of how organizational whiteness is manifested in ways that perpetuate systemic racism, discrimination, and exclusion. Strategies for monitoring organizational whiteness and questioning exclusive practices and behaviors as they arise will be shared. Participants will be asked to recall and anticipate responses to situations of "backstage racism" they've seen occur and to seek ways to actively monitor how organizational whiteness unfolds.

Rebecca Bustamante, PhD, Associate Professor, Educational Leadership, Sam Houston State University — Huntsville, Texas

3616

You Can't Be About Black Lives Unless You're About LGBT Black Lives

Room: 203A

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Intermediate

While liberating Black minds with the newest details related to police brutality and minority genocide, a continuously oppressed group is ignored. This session examines how minority student affairs professionals engage in anti-LGBT bias or ignore intersectionality regarding LGBT people of color. It further analyzes how, from the perspective of a Black, cisgender straight-identified women, heteronormative expression silences student leaders. Examples of such actions come from Epps' book series, *Exposure*, in which she details the college experience from the point of view of a student leader who is a new sorority member and realizes the impact of being LGBT and Black within Greek life at a predominately white institution.

Sydney Epps, MSOL, Doctoral Student, College of Human Sciences and Education, Louisiana State University — Baton Rouge, Louisiana

4:45-6:00 PM

3617

Black Indians: The Lost Culture

Room: 203B
 Session Type: Concurrent Workshop
 Session Track: Intersectionality, Identities, and Discussions
 Experience Level: Novice

This session examines the lack of higher education's inclusion of the historical importance of and the systemic fight to decrease interaction between the Indigenous peoples and African Americans in early American history. This lack of inclusion even in a 'blue box' reference has resulted in a complete loss of any identity connection for this multicultural group. This loss of historical perspective is particularly damaging because of the close connection Indigenous peoples have between their spiritual identities and storytelling. If the stories of these people are not told, then their entire identity is lost. This presentation takes on the large and relatively untouched task of telling those stories and putting them into the context of institutional attempts to minimize their interaction. This session will benefit faculty who teach in government, history, sociology, and psychology from the perspective of historical political power, identity development, and governmental policy agendas. Furthermore, this session would also be highly informative to all practitioners and interested parties who know nothing of such facts as 1/4 to 1/3 of all the people on the Trail of Tears were Afro-Indians or Freedmen or that the Dawes act's registration rolls created identity issues that hamper the Indigenous community today.

Lisa Uhlir, PhD, Full Professor, Tarrant County College Northeast Campus - Arlington, Texas

3618

LGBT Wellness: Not Exactly the Same as for Our Straight Brothers and Sisters

Room: 203C
 Session Type: Concurrent Workshop
 Session Track: Chief Diversity Officer and Executive Leader
 Experience Level: Novice
 Keyword(s): LGBTQIAA, Administrators, Students, Student Life, Self-Care/Self-Work, Residence Life

This presentation will delve into the differences in prevalence of health and wellness issues between the LGBT and non-LGBT communities and the causality factors leading to these differences. Only by understanding these differences will the profession be able to devise appropriate surveys for the LGBT veterinary population to obtain appropriate wellness data, which is needed to develop effective preventive programs for those in the LGBT community who are currently experiencing wellness issues. The Lesbian and Gay Veterinary Medical Association has partnered with Auburn University in 2016 to conduct a survey of LGBT veterinarians and veterinary students to obtain a better understanding of health issues for this population within the profession. This survey will be discussed and any appropriate preliminary results will be presented. This session will benefit college psychologists, deans, and faculty members.

Mike Chaddock, DVM, EML, Associate Dean for Administration, College of Veterinary Medicine, Michigan State University - East Lansing, Michigan

3619

Pedagogy, Presenters, and Prejudice, Oh My! Executing A Yearlong Social Justice-based Curriculum

Room: 204A
 Session Type: Concurrent Workshop
 Session Track: Race and Social Justice in Higher Education
 Experience Level: Intermediate

This session examines an innovative student-developed and implemented social justice and diversity program at the University of Colorado Denver. Information on the larger context, development, and execution will be provided. Furthermore, this session will address lessons learned and solicit feedback from participants about how to improve the program in the future. This session will benefit participants who are interested in the continuing and deeper level education of college students as related to social justice, faculty, and staff who are involved in training or educational programs related to social justice, diversity, and multiculturalism, and those interested in pedagogical strategy. This session will benefit those in an intermediate or advanced staff or faculty position who have experience in or desire to formally train or educate others about social justice and diversity issues.

Renee Davis, BA, Social Justice League Assistant, Office of Student Development, University of Colorado-Denver - Denver, Colorado
Chelsea Honea, BA, Graduate Assistant, Social Justice League Coordinator, Office of Student Development, University of Colorado-Denver - Denver, Colorado

4:45-6:00 PM

3620

Helping Multicultural and First Generation Students Be Successful at UCF

Room: 204B
Session Type: Concurrent Workshop
Session Track: Global, Multicultural, and Transnational issues
Experience Level: Intermediate
Keyword(s): African American/Black, Latinx, Retention, Multicultural Affairs, Student Affairs

The Multicultural Academic and Support Services office at the University of Central Florida is designed to retain and graduate multicultural and first generation students on the UCF campus. The presenter(s) will discuss some of the programs and techniques they use to help their student population succeed at UCF. The MASS department at UCF just recently won the 2016 NASPA Excellence Award and was also honored to receive 2010 NACADA Outstanding Institutional Advising Program Certificate of Merit.

Wayne Jackson, MA, Director, Multicultural Academic and Support Services, University of Central Florida — Orlando, Florida

8:00-9:30 PM

3900

More Than a Word—An Educational Documentary on the Washington R*dskins

Room: 108
Session Type: Film and Dialogue
Session Track: Race and Social Justice in Higher Education
Experience Level: All Levels
Keyword(s): American Indian/Native American, Diversity and Inclusion, Media Analysis, Social Media, Sovereignty, Systemic Racism

More Than a Word analyzes the Washington football team and their use of the derogatory term R*dskins. Using interviews from both those in favor of changing the name and those against, *More Than a Word* presents a deeper analysis of the many issues surrounding the Washington team name. The documentary also examines the history of Native American mascots and cultural appropriation. In partnership with Media Education Foundation, this documentary will be released in September 2017. This session will serve as an early opportunity for participants to see the full documentary and provide feedback for the final product.

John Little, MA, Historian, History University of Minnesota — Minneapolis, Minnesota
Kenn Little, BA, Artist, Filmmaker — Kansas City, Missouri



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- Calling Out the Wizard Behind the Curtain: Dismantling Race, Racism and Whiteness in Higher Ed
- 21st Century Student Leadership: Framework, Worldview, Content and Disposition
- Climate Change Mindset: Addressing Climate Change Across the Curriculum and Through a Social Justice Lens
- Transforming Teacher Education: Incorporating the Essential Elements of Social Justice Education Into One’s Pedagogy

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TIME	SESSION #	TITLE	ROOM #
8:30-11:30 AM	4000	An Institutional Case Study of Accountability, Climate, and Equity for Diversity and Inclusion	106
	4001	Changing the Face of Higher Education: Agency, Narrative, and Transformation of Underrepresented Students on Campus	110A
	4003	Using Critical Race Theory to Impact Praxis When Working with Students of Color at Primarily White Institutions (PWI)	113
	4004	Activist Assessment and Evaluation: Living-Into Social Justice Praxis	121C
	4005	Writing your Commitment to Social Change (On Race and Ethnicity): A JCSCORE Workshop	121D
	4006	Seeking Cultural Competence in Hiring: Practical Strategies for Attracting and Retaining the Faculty and Staff We Need in the 21st Century	121E
	4007	"I See Myself as a Bridge:" From Story to Action—Facilitating Conversations to Foster a Culture of Equity and Inclusion	121F
8:30-9:45 AM	4100	The Methodology Behind Race Work: Toward a Critical Pedagogy of Inquiry and Praxis	200
	4101	Picture Perfect: Enhancing Awareness and Promoting Social Justice through In-House Videography	101
	4102	A Latinx Programming Board: The Story, The Programs, The Results	102
	4103	Diversity and Multicultural Education Infusion Project: Encouraging Equity and Inclusiveness through Staff and Faculty Training	103A
	4104	Can You Handle Our Differences? Debunking Misconceptions of Latinx in Higher Ed	103B
	4105	Challenges and Rewards of Justice-Oriented Interfaith Work in Higher Education	104
	4106	A Tale of Two Nations: Black Progress, White Privilege, and the 2016 Presidential Election	108
	4107	One Dance: How Women of Color Find Strength and Guidance	121A
	4108	Cultivating Community Conversations: Utilizing Peer Facilitation Groups	121B
	4109	From Student Non-Violent Coordinating Committee (SNCC) to MIZZOU: Effective Student Activism	201A
	4110	"Mexican schools" in 1940-1950s Rural Texas: Knowing Their Presence, Hearing the Experiences, and Considering their Impact on College Aspirations	201B
	4111	Making a Dollar out of Fifteen Cents: Growing Institutional Diversity in Times of Resource Impoverishment	201C
	4112	Inclusiveness Initiative Certificate: Creation and Implementation of a Diversity-based Program for a Private Predominantly White Higher Education Institution	202A
	4113	Social Justice Student Leadership Training Model	202B
	4114	From 9/11 to 11/9 and Beyond: The Orientalist Muslim as the Foil for the Erosion of Civil Liberties	202C
	4115	African American and Latino Males in Higher Education: Moving Away from the 'Blame Game' and Promoting the 'Empowerment Viewpoint'	202D
	4116	Supporting the Intersectional Identities of College Students	203A
	4117	New Student Conferences en Español	203B
	4118	Creating an Inclusive Classroom	203C
	4119	Experiences of Students from the African Diaspora at Predominantly White Institutions (PWI)	204A
	4120	Current Challenges and Prospects for Underrepresented Faculty: A Case Study	204B
4121	Unfair and Lovely: Combating Anti-Blackness in South Asian Communities	110B	

TIME	SESSION #	TITLE	ROOM #
10:00-11:30 AM	4200	"Someone Who Looks like Me": Promoting the Success of Students of Color by Promoting the Success of Faculty of Color	200
	4201	The Perpetuation of Racism through Evangelical Christianity	101
	4202	Latinx Identity and Power: An Interactive Discussion on the Political, Cultural, and Economic Power Within Latinx in the U.S. Postelection	102
	4203	How to Develop a Mentoring Program for Multicultural and First Generation Students	103A
	4204	Intersections: A Conversation around Black and Muslim Identity	103B
	4205	A Social Justice Methodology for Community Colleges	104
	4206	Anti-Racist Resistance in the Age of Trump(ism): Fighting Back Against the New Normal, From the Campus to the Community	108
	4207	Stage for Change: Channeling Stories on Identity and Difference into Social Change	121A
	4208	Helping Students Feel "MoHome" through MoZone: A Diversity and Social Justice Peer Education Program at Mount Holyoke College	121B
	4209	Building Diversity: The Struggles and Successes of One Group's Journey to Create a New Diversity Program	201A
	4210	When the Rainbow Isn't Enough: The Crossroads Initiative at The University of Wisconsin - Madison	201B
	4211	How to Explain White Privilege to a Skeptic	201C
	4212	White Faculty: Raising Awareness of Whiteness and Creating More Inclusive Curriculum	202A
	4213	#EquityInHiring	202B
	4214	Making Meaning Out of Media's Messes (Messages)	202C
	4215	Reframing Racial Equity: Plantation Politics and the Contemporary University	202D
	4216	N!gga(er)... N!gga(er)... N!gga(er)... Are We Becoming More Accepting of the Word?	203A
	4217	Dealing with Microaggressions and the Workplace	203B
	4218	Bridging the Green and Multicultural Movements in the Age of Trump	203C
	4219	Introduction to Strategic Questioning: A Strategy for Social Justice	204A
	4220	Intergenerational Warriors of Changed Nations in Modern Times	204B
4221	More Is Required! How White People Can More Deeply Be In the Struggle for Racial Justice On Our Campuses	110B	
1:00-2:15 PM	4300	Evon Peter Keynote Session: Academic Success through Indigenous Knowledge and Healing	Ballroom
3:00-6:00 PM	4400	Healing the System within Us: Reconciling Internalized Dominance and Subordination	106
	4401	Next Generation "Good Faith Efforts" for Faculty Diversity: Moving Beyond Passive Ads	110A
	4402	Improving a Toxic Institutional Climate: Reducing Microaggressions, Bullying, and Intersectionality in Higher Education	110B
	4403	Getting Called Out: Exploring Pathways to True Allyship After Mishaps	113
	4404	Through the Looking Glass: Envisioning Black Queer and Trans Futures	121C
	4405	Entre Mundos: The Intersectionalities of Latinx and LGBTQIA+	121D
	4406	Leading for Racial Equity: Courageous Conversations About Race in Colleges and Universities	121E
	4407	Can't We Do Better? Moving from Dominant Cultural Values to Inclusive Approaches	121F

TIME	SESSION #	TITLE	ROOM #
3:00-4:30 PM	4500	"Our Campus is Not Ready for That": Reframing and Engaging Resistance	200
	4501	Higher Education and the Native LGBTQ Community: Two Spirits, Two Worlds, and Too Excluded	101
	4502	Historically White Universities, and Plantation Politics: Anti-Blackness and Higher Education in the Black Lives Matter Era	102
	4503	Enough Already! How Optional Extra Credit Assignments (and Other Common Pedagogical Practices) Perpetuate Injustice	103A
	4504	Diversity! I'm Bout That Life – "When Multicultural Competence Meets a Real Reality"	103B
	4505	Transform Your Norm: One Divisions Purposeful Transition from Incidental Diversity to Conscious Diversity	104
	4506	Diversity in the University: Keep it Real Diverse Game Workshop	108
	4507	<i>Who Killed Vincent Chin</i> : Film Screening	121A
	4508	Black—Whiteness Allyship	121B
	4509	The Process is the Product: Creating Efficacious Diversity and Inclusion Learning Spaces and Curricula	201A
	4510	"But I'm a Good Person!": Engaging Whiteness and Emotional Intelligence	201B
	4511	Self-Care for Superwoman	201C
	4512	The 75th Anniversary of EO 9066 and the Alarming Similarities with the Muslim Ban	202A
	4513	From Compliance to Change: A Community College's Journey to Greater Inclusion in the Whitest City in America	202B
	4514	Know Thyself, Create Thy Brand	202C
	4515	Hiring for 2050: Diversifying the Faculty, One Search at a Time	202D
	4516	The Facilitator in You: Leading Discussions Around Social Justice	203A
	4517	"Young Black and American" The 21st Century Guide to Thriving: An Application of Historical Context in Reaching Self-Actualization in the Black Community	203B
	4518	No Excuses: The Process for Operationalizing Climate and Inclusion within the College of Agriculture and Life Sciences at Texas A&M University	203C
	4519	The World Is Yours: Reflections of A Global RAPtivist	204A
4520	Is Race a Choice? Continuing the Conversation on MultiRacial Identification Fluidity and Notions of Ethnic Fraud	204B	

FRIDAY, JUNE 2

AT A GLANCE

TIME	SESSION #	TITLE	ROOM #
4:45-6:00 PM	4601	Native Cultural Appropriation on Campuses: History and Responses	101
	4602	A Time to Refocus: Revisiting Infusion Based Diversity Curriculum in Social Work Education	102
	4603	Transforming Student Programs: Critical Mentoring in Higher Education	103A
	4604	The Basics of Privilege	103B
	4605	Think, Feel, Act: A Multi-Tiered Approach to Meeting Students "Where They're At" with Diversity, Inclusion, and Social Justice Programming	104
	4606	Mindfulness, Social Justice, and Sustainability: Making the Connections for Healing and Justice	108
	4607	<i>Who Killed Vincent Chin</i> : Film and Panel Discussion	121A
	4608	Counter-Storytelling: Students of Color STEM Identities	121B
	4609	Diversity Retooled: A Department's Move Toward Inclusivity	201A
	4610	The Challenges of Being a Supervisor of Color	201B
	4611	For Brothers: Developmental Struggles of Black Male Graduate Students	201C
	4612	Climate, Diversity, Equity, and Inclusion: Creating A Culture of Excellence	202A
	4613	Making Waves: Navigating Racial Identity During a Semester at Sea	202B
	4614	Ni de Aquí, Ni de Allá: Creating Spaces for Queer Black and Latinx Students	202C
	4615	The Elephant in the Room: Mental Health in HED Professionals	202D
	4616	Cultural Competence Curriculum in the First Year: A Case Study in Implementation	203A
	4617	The Black Lives Matter Movement: The Re-Education of the Next Generation of Civil Rights Leaders	203B
	4618	Demystifying the Periphery: A Look into Community Cultural Wealth for Undocumented Students in a Community College Campus	203C
	4619	STEM: Science and Technology Engaging Multiple Identities	204A
	4620	Interfaith Engagement, Spiritual Development, and Student Success at a Hispanic Serving Institution	204B
10:00 PM - 12:00 AM	4900	JDOTT Dance	OMNI Hotel

8:30-11:30 AM

4000

An Institutional Case Study of Accountability, Climate, and Equity for Diversity and Inclusion

Room: 106

Session Type: Major Workshop

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: All Levels

Keyword(s): Academic Affairs, Administrators, Faculty, Students, Institutional Efforts at Transformation, Research

Colleges and universities are being held increasingly accountable for reflecting ever-changing state demographics as well as the diversity of the larger society and world. Chancellors, presidents, and provosts work with chief diversity officers to lead institutional diversity change efforts. Similarly, institutional mission, vision, goal statements, and rhetoric all seem to point to an uncontested mental model that diversity is an indispensable component of academic excellence. This session will focus on the development, vetting, and implementation of a university-wide diversity plan, with a focus on accountability, climate, and equity goals. This session will engage participants using self-assessment plans, research, and benchmarking data to dialogue institutional measures that inform institutional decision-making, leverage cultural change, and cultivate reward systems and processes for an inclusive and socially responsive campus environment.

Nancy T. Watson, PhD, LPC, FAPA, TMCA Distinguished Mediator, President, The Center for Change and Conflict Resolution, Texas A&M University — Bryan, Texas

Christine A. Stanley, PhD, Vice President and Associate Provost for Diversity, Office of the Provost, Texas A&M University — College Station, Texas

4001

Changing the Face of Higher Education: Agency, Narrative, and Transformation of Underrepresented Students on Campus

Room: 110A

Session Type: Major Workshop

Session Track: Intersectionality, Identities and Discussions

Experience Level: All Levels

Keyword(s): Retention, Academic Affairs, Multicultural Affairs, Diversity and Inclusion, Institutional Efforts at Transformation, Predominantly White Institution

Amid the uncertainty of the national climate, underrepresented groups are changing the face of American education while navigating the potentially hostile and traumatic environment of academic life. Higher education institutions in the United States are undergoing a sea-change regarding issues of diversity, inclusion, and equity as student bodies become more diverse. We will use an intersectional lens to examine how culture and identity inform the experiences of low-income and first-generation students, international students who are non-native speakers of English, and students of color.

We will explore the ways in which these under-represented student-groups are agents of transformation on college campuses; how they actively intervene in the narratives that are imposed upon them to deliberately reconstruct these narratives from a place of ownership, knowledge, and nascent authority; and common areas of miscommunication, lack of empathy, micro-aggressions, exclusion, and racial tension that can sometimes be encountered by under-represented student communities.

We will provide an examination of effective and cost efficient support systems and strategies using various assessment tools, campus programs, and teaching techniques that have proven useful for educators by using a private, highly-selective, PWI as the case study. Those who are interested in discussing practical ways these graduate and undergraduate students are supported by higher-education staff, faculty, and administration while the institution works to reduce the inequalities and difficulties student encounter will find that this session useful. We offer practical strategies to identify and reduce inequalities, promote equity, and increase student engagement and retention rates in their own institutions.

Elena A. Lewis, MA, Interim Director, TRiO Student Support Services/Academic Services Brandeis University — Waltham, Massachusetts

Vinodini Murugesan, MA, Director, English Language Programs Brandeis University — Waltham, Massachusetts

8:30-11:30 AM

4003**Using Critical Race Theory to Impact Praxis When Working with Students of Color at Primarily White Institutions (PWI)**

Room: 113

Session Type: Major Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

Keyword(s): Academic Affairs, Student Affairs, Multicultural Affairs, Critical Race Theory, Practitioner Development

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 will benefit academic and student affairs professionals who work closely with students of Color on predominantly White campuses.

Jasmine A. Lee, MSW, PhD, River Trail Neighborhood Director, Neighborhood Student Success Collaborative, Michigan State University — Lansing, Michigan

4004**Activist Assessment and Evaluation: Living-Into Social Justice Praxis**

Room: 121C

Session Type: Major Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: All Levels

Keyword(s): Intersectionality, Perspective Taking, Assessment/Evaluation, Diversity and Inclusion, Leadership Development, Self-Care/Self-Work

Too often, well-meaning, well-intentioned educational processes and practices have unintended problematic impacts that result in the social costs of accepting help being too high. To what extent are curricular, cocurricular, 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 sociocultural locations within systems of power, privilege, and oppression. Without such vigilant attention, the capacity to do excellent boundary-spanning work suffers greatly.

Activist Assessment/Evaluation uses an Integral Quadrant Model to guide systematic data-grounded inquiry as a dynamic evidence-framing dialogue with SELF-in-Context as educator—vis a vis one's students and the requirements of the education agenda. It is a dynamic, social justice-driven form of Developmental Evaluation used to enable and enact both the envisioned educator and the educational intervention. It increases prospects for operating at the educator's best when intentionally embracing this culturally- and contextually-responsive action researcher approach.

What is needed to be and become, given who students are, for educational initiatives to be experienced as socially-responsive, socially-responsible, and socially just? 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 we educate and assess.

This session should benefit faculty, staff, administrators, and students committed to responsively facilitating and supporting student agency, efficacy, and empowerment for holistic success.

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

8:30-11:30 AM

4005

Writing your Commitment to Social Change (On Race and Ethnicity): A JCSCORE Workshop

Room: 121D
 Session Type: Special Feature
 Session Track: Race and Social Justice in Higher Education
 Experience Level: All Levels

This workshop session provides an overview of the *Journal Committed to Social Change on Race and Ethnicity*, the official peer-review journal of NCORE. The presenters will provide the audience with opportunities to write research ideas. Future social justice scholarship on race and ethnicity in higher education will be discussed as opportunities to publish in JCSCORE across genres of scholarly writing including research and theoretical articles, critical and discursive analysis, program assessment measures, and case studies. In addition, the presenters will deliver the process of submitting manuscript for consideration for publication in future editions.

Marc Johnston-Guerrero, PhD, Assistant Professor, Higher Education and Student Affairs, Ohio State University – Columbus, Ohio
Belinda Biscoe, PhD, Interim Vice President for Outreach, Public and Community Services, University of Oklahoma – Norman, Oklahoma
Bruce Busby, PhD, Editor-in-Chief, JCSCORE, National Conference on Race and Ethnicity in American Higher Education – Defiance, Ohio
Cristobal Salinas Jr., PhD, Assistant Professor, Educational Leadership and Research Methodology, Florida Atlantic University – Boca Raton, Florida

4006

Seeking Cultural Competence in Hiring: Practical Strategies for Attracting and Retaining the Faculty and Staff We Need in the 21st Century

Room: 121E
 Session Type: Major Workshop
 Experience Level: All Levels
 Keyword(s): Faculty, Human Resources, Diversity and Inclusion, Recruitment, Retention, Systemic Racism

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 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 become exhausted, disenchanted with institutional "promises," and much more willing to leave as soon as other opportunities are available.

No one template will work for all types of positions, but this does not mean that effective strategies cannot be identified. This workshop is designed to provide participants with practical methods and strategies they can adapt for use on their own campuses. Participants will learn practical methods and strategies for: focusing the reach and clarity of appropriate advertisements; improving paper screening procedures; writing effective interview and reference questions; identifying and responding to problems with search committee practices, including eliminating "unwritten rules" and past practices that focus on "fit" and can derail the hiring of culturally competent faculty and staff; and developing a critical thinking approach to each faculty and/or staff hiring process which has the greatest chance of moving the institution in the direction of increased equity, meaningful inclusion, and 21st century educational excellence.

Cris Cullinan, PhD, Founder, ALIVE: Actual Leadership in Vital Equity – Wilsonville, Oregon

8:30-11:30 AM

4007

"I See Myself as a Bridge:" From Story to Action—Facilitating Conversations to Foster a Culture of Equity and Inclusion

Room: 121F

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: All Levels

Keyword(s): Diversity and Inclusion, Facilitator Development, Identity Development, Theory to Praxis, Cultural Competence, Empowering Diversity

Many of us work hard building cultures of equity and inclusion; many of us also work hard listening to stories people tell about themselves and their communities. The belief of the Welcome Project is that facilitating civic reflection around first-person stories creates a bridge between listening and acting. During the session, presenters will model a facilitated discussion and introduce participants to the Center on Civic Reflection's facilitation practice. The presenters will also give participants time to develop questions and to practice facilitating, and also help participants brainstorm groups that would benefit from this kind of civic reflection. Presenters will also discuss limitations to this practice and brainstorm additional strategies for enlarging the work and supporting each other in those efforts. This session will benefit individuals who would like to learn how to use stories in facilitated conversations to foster a culture of equity and inclusion in a concrete, tangible way.

Allison Schuette, MFA, Associate Professor, English, Valparaiso University — Valparaiso, Indiana

Vanessa Dominguez, Student, Political Science and Sociology, Augustana College — Rock Island, Illinois

Liz Wuerffel, MFA, Associate Professor, Art, Valparaiso University — Valparaiso, Indiana

Samuel Payan, MEd, Director, Office of Multicultural Student Life, Augustana College — Rock Island, Illinois

8:30-9:45 AM

4100

The Methodology Behind Race Work: Toward a Critical Pedagogy of Inquiry and Praxis

Room: 200

Session Type: Major Workshop

Session Track: Faculty Interest and Needs

Keyword(s): Administrators, Faculty, Antiracism, Pedagogy, Reinventing Language, Theory to Praxis

How do teachers and practitioners conceptualize race and racism? And how do these influence programming, resources, teaching, and institutional support and advocacy for racially minoritized students in higher education. Often, educational institutions rely on fixed or external conceptualizations of race and racism to inform policy and practice, but they fail to critically examine processes of racialization as a way of coming to better understand these manifestations. Educational institutions have come a long way in undertaking research and embracing pedagogy informed by critically sound theory. However, many of these very same spaces continue to fall short of addressing the importance of understanding how inquiry and methodology inform a more critical space for engagement with race.

This workshop aims to rupture and shift current understandings and practices often grounded in the cultural wants of racial dominant culture. It will also examine and problematize ways in which ideas of racialized dominant discourse shows up in a informed teaching, learning, and practice in higher education are applied and engaged, and offers strategies for thinking, researching, and acting inclusively in academic spaces and processes. The presenter will engage attendees in self-reflective and co-implicative dialogue, invite participants to engage critically with questions of knowledge representation and production, and offer methodological approaches useful for those whose roles include having to consider race and or teach about race to gain a deeper understanding of how to move toward a more critical methodology of teaching and learning.

Michael Benitez Jr., PhD, Dean, Diversity and Inclusion, University of Puget Sound — Tacoma, Washington

4101

Picture Perfect: Enhancing Awareness and Promoting Social Justice through In-House Videography

Room: 101

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Keyword(s): Student Affairs, Diversity and Inclusion, Predominantly White Institutions, Technology, Students, Multicultural Affairs

This session examines how the Damietta Cross-Cultural Center at Siena College has incorporated in-house videography in diversity and social justice training for their students, faculty, and staff. Promoting diversity and enhancing cross-cultural competency amongst students, student leaders, and community members is the responsibility of all student affairs professionals regardless their respective functional area. There are many video clips and documentaries that can be used for diversity and social justice training; however, sometimes these materials may not be relatable to the students and do not leave them with the maximized effect we hope for. Through this presentation, participants will learn about the power of videography and its impact on campus culture.

Christa (Winglam) Grant, MEd, Director, Damietta Cross-Cultural Center Siena College — Loudonville, New York

4102

A Latinx Programming Board: The Story, the Programs, the Results

Room: 102

Session Type: Concurrent Workshop

Session Track: Student Interest and Engagement

Experience Level: Intermediate

Keyword(s): Latinx, Retention, Multicultural Affair, Intersessionality, Mentoring, Institutional Efforts at Transformation

MSC CAMAC is a Latinx student-run programming committee whose purpose is to provide quality programs with an emphasis on the Latinx culture. Using Laura Rendon's model on validation theory and Vincent Tinto's work on retention, this presentation will explore how a Latinx programming committee uses its purpose to create programs and services that foster identity development and assist in the retention of first-generation college students at a predominantly White university. The presenter will provide a thorough overview of the committee and how they use assessment practices to re-craft two existing programs to meet the needs of their audience: Mi Casa Es Su Casa, a first-generation retention program, and the Student Conference on Latino Affairs (SCOLA), a student-led conference that focuses on issues impacting the Latinx community.

Amanda Flores, MEd, Program Advisor, Memorial Student Center - Student Programs Office, Texas A&M University — College Station, Texas

8:30-9:45 AM

4103

Diversity and Multicultural Education Infusion Project: Encouraging Equity and Inclusiveness through Staff and Faculty Training

Room: 103A

Session Type: Concurrent Workshop

Session Track: Human Resources

Experience Level: Novice

Keyword(s): Human Resources, Diversity and Inclusion, Facilitator Development, Empowering Diversity, Faculty and Changing Institutional Practices

The Diversity and Multicultural Education Infusion Project (DMEIP) is an institutionalized and innovative training program that provides professional development opportunities centered around diversity, equity, and social justice in higher education. This training program strives to prepare faculty and staff to build effective intercultural relationships across the college with employees and to better serve the increasingly diverse students of today. DMEIP was founded in 2011 by faculty members and is a grass-roots effort that encourages individuals across the college to work toward creating an inclusive and equitable environment both inside and outside of the classroom. In this session, the leaders of DMEIP will provide an overview and discuss the project's history, organizational structure, model of the program, and how DMEIP has grown and evolved over the last five years. Presenters will also discuss important lessons learned that are important to the success of a diversity training program in higher education, provide an overview of sample courses, and offer tips and advice for anyone looking to spearhead diversity and equity training efforts on their own campus. This session will benefit any employee of higher education who is interested in developing diversity training opportunities tailored toward diversity and social justice.

Fred Gifford, MA, Associate Professor, Communication Studies, College of Lake County — Grayslake, Illinois

Cindu Thomas-George, MA, Associate Professor and Founder/Principal Trainer of Shakti Communication and Diversity Training, Communication Studies, College of Lake County — Grayslake, Illinois

4104

Can You Handle Our Differences? Debunking Misconceptions of Latinx in Higher Ed

Room: 103B

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Intermediate

Keyword(s): Latinx, Women, Student Affairs, Cultural Competence, Identity Development and Intersectionality

Whether one is born in the mainland USA, Puerto Rico, or elsewhere, the Latinx community faces the daily issue of belonging. Immigrants and U.S. born LatinXs will often have to counteract people's narrow perceptions of who they are, while at the same time fighting stereotypes. In the experience of working with students, the complexity of who we are is revealed by the realities students carry: fear of deportation, mental barriers to success, or economical disadvantages of different degrees. This presentation will discuss the power of storytelling as a tool for self-representation, survival, and agency by allowing the voices of underrepresented groups to speak and give insight into our common interests—as LatinX who belong in academia—more than what sets us apart. Storytelling allows us to document and critically reflect a sense of place, interconnectedness between academic knowledge, and community participation. With the use of experiential exercises, presenters will identify skills that worked in facilitating this journey of identity development, as well as efforts that did not work. The audience will engage in personal introspection and increase awareness about how students of underrepresented backgrounds try to find connectedness, belonging, and affirmation of their identities. Institutional efforts toward inclusion and its impact on student life in higher education will be described with added projections given the current socio-political landscape.

Elisaida Mendez, PhD, Psychologist, University Health and Counseling Services, Case Western Reserve University — Cleveland, Ohio

Elena Foulis, PhD, Academic — Cleveland, Ohio

8:30-9:45 AM

4105

Challenges and Rewards of Justice-Oriented Interfaith Work in Higher Education

Room: 104

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Novice

Keyword(s): Coalition Building, Religion, Intersectionality, Diversity and Inclusion, Intergroup Dialogue/Facilitation, Changing Institutional Practices

Participants will be able to have a meaningful dialogue around the complex and nuanced method of approaching interfaith work with an intersectional and social justice lens. By sharing the Kaufman Interfaith Institute model, housed at Grand Valley State University but active on multiple campuses in West Michigan, the presenters will use case studies from various communities to show the complexity of interfaith work with a social justice commitment. Through their close partnership with Interfaith Youth Core, the presenters will share insights and experiences around interfaith's role in higher education around the nation. Participants will walk away with concrete resources and ideas for engaging with interfaith and religious diversity in authentic ways on their campus. This session is geared toward students, staff, faculty, and administration that are interested in engaging with religious diversity through an inclusion and equity framework.

Katie Gordon, MAIA, Coordinator, Program Director, Kaufman Interfaith Institute, Campus Interfaith Resources, Grand Valley State University — Allendale, Michigan

Amina Mohamed, Student Ambassador, Kaufman Interfaith Institute, Campus Interfaith Resources, Grand Valley State University — Allendale, Michigan

4106

A Tale of Two Nations: Black Progress, White Privilege, and the 2016 Presidential Election

Room: 108

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Novice

Keyword(s): African American/Black, White, Critical Race Theory, Whiteness, Socioeconomic Class, Media Analysis

This session will explore how real and perceived progress of African Americans in the early 21st century and misperceptions regarding white privilege collided in the 2016 Presidential election. Like previous transformative historical periods of economic and educational advancement of African Americans, the election of President Barack Obama in 2008 led to unparalleled resistance and racial backlash. One indication of this backlash is the overwhelming support of White voters for controversial political novice Donald Trump. His successful campaign and the lingering racial divisiveness reflect what sociologist George Lipsitz calls "a possessive investment in whiteness." Using Lipsitz's groundbreaking theory as the framework, this session will show how the competing desires of protecting African American progress and maintaining white privilege were significant factors that led to the unprecedented election results. This session will benefit participants who have an interest in critical race theory, specifically African American and White studies, those who have an interest in media studies, and students interested in understanding the complicated relationship between racial identity and politics.

Shewanda Riley, MA, Assistant Professor, English, Tarrant County College — Fort Worth, Texas

4107

One Dance: How Women of Color Find Strength and Guidance

Room: 121A

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Novice

Keyword(s): Intersectionality, Identity Development, African American/Black, Latinx, Multiple Racial Identities, Women

This session will explore the importance of redefining awareness for women of color and their experiences with health identity. The questions to be addressed include: how does a woman of color (WOC) increase her awareness and find strength and guidance while defining her health identity? And how does a woman of color understand the external factors (i.e., social media) that influence her health identity? Health identity offers an alternative way of interpreting how individuals and communities engage with their health, and some suggest health status improves when identity is better understood.

For the purpose of this session, health identity will be defined as a person's self-conception of their health in association with actions that influence how health behaviors are implemented.

Participants will have an opportunity to define their own health identity as well as engage researchers in discussions regarding their health status. This session will benefit those who are redefining what it means to situate health within multiple identities.

Tyanez Jones, MA, Graduate Research Assistant, School of Education, Iowa State University — Ames, Iowa

Carmen Jones, MEd, Graduate Research Assistant, School of Education, Iowa State University — Ames, Iowa

8:30-9:45 AM

4108

Cultivating Community Conversations: Utilizing Peer Facilitation Groups

Room: 121B

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

Keyword(s): Intergroup, Multicultural Affairs, Student Life, Theory to Praxis, Intergroup Dialogue/Facilitation, Leadership Development

This session will provide two examples from programs at the University of Missouri and the University of Tennessee where peer facilitators are used to "plant seeds of thought" and facilitate challenging conversations. Both DPE (University of Missouri) and DE (University of Tennessee) will provide program formats and variations, challenges, and continued opportunities they have observed for growth and enhancement. These programs provide facilitations on awareness, skill-based application, and action; both DPE and DE have grown and others will benefit from the information about these innovative programs. This session will benefit student affairs practitioners that are interested in beginning their own peer-facilitation group initiative.

Stephanie Hernandez Rivera, MA, Graduate Research Assistant, Educational Leadership and Policy Analysis University of Missouri – Columbia, Missouri

4109

From Student Non-Violent Coordinating Committee (SNCC) to MIZZOU: Effective Student Activism

Room: 201A

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Keyword(s): Organizing/Activism, Multiracial, Students, Predominantly White Institution, Multicultural Affairs, African American/Black

The 1960s brought forth an era of student activism that promoted worldwide participation in social justice. Today's college students face similar realities of working to maintain avenues of social justice. Using history, student development, and human development theories, the presentation will teach participants how to cultivate effective student activism.

Brandon Stroud, MS, Resident Coordinator, Residence Life, Rochester Institute of Technology – Rochester, New York

4110

"Mexican schools" in 1940-1950s Rural Texas: Knowing Their Presence, Hearing the Experiences, and Considering their Impact on College Aspirations

Room: 201B

Session Type: Concurrent Workshop

Session Track: Faculty Interest and Needs

Experience Level: Intermediate

Keyword(s): Latinx, Research, Systemic Racism, Identity Development, Cultural Competence, Critical Race Theory

Mexican-Americans currently comprise the largest Latinx group in the United States, and their extensive history in the nation has provided a deep impact in cultural fabric of the nation. Despite this significance, they have faced multiple challenges in societal advancement, especially in education. In the state of Texas, public schools have played an interesting role in providing or denying this advancement. Within Texas history, there is a period of school segregation where "Mexican schools" were established to educate Mexican-American children. Despite the historic presence of these schools, educators know little about their impact or their existence. The presenter will describe how family oral stories educated him on these schools and helped him understand discrimination at a young age. This presentation will provide the initial findings of a study describing the experiences of individuals who attended "Mexican schools" in rural central Texas during the early postwar Era (1940-1950s). The study pays special attention to the impact attendance at such schools had on college aspirations. This provides a unique perspective from other studies on this topic in that it sheds light on how these schools influenced college attendance for the individual or future generations of Mexican-Americans.

Ricardo Montelongo, PhD, Assistant Professor, Educational Leadership - Higher Education Administration, Sam Houston State University – Houston, Texas

8:30-9:45 AM

4111

Making a Dollar out of Fifteen Cents: Growing Institutional Diversity in Times of Resource Impoverishment

Room: 201C

Session Type: Concurrent Workshop

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Intermediate

Keyword(s): Academic Affairs, Chief Diversity Officers (CDO), Diversity Inclusion, Leadership Development, Empowering Diversity, African American/Black

Administrators and staff (including emergent leaders) will discuss their leadership initiative Higher Education, Higher Ground with the aim of examining two processes: shifting the discourse of impoverishment of resources to a discourse of enrichment and commitment to diversity; and serving the objectives of diversity and inclusion in the absence of a Chief Diversity Officer (CDO).

Susan Leggett, PhD, Dean of Undergraduate Studies, Academic Affairs, Westfield State University — Westfield, MA

Christina Swaidan, EdD, Dean of Undergraduate studies, Academic Affairs, Westfield State University — Westfield, MA

4112

Inclusiveness Initiative Certificate: Creation and Implementation of a Diversity-based Program for a Private Predominantly White Higher Education Institution

Room: 202A

Session Type: Concurrent Workshop

Session Track: Student Interest and Engagement

Experience Level: Novice

Keyword(s): Multicultural Affairs, Empowering Diversity, Diversity and Inclusion, Institutionalized Privilege, Predominantly White Institution, Cultural Competence

As evident from the Presidential election and the subsequent aftermath, students from various universities are requesting recognition of issues facing diverse populations whom are underrepresented on campuses. These requests include the opportunity for diversity-based programming, which can educate the campus community about each other and embrace inclusion. Furthermore, a programming of this type can build bridges and unite people rather than create divisions and misunderstandings. Members of the Texas Christian University community recognized students' needs to receive education about inclusiveness issues as well as have opportunities to explore these issues during their formative academic years. An inclusiveness initiative program was developed to assist students gain a greater understanding of diversity, culture, and inclusion within their own academic university community and take their knowledge and experience to experience diversity, culture, and inclusion to the communities surrounding the academic institution. This program provides students with a structured three-path approach to gain knowledge about inclusiveness issues, to experience specific cultural and diversity events, and to interact and "give back" of themselves in a way that betters the larger global community. The certificate provides a mechanism for students to acquire knowledge and skills to work and live in diverse environments. Presenters for this session will speak about the process and challenges of creating a diversity certificate on a predominantly white private campus. The presenters will also speak to how this program has grown and expanded through on-campus collaborations and discussions with other campuses within our athletic conference. This session will benefit those who are seeking to create similar inclusiveness programs which can meet the needs of an ever-increasing diverse academia population.

April Brown, MEd, Director, Veterans Services, Texas Christian University — Fort Worth, Texas

Cheryl Taylor, Padma/EEO Statistical Analyst, AA/EEO, Texas Christian University — Fort Worth, Texas

4113

Social Justice Student Leadership Training Model

Room: 202B

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

Keyword(s): Multicultural Affairs, Student Affairs, Student Life, Assessment/Evaluation, Predominantly White Institution, Institutional Efforts at Transformation

This session will review the history and purpose of a student leadership and training model and how it was implemented at Saint Mary's College of California's Intercultural Center. This session focuses on the recruitment, training, and leadership development timeline, as well as the training and professional development curriculum. This session should benefit students, staff, and faculty that are interested in implementing a similar program at their institution, exploring an alternative way of creating training modules that help student staff engage in dialogue, and exploring different topics within social justice to perform at their best ability.

Desiree Anderson, MEd, Director, Intercultural Center, Saint Mary's College of California — Moraga, California

Cesar Ramos, MPA, Coordinator, Intercultural Center, Saint Mary's College of California— Moraga, California

8:30-9:45 AM

4114

From 9/11 to 11/9 and Beyond: The Orientalist Muslim as the Foil for the Erosion of Civil Liberties

Room: 202C
 Session Type: Special Feature
 Experience Level: All Levels

As Tuesday November 8th melted into Wednesday November 9th, the unthinkable became realized. White nationalist populism became normalized. Within days, Trump's promise to his base of instituting a Muslim registry if elected was revisited. Exactly a year prior, Trump invoked memories of WWII Japanese incarceration to justify a program of mass surveillance and policing towards Muslims and Muslim immigrants/refugees. The unoriginality of the program was lost in the media fanfare around the blatant racism and xenophobia of a Muslim registry. A year after the September 9, 2001 attack on the Twin Towers, the Bush administration, through the Department of Homeland Security, introduced a system of registering noncitizens, specifically targeting Muslims and peoples from Muslim majority countries. Known as the National Security Entry-Exit Registration System (NSEER), a product of "war on terror" policies, this program was only formally gutted in 2011 and was what Trump proposed to reinstate. Within this period, a "Muslim mapping" program was advanced by the Los Angeles Police Department (in 2007) and the New York Police Department's clandestine Muslim spying operation facilitated through the formation of a "Demographic Unit." There is very little that is new regarding the Trump administration's proposed mass surveillance of Muslims.

What continues to be behove the Left though is how the Orientalized Muslim, formed in the cauldron of a "war on terror," is a war of terror on civil liberties reminiscent of McCarthyism, COINTELPRO, Japanese incarceration and other historical moments repressing dissent, resistance and challenges to domination. One only has to think back to the early 20th century suppression of anarchist movements, McCarthyist legislation designed to target communists but also choked leftist and socialist organizing and the expansion of FBI informants program through COINTELPRO, a massive surveillance program aimed to "expose, disrupt, misdirect, discredit, neutralize or otherwise eliminate" the Black freedom movement by actively "preventing the rise of a Black messiah."

Within this full historical memory, one must begin to be critical of how "Islamophobia" is understood and used, not just in a post-9/11 moment, but most especially in a post-11/9 moment. "Islamophobia" limits the understanding of the aim of these counterterrorism policies by directing attention on the "who" it is meant to affect. This presentation will first strive to demonstrate the inter-linking and locking of national security apparatus that uses the vulnerability of the Orientalist Muslim to institute policy that attacks all citizen's civil liberties, especially voices and actions of dissent. Second, it must be understood how "Islamophobia" by linguistic and epistemological design can never address the anti-Muslim or anti-Arab rhetoric or violence that intensified in our post 9/11 world. Therefore, it is vital to understand what would be thought to be captured by "Islamophobia" as a social justice organizing movement against state repression of civil liberties.

Maytha Alhassen, PhD, Provost Fellow, American Studies and Ethnicity, University of Southern California — West Covina, California
Bob Hiro Suzuki, PhD, President Emeritus, Retired, California State Polytechnic University, Pomona — Alhambra, California

4115

African American and Latino Males in Higher Education: Moving Away from the 'Blame Game' and Promoting the 'Empowerment Viewpoint'

Room: 202D
 Session Type: Concurrent Workshop
 Session Track: Student Affairs and Affiliated Professionals
 Experience Level: Novice
 Keyword(s): African American/Black, Latinx, Retention, Academic, Mentoring, Men

African American and Latino males are traditionally the lowest performing demographic in higher education—remarkably underperforming in comparison to their female counterparts. Moving away from the deficit model, (i.e., the achievement gap, 'blame game' language etc.) the workshop will present tools from successful programs and practices with high-achieving Latino and African American males to move the conversation forward, past the negative statistics and toward positive change at institutions of higher education by promoting the 'Empowerment Viewpoint.'

Khalid Kiburi, MA, Student Success and Support Specialist, Student Services, Cosumnes River College — Sacramento, California
Oscar Mendoza, MA, Student Success and Support Specialist, Student Services, Cosumnes River College — Sacramento, California

8:30-9:45 AM

4116

Supporting the Intersectional Identities of College Students

Room: 203A

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

Keyword(s): Multi Racial, Multiple Racial Identities, Research, Practitioner Development, Bi-Racial, Student Affairs

This presentation will discuss theoretical models of multiraciality and intersectionality from the perspective of sociology and then present practical strategies from the Georgia State University Multicultural Center's 2016-2017 programming to support students in their intersectional identities.

Jacob Alan English, MS, Research Program Coordinator and Academic Advisor, Honors College Georgia State University — Atlanta, GA

Jeffrey Coleman, PhD, Director, Multicultural Center, Georgia State University — Atlanta, Georgia

Christina Wan, MEd, Senior Student Development Specialist, Multicultural Center, Georgia State University — Atlanta, Georgia

4117

New Student Conferences en Español

Room: 203B

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

Keyword(s): Latinx, Student Affairs, Academic Affairs, Diversity and Inclusion, Predominantly White Institution, Technology

New Student Conferences en Español is a program designed to enhance the experience of Spanish speaking family members of incoming college students during their mandatory orientation. The program seeks to meet the needs of Spanish speaking family members who currently attend the conferences while also welcoming new families who may perceive their limited English skills as a barrier to participation. This session will provide an overview of the NSCs en Español program and discuss strategies for implementing a similar program for family members at other institutions. This session will benefit participants who are interested in the success of Spanish-speaking students, institutions interested in providing inclusive, culturally-sensitive services to incoming students, and student affairs professionals who provide direct services to diverse populations of students and their families.

Maria Castro, MEd, Graduate Assistant, Bilingual Education, College of Education and Human Development, Texas A&M University — College Station, Texas

Christopher Cherry, PhD, Assistant Dean, College of Education and Human Development, Texas A&M University — College Station, Texas

Libby Dagggers, MS, Associate Coordinator, New Student and Family Programs, Texas A&M University — College Station, Texas

Meredith Malnar, MS, Assistant Director, Offices of the Dean of Student Life, Texas A&M University — College Station, Texas

4118

Creating an Inclusive Classroom

Room: 203C

Session Type: Concurrent Workshop

Session Track: Faculty Interest and Needs

Experience Level: Novice

Keyword(s): Diversity and Inclusion, Faculty, Cultural Competence, Empowering Diversity, Students, Theory to Praxis

Classrooms are sacred space. Teachers carry the burden of creating and maintaining an environment that respects the sacredness of each student and bolsters the learning of content. In this session, participants will explore the impact of psychological safety on students' ability to participate fully in the learning environment and will learn strategies and techniques that can be implemented to create classrooms that are inclusive to all learners. Diverse learners bring with them diverse ways of expressing themselves in addition to a variety of learning styles. This session will benefit those who teach students in all types of university environments and who seek to increase their capacity to build connections between themselves and students, students with each other, and students to course content. It will be particularly helpful to those who facilitate conversations in classrooms around controversial topics. Presenters will discuss healthy dialogue and how to promote open-mindedness throughout challenging conversations.

Carrie Arroyo, LCSW, Lecturer, Diana R. Garland School of Social Work, Baylor University — Waco, Texas

8:30-9:45 AM

4119

Experiences of Students from the African Diaspora at Predominantly White Institutions (PWI)

Room: 204A

Session Type: Concurrent Workshop

Session Track: Global, Multicultural, and Transnational issues

Experience Level: Intermediate

Keyword(s): African American/Black, Multicultural Affairs, Predominantly White Institution, Research, Diversity and Inclusion, Critical Race Theory

This session examines introductory research into the experiences of profiling, racism, and discrimination that are a part of life for many students in America. Perceptions of non-white, i.e., Black International students from the African Diaspora (BISAD) about African-American, i.e., Black American students (BAS) are influenced by stereotypes and inadequate historical context of Black American experiences. The research methodology utilizes qualitative analysis to address BISAD experiences of racism and perceptions of race/ethnic-based biases during their educational experiences in a predominantly white institution (PWI) through semi-structured, one hour interviews. This session should be interesting and relevant to participants interested in diaspora studies, systemic racism, international students, and other minority populations.

E. Lisako J. McKyer, PhD, Associate Dean for Climate and Diversity/Associate Professor, Climate and Diversity in the School of Public Health, College of Education and Human Development and the College of Medicine, Texas A&M University — College Station, Texas

Sarah Ray, Doctoral Student, Educational Administration and Human Resource Development, Texas A&M University — College Station, Texas

4120

Current Challenges and Prospects for Underrepresented Faculty: A Case Study

Room: 204B

Session Type: Concurrent Workshop

Session Track: Faculty Interest and Needs

Experience Level: Intermediate

Keyword(s): Faculty Recruitment and Retention, Affirmative Action, Mentoring, Leadership Development, Institutional Effort at Transformation and Intersectionality

Excellence at the university is dependent on the recruitment and retention of exceptional faculty members, with the faculty search committee the core component in hiring a talented and diverse faculty. Sixty years ago, Martin Luther King stated in his speech at New York's Commodore Hotel, "You see, equality is not only a matter of mathematics and geometry, but it's a matter of psychology. It is not only a quantitative something, but it is a qualitative something. And it is possible to have quantitative equality and qualitative inequality." While there has been some effectiveness at hiring underrepresented faculty based on the Affirmative Action Plans for our 24 campuses, there are ongoing challenges with retention of underrepresented faculty. CUNY has had decades of experience with a variety of faculty mentoring programs, some ad hoc, others seemingly effective based on qualitative data, with more recent programs grounded in research and assessment. All of them suggest that a supportive structure that encourages risk and is undergirded by clear expectations can increase productivity while fostering community of scholars among underrepresented faculty. The presenters will describe these experiences, both the successes and failures.

Arlene Torres, PhD, University Dean, Office of Recruitment and Diversity, The City University of New York (CUNY) — New York City, New York

Shelly Eversley, PhD, Associate Professor and Academic Director, Faculty Fellowship Publication Program, English, Baruch College — New York City, New York

Maryann McKenzie, MPA, Deputy to University Dean, Office of Recruitment and Diversity, The City University of New York — New York City, New York

4121

Unfair and Lovely: Combating Anti-Blackness in South Asian Communities

Room: 110B

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Keyword(s): Coalition Building, Intergroup, Asian Pacific American, African American/Black, Diversity and Inclusion, POC

In many social justice and antiracist circles and organizations, there is often a call for solidarity between all people of color. Through a combination of colonialism, classism, casteism, the model minority myth, and colorism, however, non-black South Asians are often complicit in and participate in processes on antiblackness. In this workshop, participants will be provided a brief history and context, examples of antiblackness within media representations, and tools to begin to combat antiblackness in South Asian communities in a safe space open to honesty about prejudices participants may hold. This session will benefit participants who are a part of non-black communities of color, students and faculty alike, but is geared specifically towards non-black South Asians.

Radha Prabakaran, BASW, Student Activist, School of Social Work and Office of Housing and Residence Life Rutgers, The State University of New Jersey-Camden — Camden, New Jersey

Alexis Wilson, BA, Activist, Psychology Rutgers, the State University of New Jersey-Camden — Camden, New Jersey

10:00-11:30 AM

4200

**“Someone Who Looks Like Me”:
Promoting the Success of Students of Color by Promoting the Success of Faculty of Color**

Room: 200
Session Type: Major Workshop

Five liberal arts colleges have created an annual multi-day workshop to support faculty of color and to engage White faculty as allies in ensuring their success. The presenters will lead a structured discussion in which participants evaluate their home institutions' current efforts and opportunities. Additionally, the presenters will explore how partnerships with nearby colleges and universities can enable faculty members of color to do several things, including: better articulate the invisible labor in which they engage to support students of color; expand their sense of community when URM faculty are few on their campuses; better understand the strengths and shortcomings of their home institutions' approach to inclusive excellence; better engage with administrators and faculty in leadership positions to effect change on campus; and identify White allies who will work to alleviate the effect of the cultural tax and assist in the recruitment and retention of an increasingly diverse faculty.

Mary James, PhD, Dean for Institutional Diversity, Office for Institutional Diversity, Reed College — Portland, Oregon
Lisa Perfetti, PhD, Associate Dean for Faculty Development, Office of the Provost, Whitman College — Walla Walla, Washington
S. Brooke Vick, PhD, Associate Professor, Psychology Whitman College — Walla Walla, Washington
Kazi Joshua, MA, Vice President for Diversity and Inclusion, Office of the President, Whitman College — Walla Walla, Washington
Michael Benitez Jr., PhD, Dean, Diversity and Inclusion, University of Puget Sound — Tacoma, Washington

4201

The Perpetuation of Racism through Evangelical Christianity

Room: 101
Session Type: Special Feature

In this workshop, four religious leaders examine the “Evangelical Enterprise” of the Christian Church as the principle means by which racism has been perpetuated in the name of God. Evangelism of Western Christianity is a form of colonialism that has perpetuated the view that whiteness is equated with purity and superiority, and blackness and other colors are equated with being sinful and inferior. The support by “evangelicals” of the Trump candidacy for president is an example of the use of religion as a way in which racism, sexism, and homophobia are validated and normalized. The panelists will discuss how the issues of colonialism and religion interact to perpetuate these discriminatory behaviors. More specifically, they will share their personal stories of this interaction by citing examples from their own experiences as religious leaders. They will also explore ways to practice religion without perpetuating discrimination whatever its form.

Bernice Powell Jackson, MDiv, MSJ, Pastor, First United Church of Tampa — Trinity, Florida
Kahu Kaleo Patterson, DMin, President, Pacific Justice and Reconciliation, Center of Honolulu — Honolulu, Hawaii
David Y. Hirano, DMin, Rev. Dr., United Church of Christ — Thomasville, North Carolina

4202

Latinx Identity and Power: An Interactive Discussion on the Political, Cultural, and Economic Power Within Latinx in the U.S. Post Election

Room: 102
Session Type: Major Workshop
Session Track: Intersectionality, Identities, and Discussions
Experience Level: Intermediate
Keyword(s): Latinx, Multicultural Affairs, Student Life, Identity Development, Antiracism, Immigration

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 U.S. look like and how can power be exerted as a community for positive change?

This session will explore identity politics such as Hispanic, Latino, American, etc. Is a singular identity needed? The 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, participants 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 U.S.

Olmeca, MA, Hip-Hop artist/scholar/activist — Las Vegas, Nevada

10:00-11:30 AM

4203

How to Develop a Mentoring Program for Multicultural and First Generation Students

Room: 103A

Session Type: Concurrent Workshop

Session Track: Student Interest and Engagement

Experience Level: Novice

Keyword(s): African American/Black, Latinx, Student Affairs, Mentoring, Multicultural Affairs, Retention

One of the most economical ways to help retain students and help them in their transition into higher education is through mentoring. Many colleges and universities are investigating how the implementation of a mentoring program can help increase overall student retention for at-risk populations. 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 learn the key components in developing 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 with the express intent of increasing retention and persistence.

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 conferences across the country.

Maurice Davis, MA, Counselor, Counseling Department, Montgomery County Community College — Blue Bell, Pennsylvania

Wayne Jackson, MA, Director, Multicultural Academic and Support Services, University of Central Florida — Orlando, Florida

4204

Intersections: A Conversation around Black and Muslim Identity

Room: 103B

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Intermediate

Keyword(s): Intersectionality, Religion, African American/Black, Cultural Competence, Intergroup, Organizing/Activism

This session is designed to provide participants the relevant understanding of elements in both the Black and Muslim communities while presenting tools to navigate this difficult, polarizing conversation. The presenters, a Sudanese Muslim-born woman and an African-American Muslim male convert, share their experience in navigating the world with similar, yet different social locations/intersections. As the United States begins to transition out of one era into another, many people from different social locations fear the new change and dealings with old/demeaning rhetoric. This session will provide participants with tips and tactics that will help communities with the good work of beginning this conversation of anti-Blackness in the Muslim ummah while providing un-sugarcoated truth this conversation can bring.

Mai Eltahir, BS, Psychology, University of Michigan-Flint — Flint, Michigan

Kyle Manley, BA, College Adviser, Michigan College Access Network — Flint, Michigan

10:00-11:30 AM

4205

A Social Justice Methodology for Community Colleges

Room: 104

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

Keyword(s): Empowering Diversity, Students, Curriculum, Identity Development, Leadership Development, Changing Institutional Practices

How can community colleges create truly transformative social justice majors? Presenters will begin with a presentation of how Diablo Valley College and Sierra College have each gone about the process of creating social justice majors.

Two key questions that have arisen at these colleges are: how best to integrate student learning and student services; and how to create service-learning experiences that prepare students to engage with the community and tackle broader social problems once they leave institutions? In the second half of the session, presenters will explore possible answers to these questions as they share thoughts and solicit suggestions from participants. This session will benefit participants who are interested in promoting social justice at their institutions or who are at any stage in the process of creating social justice majors, from dreaming and planning to implementing and improving.

Catherine Franco, Career and Employment Services Coordinator, Diablo Valley College — Pleasant Hill, California

Hassam Jawaid, Diablo Valley College — Pleasant Hill, California

Sangha Niyogi, PhD, Assistant Professor of Sociology, Social Sciences, Diablo Valley College — Pleasant Hill, California

Newin Orante, EdD, Vice President of Student Services, Diablo Valley College — Pleasant Hill, California

Bridgitte Schaffer, PhD, Assistant Professor of History, Applied Arts and Social Sciences, Diablo Valley College — San Ramon, California

Megan Seely, MA, Professor of Sociology, Sociology Sierra College — Rocklin, California Mahal Williams, Diablo Valley College — Pleasant Hill, California

4206

Anti-Racist Resistance in the Age of Trump(ism): Fighting Back Against the New Normal, From the Campus to the Community

Room: 108

Session Type: Special Feature

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

Keyword(s): Antiracism, Organizing/Activism, Systemic Racism, Whiteness

This session/discussion will explore the rise of "Trumpism," its relationship to white supremacy and racial nationalism, and how those committed to multiracial democracy can fight back in an era of backlash and a climate of hostility. With hate crimes on the rise, blatantly racist rhetoric normalized, and a president in office who has surrounded himself with Islamophobic and xenophobic reactionaries, defenders of pluralism and equity must redouble their efforts, on campus and off, to build a lasting and effective resistance. On campuses, Trump supporters may feel emboldened to act out, targeting students from racial or religious "minorities," or ramp up their efforts to roll back diversity initiatives, believing (rightly or wrongly) that the new president is on their side. School officials must be bold in defending against these attacks and will need to reach out to the larger community to fashion appropriate responses. In this session, participants will learn practical and programmatic ways to fight Trumpism and build institutions that can serve as bulwarks against the dangerous tendencies of the times.

Timothy Wise, Author/Educator — Nashville, Tennessee

10:00-11:30 AM

4207

Stage for Change: Channeling Stories on Identity and Difference into Social Change

Room: 121A

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Intermediate

Keyword(s): Diversity and Inclusion, Critical Race Theory, Empowering Diversity, Intersectionality, Performing Arts, Student Life

This session will examine a model developed by former students from the University of Notre Dame called the Stage for Change Initiative. The program uses storytelling and performance art to deepen understanding on identity, difference, intersectionality, and privilege. The session will explore the three core areas of the program: empowering narratives, engaging communities, and catalyzing change. The program is framed around how to channel raw individual narratives into solutions with systemic impact that transform communities into environments where all students can flourish. Session participants will gain tools on how to activate their community through storytelling and use systems analysis to deepen understanding of the presence of racism, sexism, homophobia, and classism in personal narratives. This session should benefit students interested in producing grass-roots change in their community, as well as staff and administrators interested in implementing sustainable long-term strategies for inclusion that address the intersectionality of diverse issues.

Deandra Cadet, BA, Executive Director, Stage for Change — South Bend, Indiana**Taeyin ChoGlueck**, MFA, BA, Director of Programs, Stage for Change — South Bend, Indiana

4208

Helping Students Feel "MoHome" through MoZone: A Diversity and Social Justice Peer Education Program at Mount Holyoke College

Room: 121B

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

Keyword(s): Student Life, Diversity and Inclusion, Facilitator Development, Cultural Competence, Students, Empowering Diversity

This session will discuss the creation, training, curriculum development, and implementation of the MoZone Diversity and Social Justice Peer Education Program at Mount Holyoke College (MHC), which is the first of the historic Seven Sisters. In addition, we will discuss how this peer-to-peer diversity program distinguishes itself from other institutions.

Like many institutions, MHC is constantly striving to create an inclusive campus environment. As a traditional women's college with an increasing diverse student population, including gender expression, it is important that diversity and inclusion efforts focus on understanding, valuing, and acknowledging the intersectionality of the community's multiple identities. MHC students pride themselves on living by the famous words of Mary Lyon (the founder of Mount Holyoke College): "Go where no one else will go, do what no one else will." Inspired by this motto, MoZone's framework, curriculum, and assessment tools were created by students who participated in a summer study abroad program and independent study/senior thesis. This session will benefit participants who are interested in developing peer-to-peer diversity and social justice education programs that are distinct to the needs of their student population, with a curriculum grounded in theory and vetted by students. It is the essence of collaboration between students and the administration, and between academic and student affairs.

Latrina Denson, MEd, Assistant Dean of Students, Division of Student Life, Mount Holyoke College — South Hadley, Massachusetts**Marcella Runell Hall**, EdD, Vice President for Student Life, Division of Student Life, Mount Holyoke College — South Hadley, Massachusetts

10:00-11:30 AM

4209

Building Diversity: The Struggles and Successes of One Group's Journey to Create a New Diversity Program

Room: 201A

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Keyword(s): Institutional Efforts at Transformation, Changing Institutional Practices, Cultural Competence, Faculty, Administrators, Coalition Building

In one year, our group, the Committee for Culturally Responsive Teaching and Learning, went from having conversations about a lack of institutional focus on diversity to becoming a full-fledged Academic Senate Committee with a full schedule of workshops in the spring of 2017. Along the way we faced a variety of challenges including personal self-doubt and worries about keeping our jobs, finding practices that allowed our diverse group to work together effectively, and external pushback that had us questioning our chances of success. We found that it was precisely our diversity of experience and expertise that led us to where we are. We matched the idealism of new faculty with the historical experience of long-tenured professors, practical experience of working for diversity with knowledge of how to access our institution's levers of power and funding sources. This session should particularly benefit faculty, staff, and administrators who are in the process of building a diversity initiative at their institution and are seeking to learn from the practical experience of others.

Carolyn Seaman, MLIS, Instruction Librarian, Online Education and Learning Resources Saddleback College — Mission Viejo, California**Christina Hinkle**, Director of Learning Assistance, Learning Assistance Saddleback College — Mission Viejo, California**Pete Murray**, PhD, Chair of Humanities and Philosophy, Humanities Saddleback College — Mission Viejo, California**Brenda Plascencia-Carrizosa**, MS, Associate Professor, Child Development and Education Saddleback College — Mission Viejo, California**Renee Garcia**, MA, Professor, Anthropology Saddleback College — Mission Viejo, California

4210

When the Rainbow Isn't Enough: The Crossroads Initiative at the University of Wisconsin - Madison

Room: 201B

Session Type: Major Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Advanced

Keyword(s): Multiple Racial Identities, Student Affairs, TQPOC, Predominantly White Institution, Practitioner Development, Institutional Efforts at Transformation

This session will focus on the exemplary program, Crossroads. 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 the work of Queer and Trans People of Color. 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 D McCoy, PhD, Social Justice Educator, MSC and LGBTCC, University of Wisconsin-Madison — Madison, Wisconsin

4211

How to Explain White Privilege to a Skeptic

Room: 201C

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Intermediate

Keyword(s): Whiteness, Diversity and Inclusion, Antiracism, Institutionalized Privilege, Cultural Competence

Using a series of pointed questions, the presenter works with participants to build a graphic map of the groups people belong to because of social locations and roles in U.S. history and society. Participants will think together about how various groups have and have not had access to rights, resources, representation, and respect, ultimately revealing the social positioning and impacts of white and other privileges while dispelling illusions of a level playing field. Once the graphic has been created, the presenter leads participants in an exploration of the self-perpetuating social dynamics born of dominant cultural attitudes, even when best intentions are in play. Participants will leave with two powerful tools to analyze power dynamics and cultivate transformative cultures in their circles of influence. This session will benefit those wanting to better understand privilege and power to interrupt it.

Debby Kittredge Irving, MBA, Racial Justice Educator and Writer — Cambridge, Massachusetts

10:00-11:30 AM

4212

White Faculty: Raising Awareness of Whiteness and Creating More Inclusive Curriculum

Room: 202A
Session Type: Major Workshop
Session Track: Faculty Interest and Needs
Experience Level: Novice
Keyword(s): Faculty, Curriculum, Pedagogy, Perspective Taking, Whiteness

This workshop is centered on how whiteness is unconsciously centered in classrooms and curriculum. Participants will also learn how inclusive curriculum and teaching practices supports greater student engagement and academic achievement of all students across disciplines.

Lee Anne Bell, EdD, Professor Emerita, Barnard Education Program, Barnard College, Columbia University — New York, New York
Sharon J. Washington, PhD, Consultant — Oakland, California

4213

#EquityInHiring

Room: 202B
Session Type: Concurrent Workshop
Session Track: Human Resources
Experience Level: Novice
Keyword(s): Human Resources, Diversity and Inclusion, Recruitment, Faculty Hiring, Social Media, Changing Institutional Practices

During this workshop, participants will learn best practices for serving on a screening committee, tools for developing job announcements, as well as tips for diversity recruitment using social media. This workshop has a focus on institutionalized hiring and retention practices that challenge systems of power, privilege, and inequity. #EquityInHiring is about a successful effort to develop and implement diversity recruitment strategies that recruit more faculty and staff from systemically non-dominant groups to Clark College in Vancouver, Washington. As part of this work, the Diversity Recruitment and Hiring plan was developed and internal practices began improving. The Equity in Hiring training became required for any individual who sits on a hiring committee. The presenters will advise on best practices for serving on a screening committee, how to develop policies and procedures, building strong social recruitment strategies for all budgets, and social media resources for getting the work done. This session will benefit individuals working in human resources or who have a voice in diversity recruitment strategies.

Felisciana Peralta, MEd, Director of Student Inclusion and Equity Services, Office of Diversity and Equity, Clark College — Vancouver, Washington
Dolly England, BA, Diversity Outreach Manager, Human Resources and Office of Diversity and Equity, Clark College — Vancouver, Washington

4214

Making Meaning Out of Media's Messes (Messages)

Room: 202C
Session Type: Concurrent Workshop
Session Track: Global, Multicultural, and Transnational issues
Experience Level: Intermediate
Keyword(s): Diversity and Inclusion, Media Analysis, Popular Culture, Social Media, Reinventing Language, Systemic Racism

This session examines the relationship between the words and images consumed through media and their impact on worldview. In an era where media is consumed more than ever, people are constantly bombarded with images, videos, articles, and the latest #challenge; all of which contribute to how we see ourselves in the world and how we interact with others. Presenters will examine how language is used and misused through media to construct specific narratives about cultures, people, and beliefs. While not always intentional, these messages tend to oppress, liberate, and/or ignore specific populations (#blacklivesmatter, Trump/Hillary supporters, Asian representation in Hollywood). This session will benefit participants who are interested in pop culture's influence and impact on the everyday conversations they are having on campuses and beyond.

Michael McCorvey, MEd, Director, Multicultural Center, Bentley University — Waltham, Massachusetts
Nina DeAgrele, MEd, Associate Director, Multicultural Center, Bentley University — Waltham, Massachusetts

10:00-11:30 AM

4215

Reframing Racial Equity: Plantation Politics and the Contemporary University

Room: 202D

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Keyword(s): African American/Black, Organizing/Activism, Changing Institutional Practices, Theory to Praxis, Systemic Racism

This session explores a new theoretical framework from which to view university organizations: Plantation Politics. There are parallels between historic plantation life and the contemporary university. The focus of this workshop is on how the lens of "plantation politics" can be used to better understand the modern-day university, racism, and racial equity.

Bianca Williams, PhD, Assistant Professor, Ethnic Studies, University of Colorado-Boulder — Boulder, Colorado

Saran Stewart, PhD, Lecturer, Comparative Higher Education, University of the West Indies-Mona Campus — Mona, Kingston

Dian D. Squire, PhD, Visiting Assistant Professor, Higher Education and Student Affairs, Iowa State University — Ames, Iowa

Lori Patton-Davis, PhD, Professor of Higher Education and Student Affairs, Higher Education and Student Affairs, University of Indiana-Purdue University Indianapolis — Indianapolis, Indiana

Frank Tuitt, PhD, Senior Advisor to the Chancellor and Provost on Diversity and Inclusion at the University of Denver, and Professor of Higher Education in the Morgridge College of Education, Higher Education, University of Denver — Denver, Colorado

4216

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

Room: 203A

Session Type: Major Workshop

Experience Level: Intermediate

Keyword(s): African American/Black, White, Multicultural Affairs, Antiracism, Critical Race Theory, Leadership Development

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 resident halls? Ignoring the N!gga (er) word is not an option anymore—N!gga can be heard, anywhere, at any time in the 21st century. Remember Paula Dean? What about Trayvon? The NFL rule change?

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), to 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 presenters 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 uniformed usage of a powerful and troublesome word. This session will 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!

Eddie Moore Jr., PhD, President, The Privilege Institute — Suamico, Wisconsin

4217

Dealing with Microaggressions and the Workplace

Room: 203B

Session Type: Major Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Novice

Keyword(s): POC, Self-Care/Self-Work, Predominantly White Institution, Coalition Building, Systemic Racism, Diversity and Inclusion

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. Attendees experiencing microaggressions or those wanting to create a more inclusive work environment will benefit from this session.

Jason Rodriguez, MS, Director, Multicultural Programs, Linfield College — McMinnville, Oregon

Timeka Denise Gordon, MS, Director, Inclusiveness and Intercultural Services, Texas Christian University — Fort Worth, Texas

10:00-11:30 AM

4218

Bridging the Green and Multicultural Movements in the Age of Trump

Room: 203C

Session Type: Major Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

Keyword(s): Environmental Justice/Sustainability, Diversity and Inclusion, POC, Predominantly White Institution, STEM/STEAM, Systemic Racism

Following eight years of America's first African American and Green President, there is now a very different reality, one that denies climate change and targets our country's diversity. At the same time, the absence of racially and economically diverse faces among environmental conservation organizations, including those on college campuses, continues to be of concern (Bonilla, 2010; Taylor, 2007; & James, 1995). Although the future of the planet will soon be in the hands of a different generation of Americans, the gains of the Green and Multicultural movements are currently in jeopardy, especially if we continue to operate in isolation from one another.

This session will briefly survey the history of the environmental and environmental justice movements to set a context for a discussion of the role of race and class. It then presents four prominent myths that inhibit recognition and outreach to people of color and working class people in the mainstream environmental movement. The session will provide information to counter these myths and conclude with a discussion of strategies for bridging these two critical American social movements both on and off campus.

This session will benefit students, faculty, administrators, staff, and environmental program directors interested in: attracting more students of color into the green movement; addressing the tensions between the mainstream and environmental justice movements, and; using higher education to help make both the Green and Multicultural movements more sustainable in the near and long term.

James Francisco Bonilla, EdD, Consultant and Professor Emeritus, Organizational Leadership and Conflict Studies, Hamline University School of Business
— St. Peter, Minnesota

4219

Introduction to Strategic Questioning: A Strategy for Social Justice

Room: 204A

Session Type: Special Feature

Experience Level: All Levels

This session will provide a highly useful tool for social justice activists and advocates to support their engaging in creative problem-solving and effective dialogue. Strategic questioning is a technique designed to create knowledge that awakens possibilities of change. It is a process that empowers new questions, releases blocks to new ideas, facilitates people's own responses to change, and creates answers that may not be immediately known but may emerge. This is a process tool that can become a practice in addressing new ways to develop more equity and inclusion or, to challenge micro-aggressions and other expressions of privilege, to sift through conversations, opinions, and attitudes that often lead to a dead end in terms of transformation and change. Using examples of case studies of clashes and conflicts in participants' organizations and institutions, presenters apply a systemic and structural lens to encourage a process for addressing "issues" in ways that may be considered from multiple perspectives and analyses.

Strategic questioning for social justice is a process developed by Fran Peavy. It is a skill of asking questions that make a difference because it helps people discover their own strategies and ideas for change. It involves a special type of question and a special type of listening. A strategic question opens both the questioner and the person being questioned to another point of view. It invites participants' ideas to shift and consider new information and new possibilities.

Shakti Butler, PhD, Founder and Creative Director, World Trust Educational Services — Oakland, California

10:00-11:30 AM

4220

Intergenerational Warriors of Changed Nations in Modern Times

Room: 204B

Session Type: Major Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

Keyword(s): American Indian/Native American, Organizing/Activism, Students, Systemic Racism, Institutional Efforts at Transformation, Retention

Native American students—citizens of tribal nations attending colleges and universities across America compelled to make institutional changes in higher education systems, burdened with moral responsibility, obligated to confront social and administrative barriers for future generations—bravely face the challenges and active components that work against them and threaten their success. Students with powerful ancestral voices are forced to raise awareness, expose environmental racism to instigate change, are actively defending and protecting indigenous people's human right to survive and thrive. The catalysts of changed nations presents an open forum of students, staff, and faculty sharing experiences and stories from the past and present day battlefields. Concepts, content, and curricula are presented as effective means to reach and inform entire communities with deliberate intention of shifting the paradigm leading to the rise and growth of intellectual revolutionary agents of change.

Tiffany Tyre Adams, BFA, Student, Institute of American Indian Arts — Santa Fe, New Mexico**Bridget Neconie**, BA, Director, Cobell Scholarships Indigenous Education, Inc. — Albuquerque, New Mexico**John Little**, MA, Historian, History University of Minnesota — Minneapolis, Minnesota**Nora Roisin Pulskamp**, Supporting the Educational Journey Coordinator, Native Student Programs University of Redlands — Redlands, California**Maloni Fox**, BA, Communications Coordinator, Scholarships Indigenous Education, Inc. — Albuquerque, New Mexico**Heather Marie Kind-Keppel**, MS, MEd, Diversity and Inclusion Officer, Office of Diversity and Inclusion University of Wisconsin, Parkside — Kenosha, Wisconsin

4221

More Is Required! How White People Can More Deeply Be In the Struggle for Racial Justice On Our Campuses

Room: 110B

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Keyword(s): White, Organizing/Activism, Critical Race Theory, Institutional Efforts at Transformation, African American/Black

If ever there was a year where we honestly called White folks more deeply into racial justice work, this is clearly it. This session explores the many reasons White people step away from racial justice work (often just when it is most critical for them to stay), and suggests an assortment of concrete actions White folks can take to more deeply commit to the struggle for racial justice. Exploring the intersections of "mind/body/heart" (disposition) with "race/racism/whiteness" (content) and "learn / integrate / implement" (process), this session offers participants a framework for exploring their own challenges with RJ work across the racial identity spectrum. The focus on White folks doing more is not meant to center Whiteness, and thereby reinforce its power, but rather to shed light on Whiteness so as to make our campuses places where White faculty, students, administrators and community members more effectively show up for racial justice. Participants will leave with a greater understanding of the conceptual dynamics of Whiteness as well as specific and actionable items for their ongoing consideration. The session is a mix of content delivery and participant discussion, so please come ready to engage. The universal and incredibly pressing nature of this content makes this workshop beneficial for faculty, staff, and administrators as well as students.

Heather W. Hackman, PhD, President, Hackman Consulting Group — Minneapolis, Minnesota**Jessica Carter**, Associate Director of Residential Life, Office of Residential Life Washington University in St. Louis — Saint Louis, Missouri

1:00-2:15 PM

4300

Evon Peter Keynote: Academic Success through Indigenous Knowledge and Healing

Room: Ballroom

Session Type: Keynote

Experience Level: All Levels

Keyword(s): American Indian/Native, American, Cultural Competence, Environmental Justice/Sustainability

Dene' elder Howard Luke reminds us that, "it is not a good idea to go against nature." Indigenous knowledge is rooted in a place based, holistic and interconnected understanding about ourselves and the world we live in. Over millennia, the people developed spiritual, social, economic, and educational practices that provided for a sustainable communal livelihood. The revitalization of Indigenous languages, studies, and cultural practices present opportunity for us to course correct from generations of trauma related to colonization and forced assimilation. These knowledge systems are helping us to heal and reshape education to achieve academic success for future generations.

Evon Peter, MA, Vice Chancellor, Rural, Community and Native Education, University of Alaska Fairbanks — Fairbanks, Alaska

3:00-6:00 PM

4400

Healing the System within Us: Reconciling Internalized Dominance and Subordination

Room: 106

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Keyword(s): Systemic Racism, Antiracism, Identity Development, Practitioner Development, Self-Care/Self-Work, Coalition Building

The impacts of racism and socialization around race are carried deep within one's bones. Even as work is done to align oneself along the arc of justice, there is no way to counter the collective programming of oppressive dynamics and systems.

People of Color have been socialized within dominant systems and have internalized messages and beliefs that white cultural values and practices are more valued or valuable. Whether through conscious and/or unconscious actions, people often act in ways that undermine justice, partnership, and systemic action.

The journeys to heal oneself, as one who is both empowered by oppression and white supremacy and people who are subordinated by racism, are linked. Knowing one's own privilege and where one has internalized the programming of dominance and subordination is only half of the work. It is not until people come together around the collective internalization of the programming that relationships can be reconciled and move forward.

Craig Elliott, PhD, Assistant Vice President, Enrollment and Student Services, Samuel Merritt University — Oakland, California

Tanya O. Williams, EdD, Founder and Lead Coach/Consultant, Authentic Coaching and Consulting — New York, New York

3:00-6:00 PM

4401**Next Generation "Good Faith Efforts" for Faculty Diversity: Moving Beyond Passive Ads**

Room: 110A

Session Type: Concurrent Workshop

Session Track: Faculty Interest and Needs

Experience Level: Novice

Keyword(s): Faculty Recruitment and Retention, Faculty Hiring, Chief Diversity Officers (CDO), Human Resources, Academic Affairs, Changing Institutional Practices

Faculty diversity is a critical firewall to protect the values of equity and inclusion on college campuses. However, efforts to recruit underrepresented minorities as faculty have stalled since the first wave of hiring in the 1970s. One problem may be that the same passive tools (such as advertisement's EEO statements) are being used today but in a political climate that prevents the use of historical affirmative action. Thus, a different approach is warranted. This session should particularly benefit faculty and administrators who want to learn about modern "good faith efforts" to diversify a job candidate pool that are more proactive and strategic than past tools. In particular, I shall describe the success of developing next generation communication channels that directly reach underrepresented minority doctoral graduate students and postdocs. MinorityPostdoc.org is a national portal, email listserv, and CV database registry of minority doctorates for use by recruiters. Proactive outreach keeps our readership/membership current for a highly ephemeral audience such as postdocs. Tracking our doctoral community yields outcomes data showing the fraction that achieve faculty jobs. Finally, I'll discuss new methods to network with minority candidates including a postdoc-centered recruiting conference and online analytics monitoring candidate-institution engagement.

Alberto Roca, PhD, Executive Director, DiverseScholar — Irvine, California

4402**Improving a Toxic Institutional Climate: Reducing Microaggressions, Bullying, and Intersectionality in Higher Education**

Room: 110B

Session Type: Concurrent Workshop

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Intermediate

Keyword(s): Faculty, Identity Development, Intersectionality, Diversity and Inclusion, Leadership Development, Administrators

This interactive session explores the intersections of race, gender, and hierarchical microaggressions and their link to bullying. It investigates intersectional hierarchical microaggressions, called microaggressive intersectionalities, through examining data from a qualitative research study and experiences from numerous interactive trainings on the topics of microaggressions, bullying, and intersectionality. Presenters engage participants in these topics through asking participants to share their experiences with intersecting and overlapping microaggressions. Once microaggressions are revealed, a shared analysis takes place problematizing the ways in which important aspects of university actors' identities are understood by the actors themselves. The presenters will highlight how different forms of privilege interact and overlap to contribute to systematic structural, political, and social inequality (Crenshaw, 1989) 'where certain modes of oppression become visible and/or invisible' (Mitchell, 2006, 138). It is hoped that by naming and sharing microaggressive intersectionalities and then removing them individually and institutionally, institutions can reduce organizational inequities, improve working conditions, and increase social and academic outcomes for students. This session will benefit institutional leaders, and diversity, equal opportunity, and human resource officers. It will also benefit participants interested in improving organizational climate and discussing microaggressions, bullying, and intersectionality in institutions and on university campuses. It is geared toward novice and intermediate understanding of these topics.

Myron Roderick Anderson, PhD, Associate to the President for Diversity, Office of the President, Metropolitan State University of Denver — Denver, Colorado

Kathryn Young, PhD, Associate Professor, Secondary/K-12 Education and Instructional Technology, Metropolitan State University of Denver — Denver, Colorado

3:00-6:00 PM

4403

Getting Called Out: Exploring Pathways to True Allyship After Mishaps

Room: 113

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Keyword(s): Diversity and Inclusion, Intersectionality, Coalition Building, Multicultural Affairs, Intergroup, Self-Care/Self-Work

In an increasingly diverse workforce and classroom, it is likely that one could say or do something that others might find offensive even if one 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 students and colleagues from diverse backgrounds. Through hands-on activities and discussion, presenters will explore different dynamics that inform how interactions could be perceived in an upsetting way, particularly in the classroom. This session should benefit: higher education professionals interested in enhancing skills on cultivating conversations and self-reflection about diversity and inclusion; participants interested in interrogating emotions that come up during exchanges when someone is called out for engaging in oppressive behavior; and participants interested in practicing models of how to be held accountable while working in solidarity with struggles across differences.

Shane Lloyd, MPH, Assistant Director, Afro-American Cultural Center, Yale University — New Haven, Connecticut

Maura Pavalow, PhD, MRes, Independent Researcher — South Salem, New York

4404

Through the Looking Glass: Envisioning Black Queer and Trans Futures

Room: 121C

Session Type: Special Feature

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Novice

Keyword(s): African American/Black, QTPOC, Intersectionality, Self-Care/Self-Work, Sovereignty, Multiple Racial Identities

We cannot call ourselves 21-century institutions if we still have 19th century problems we refuse to solve. We cannot call ourselves progressive, liberal, equitable, or inclusive if we refuse to do the hard work of truth and reconciliation. This workshop asserts that Black liberation should serve as a foundation from which to approach Queer and Trans People of Color work. This session which will be presented in a fishbowl format where the panelists will engage with each other through dialog and future crafting. This session is intended to serve as a time when QTPOC can sit in community and dream of a liberatory future. Once the panelists have finished their inner circle conversation they will then take questions from the outer circle and answer as they see fit. This session will particularly benefit participants who are looking for new and inventive ways to create a new equity focused future. Participants should come to this session with open ears and hearts to hear the truths that will be shared in this session.

Sheltreese D McCoy, PhD, Social Justice Educator, MSC and LGBTCC, University of Wisconsin-Madison — Madison, Wisconsin

Romeo Jackson, BA, Teaching Assistant, Gender Studies, University of Utah — Salt Lake City, Utah

Cody Keith Charles, MSE, Associate Director for Social Justice Programs, Office of Multicultural Affairs, University of Kansas — Lawrence, Kansas

Zerandrian S. Morris, MPH, Lecturer, School of Social Work, Columbia University — New York, New York

Van M. Bailey, EdD, Director, LGBTQ Student Center, University of Miami — Miami, Florida

3:00-6:00 PM

4405

Entre Mundos: The Intersectionalities of Latinx and LGBTQIA+

Room: 121D

Session Type: Major Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: All Levels

Keyword(s): Latino/a, LGBTQIAA, QTPOC, Intersectionality, Identity Development, Student Affairs

This session examines the compounding influence of race, gender, and sexuality as it relates to Latinx LGBTQIA+ individuals. Presenters will provide an overview of the importance of language, specifically the use of the word Latinx and the impact it has on community. Utilizing Anzaldúa's (1987) *Borderlands* (navigating multiple lived realities) and Isasi-Díaz (1996) *lo cotidiano* (the everyday), they explore the realities of Latinx LGBTQIA+ individuals. These frameworks serve as the foundation for the session title "Entre Mundos" (within worlds). Additionally, they come from an understanding that the Latinx community is not a monolithic group and within this there is the complexity of intergenerational ("intercultural") experiences. The presenters further highlight some of the issues that affect Latinx LGBTQIA+ individuals such as: the conflict of their LGBTQIA+ identity and their racial/ethnic identity; family acceptance in addition to having the language to explain to family when "coming out;" the impact of being undocumented; and navigating institutions of higher education when holding various marginalized identities (for Latinx LGBTQIA+ individuals). Using real life experiences, the presenters will provide some practices that guide participants to better understand ways of being an ally and some steps they can take at their respective institutions or spheres of influence when working with Latinx LGBTQIA+ individuals/communities. The target audience for this session includes students, staff, faculty, and administrators at higher education institutions who want to engage in in-depth critical dialogue around the importance of acknowledging intersecting identities as it relates to Latinx LGBTQIA+ individuals.

Arlene Barbara Gamio Cuervo, LGBT Center Student Staff Assistant, Princeton LGBT Center, Princeton University — Princeton, New Jersey

Josmell J. Pérez, MA, Assistant Director, Multicultural Programs and Carolina Latina/o Collaborative, Diversity and Multicultural Affairs, University of North Carolina at Chapel Hill — Chapel Hill, North Carolina

Roberto Carlos Orozco, MS, Directs Center for Social Justice, Student Engagement and Diversity, University of Nevada, Las Vegas — Las Vegas, Nevada

Alfredo E. Del Cid, MEd, Assistant Director for Social Justice Resources, The Center for Student Leadership, Equity and Excellence Mills College — San Francisco, California

4406

Leading for Racial Equity: Courageous Conversations About Race in Colleges and Universities

Room: 121E

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Advanced

Keyword(s): Diversity and Inclusion, Administrators, Systemic Racism, Leadership Development, Multicultural Affairs, Intergroup Dialogue/Facilitation

University leaders clearly recognize how the rapidly changing demographics throughout the U.S. are a cause for a shift in how the organization views, embraces, and transforms with respect to this changing reality. Student protests over the past few years brought this into sharp relief. Courageous Conversation About Race is Pacific Educational Group's internationally embraced approach for addressing structural inequities in a direct, compassionate, and sustainable manner. This training introduces administrative leaders, faculty, students, and staff to the Systemic Equity Transformation Framework and the Courageous Conversation Protocol as well as provides understanding and practice in applying both strategies/tools to leaders' personal and professional both inside their post-secondary institutions and beyond. Participants, including students, will be able to use CCAR to address the myriad racial issues on their respective campuses in constructive ways, including student activism, equitable recruitment and retention, and curriculum, by providing a common language and developing racial consciousness.

Will Walker, PhD, Director of Higher Education Partnerships, Higher Education, Pacific Educational Group — San Francisco, California

3:00-6:00 PM

4407

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

Room: 121F

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Keyword(s): Leadership Development, Human Resources, Changing Institutional Practices, Institutionalized Privilege, Cultural Competence, Institutional Efforts at Transformation

What comprises organizational culture? Is it solely the written rules, policies, standards, and procedures which help define an organization? Or is it also a set of unwritten policies, standards, rules, and procedures that based on rank, role, or identity within an organization, that one may or may not be made aware of or have access to? Organizational culture is powerful precisely because it is so present and at the same time often very difficult to precisely name or identify. Organizational culture may also become more difficult to navigate the more identities one has in target groups—across race, gender, sexual orientation, class, disabilities, and other differences—as many organizational characteristics, directly or indirectly, support maintaining privilege and oppression. Many of these cultural values can be the biggest obstacles to working effectively, authentically, and in sustained ways across differences. Participants will engage in an interactive process to explore dominant cultural values such as defensiveness, quantity over quality, fear of conflict, paternalism/hierarchy, only one right way, fear of complexity and discuss alternative, more inclusive approaches. This session will benefit those who are providing leadership for building inclusive environments for all, those providing educational programs, human resource professionals, and those interested in organizational culture and change.

Dionardo Pizaña, MS, Diversity and Personnel Specialist, Cooperative Extension, Michigan State University — East Lansing, Michigan

3:00-4:30 PM

4500

“Our Campus is Not Ready for That”: Reframing and Engaging Resistance

Room: 200

Session Type: Major Workshop

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: All Levels

Keyword(s): Chief Diversity Officers (CDO), Institutional Efforts at Transformation, Practitioner Development, Administrators, Coalition Building, Engaging Resistance

This last year has presented many opportunities to engage the dynamics of difference. As these opportunities increase, so will the resistance. When it appears clear that the campus diversity issues are about to boil over and the capacity to navigate these dynamics are not present, or campus has just crafted a strategic plan or new vision and mission statement that centers diversity, it is hard to understand why there would be so much push back with the division of diversity and inclusions efforts. Why is there so much push back? Resistance is a part of culture change. This session will help participants develop the tools to reframe and engage resistance.

Jamie Washington, PhD, President, Washington Consulting Group, Social Justice Training Institute — Baltimore, Maryland

Samuel Offer, MA, Faculty, Washington Consulting Group, Social Justice Training Institute — Pikesville, Maryland

4501

Higher Education and the Native LGBTQ Community: Two Spirits, Two Worlds, and Too Excluded

Room: 101

Session Type: Special Feature

Session Track: Intersectionality, Identities, and Discussions

Experience Level: All Levels

Keyword(s): American Indian/Native American, LGBTQIAA, Student Life, Student Affairs, Diversity and Inclusion, Identity Development

Diversity is key to engaging with communities of color, minorities, and international students within higher education. Engaging in these conversations toward understanding multiple identities (subgroups) within any given population defined by these descriptors, should lead to further discussion on topics of inclusion.

In discussions of higher education and institutional inclusion, the Indigenous community is often overlooked, for multiple reasons. Native students contribute as a small percentage to the overall collegiate student population and often face further identity issues due to lack of support and understanding of what it means to be Native in higher education. Diminishing resources often force Native students to contend with the college environment in ways that need alternative support systems, such as other Native students, staff, and faculty. As identity becomes more challenging for students leaving communities in search of higher education, the need to serve this “whole student” becomes critical to ensure successful persistence.

Within the Native student population is the LGBTQ community. Although this group holds a special, often ceremonial space within Native histories, individuals still face racism, discrimination, and invisibility and are generally misunderstood to student service providers.

The Native LGBTQ student faces a variety of challenges and barriers. Strides have been made in recent years to develop more inclusive policy to support this community; but there is still much to consider when acknowledging the full student in policy reform and development. Native American LGBTQ community members will share stories and insights on institutional inclusion and the community struggle for acknowledgment on campus.

Jack L. Soto, MSOD, Program Administrator, Internships and Career Readiness, American Indian College Fund — Denver, Colorado

Melvin E Monette-Barajas, MSED, President and Executive Director, Indigenous Education, Inc., The Cobell Scholarship Program — Albuquerque, New Mexico

Donovan Begay, MEd, Student Success and Retention Coordinator, American Indian Student Support Services, Arizona State University, Polytechnic Campus — Meca, Arizona

Craig Marroquin, MS, MEd, Statistical Analyst, Assessment and Evaluation, Dallas Independent School District — Dallas, Texas

3:00-4:30 PM

4502

Historically White Universities and Plantation Politics: Anti-Blackness and Higher Education in the Black Lives Matter Era

Room: 102

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

Keyword(s): African American/Black, Predominantly White Institution, Systemic Racism, Faculty, Students, Administrators

In this session, the presenters will discuss the ways in which U.S. colleges and universities must grapple with persistent engagements of Black bodies as property. Engaging the research and scholarship on Black faculty, staff, and students for a more targeted analysis, the presentation explains how theorizations of settler colonialism and anti-Blackness (re)interpret the arrangement between historically white universities and Black people. The authors contend that deeply embedded in institutional policy and practice is a political agenda that engages the Black body as property, not merely concerns for disproportionality and inequality. The presentation concludes with a vision for what awareness of anti-Black settler colonialism means for U.S. higher education. This session will benefit educational theorists and scholars interested in engaging issues of equity, access, and justice through a more critical approach supported by historical and philosophical perspectives and higher education practitioners and policy analysts seeking more robust and complex solutions to perennial challenges facing post-secondary institutions.

James Earl Davis, PhD, Professor of Higher Education and Bernard C. Watson Endowed Chair in Urban Education, Urban Education, Temple University
— Philadelphia, Pennsylvania

T. Elon Dancy II, PhD, Professor of Adult and Higher Education and Associate Dean for Community Engagement and Academic Inclusion, Educational Leadership and Policy Studies, University of Oklahoma — Norman, Oklahoma

Kirsten Edwards, PhD, Assistant Professor, Educational Leadership and Policy Studies, University of Oklahoma — Norman, Oklahoma

4503

Enough Already! How Optional Extra Credit Assignments (and Other Common Pedagogical Practices) Perpetuate Injustice

Room: 103A

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Keyword(s): Curriculum, Systemic Racism, Institutionalized Privilege, Pedagogy, Retention, Socioeconomic Class

Many students arrive at college with depleted mental bandwidth for learning and academic success, due to persistent stressors of economic insecurity and social-psychological underminers. Because differences in availability of cognitive resources are not seen as an issue of equity, many common pedagogical practices—like optional extra credit assignments—contribute to greater gaps in student achievement between majority and non-majority students.

In this session, presenters will describe and explain changes that can be made to curriculum design and pedagogical practices that can help to increase equity in opportunities for learning and success. Brief classroom interventions that enable students to free up mental bandwidth can be implemented; learning tasks that have unnecessarily high cognitive demands can be streamlined; and cognitive demands can be purposefully aligned with learning objectives.

Session participants will have a chance to discuss how assignment and curriculum design in their own courses and programs may be perpetuating injustice and how to change practices to promote success of non-majority students. This session will benefit those who teach and design curriculum in higher education settings.

Cia Verschelden, MSW, EdD, Executive Director, Institutional Assessment, University of Central Oklahoma — Edmond, Oklahoma

Tina Bhargava, PhD, Assistant Professor, Social and Behavioral Sciences, College of Public Health, Kent State University — Kent, Ohio

3:00-4:30 PM

4504**Diversity! I'm Bout That Life – "When Multicultural Competence Meets a Real Reality"**

Room: 103B

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Advanced

Keyword(s): Multiple Racial Identities, Cultural Competence, Multicultural Affairs, Intergroup Dialogue/Facilitation, Empowering Diversity, Diversity and Inclusion

Looking for a fun, high energy, and engaging program? This is it! The purpose of D.A.P. is to promote diversity and cultural awareness in all aspects of life to students, faculty, and staff on a university campus. Come to be open, express, share and truly grow. Love games? Then come on down. The organization has educated staff by inviting a diverse group of people together to participate in activities that not only help them to know each other in small groups but also having discussion topics as a large group.

Justin Brown, MA, Resident Director, Residence Life, West Chester University – West Chester, Pennsylvania

4505**Transform Your Norm: One Division's Purposeful Transition from Incidental Diversity to Conscious Diversity**

Room: 104

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

Keyword(s): Student Affairs, Diversity and Inclusion, Changing Institutional Practices, Staff Recruitment and Retention, Administrators, Student Life

While institutions of higher education attempt to achieve diversity in the classroom, they must also work to achieve diversity in staffing. The role of student affairs professionals is often that of first responders, mentors, advocates, and advisors, so students should be able to identify with the student affairs professionals with whom they interact. The challenge of hiring and retaining diverse student affairs professionals falls at the intersection of student affairs administration and human resource management.

The Division of Student Affairs (DSA) at Texas A&M embarked on a journey to design and enhance employment practices to address the need for diversity among division staff. The DSA established a committee in 2011 to review factors which affect diversity and inclusion in the division. The committee, Diverse Strategies in Action 2.0, established an action plan to address recruitment, retention, and promotion as key components for staff. The committee realized a true marriage of human resource management philosophies and processes with a framework developed based on diversity would be pivotal to successfully obtaining a workplace which mirrored a changing society. Integrating the division's commitment to diversity and inclusion with its hiring, training, and exiting practices, the DSA 2.0 committee established a new hiring procedure, provided resources for hiring supervisors, and drafted a diversity philosophy statement for the division. This session will benefit student affairs professionals, student affairs administrators, and individuals interested with recruiting, retaining, and off-boarding practices to establish an inclusive and diverse workplace.

Tammie Preston-Cunningham, PhD, Assistant Lecturer, Agricultural Leadership Education and Communications, Texas A&M University – College Station, Texas

Katie Reed, PhD, Data Analyst, Department of Student Life Studies, Texas A&M University – College Station, Texas

Judy Marrs, MS Program, Associate Director, University Center and Special Events, Texas A&M University – College Station, Texas

CJ Woods, PhD, Associate Vice President for Student Affairs, Office of the Vice President for Student Affairs, Texas A&M University – College Station, Texas

4506**Diversity in the University: Keep it Real Diverse Game Workshop**

Room: 108

Session Type: Major Workshop

Experience Level: 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 you with highly effective, field tested, and proven tools through which to begin to build the foundation of your diversity programming, and to bring innovation, open communication, and collaboration into your respective milieu. Consistently proven to immediately break down barriers across racial, 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. After 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 use in their various disciplines. This workshop makes interactive programming on diversity and inclusion extraordinarily fun, creative, and effective.

Sydnee Vann, Senior Lead Trainer, Diverse Issues in Higher Education – Fairfax, Virginia

Ralph Newell, Vice President, Diverse Issues in Higher Education – Fairfax, Virginia

3:00-4:30 PM

4507

Who Killed Vincent Chin: Film Screening

Room: 121A
Session Type: Film and Dialogue

Vincent Chin, a successful engineer living out his dream of designing automobiles in Detroit, meets an unexpected and violent end when he is assaulted and killed by two men in the summer of 1982, following an altercation at a bar. Despite their bloody crime, the assailants initially receive lenient sentences due to a plea bargain. The troubling outcome of the case outrages civil rights advocates, who fight for justice and struggle to prove that Chin's attackers had racist motivations.

Renee Tajima-Peña, Director and Filmmaker — Los Angeles, California
Helen Zia, Author and Activist, former Executive Editor *Ms. Magazine* — Oakland, California

4508

Black-Whiteness Allyship

Room: 121B
Session Type: Concurrent Workshop
Session Track: Intersectionality, Identities, and Discussions
Experience Level: Intermediate
Keyword(s): African American/Black, White, Intersectionality, Theory to Praxis, Intergroup Dialogue/Facilitation, Coalition Building

The election of Donald Trump to the Presidency illuminated for the broader society several realities within African American communities that have been obvious over the years. The not so latent expressions of disdain for those who resisted these realities have been made more obvious, more salient. Many people of color have a deep distrust for White Americans, a distrust that reflects an awareness of the difficulty associated with forming allyships with Whites.

The purpose of this session is to present a cognitive and behavioral approach to really interrogating what an ally is, thinks, and does. The thrust of this presentation is on creating dialogue aimed at raising awareness, consciousness, and ways of "seeing" allyship. All educators/individuals need to be held accountable for their "other-based" (i.e., race-based, gender-based, class-based) decisions and actions. This is especially important for members of the dominant White culture and their surrogates. This session will benefit those seeking ways to create Black-Whiteness allyships.

Jan Frank, PhD, Associate Professor, Teacher Education, University of St. Thomas — St. Paul, Minnesota
Kerry Frank, PhD, Associate Professor (retired), Graduate School of Professional Psychology, University of St. Thomas — St. Paul, Minnesota

4509

The Process is the Product: Creating Efficacious Diversity and Inclusion Learning Spaces and Curricula

Room: 201A
Session Type: Concurrent Workshop
Session Track: Faculty Interest and Needs
Experience Level: Intermediate
Keyword(s): Curriculum, Diversity and Inclusion, Faculty, Practitioner Development, Institutional Efforts at Transformation, Theory to Praxis

This session will address four essential factors in developing diversity and inclusion (D&I) learning experiences that are engaging, growth-inducing, and interpersonally sensitive. First, facilitators will give attention to often-overlooked aspects of diversity and inclusion education, including cultivating an inclusive learning environment. Guidance on best practices for priming the space for D&I work will be offered. Second, participants will have an opportunity to examine best practices for establishing principles of engagement that cater to the needs of their ideal D&I learning experiences. Next, participants will have an opportunity to explore several psychological principles and their application to diversity and inclusion work. Facilitators will apply concepts such as stereotype threat, identity-safe learning spaces, and Americanized/Westernized educational expectations to shaping efficacious D&I learning experiences. Lastly, a framework for diversity and inclusion curriculum will be offered. Levels of being (e.g., oblivion, ignorance, awareness, tolerance, understanding, appreciation) will be defined and explored, and suggestions for relevant curriculum will be shared. This session will benefit participants in all levels of educational settings and corporate settings, especially faculty, who wish to create new or adapt existing diversity and inclusion experiences that are built on a strong foundation of cultural humility and informed pedagogy.

Ticily Medley, PhD, LMFT-S, LPC, Director of Counseling, Advising, Counseling, Testing and Student Accessibility, Tarrant County College-South Campus — Fort Worth, Texas
Kim L. Jackson, RYT, MA, Associate Professor of Humanities and Dance, Visual and Performing Arts, Tarrant County College-Northwest Campus — Fort Worth, Texas

3:00-4:30 PM

4510

"But I'm a Good Person!": Engaging Whiteness and Emotional Intelligence

Room: 201B

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Novice

Keyword(s): Whiteness, Popular Culture, Critical Race Theory, Feminist, Identity Development, Intergroup Dialogue/Facilitation

This session combines two successful original workshops rooted in intergroup dialogue, critical race theory, and feminist theory and offers participants strategies for engaging self-awareness work with their students, their colleagues, and themselves. The first workshop, "Ohmigod I'm White," centers process, emotional work, and unpacking guilt and defensiveness to confront the cringe-worthy, real-life consequences of white fragility. The session utilizes Dr. Robin DiAngelo to delve deep into higher education's favorite kind of racism: racism without racists. The second workshop, "Are You Mad? White Feminism 101," calls in feminists from all identities to better work across differences toward an intersectional approach to feminist theory and activism by identifying key tenets of White Feminism. This workshop interweaves feminist theory with pop culture analysis for an engaging takedown of white supremacy disguised as gender equality. Together, these workshops serve to upset the niceties of "polite" or "subtle" racism that manifests everywhere but especially at Predominantly White Institutions.

Allie Fry, BA, Program Coordinator, Center for Women's Studies, Colgate University — Hamilton, New York

Christelle Boursiquot, BA, Program Coordinator, ALANA Cultural Center, Colgate University — Hamilton, New York

4511

Self-Care for Superwoman

Room: 201C

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Novice

Keyword(s): Self-Care/Self-Work, Student Affairs, Feminist, Empowering Diversity, Critical Race Theory, Writing/Publishing

In a world of expectations of women and messages of women's roles, sometimes there is confusion between obligation and love and putting everyone else above one's own self-care. In this session, participants are given the opportunity to examine their journey and its rising themes 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. This session is particularly beneficial to women and women groups, diversity practitioners, and allies of women's issues.

Consuela Ward, EdD, Founder/President, Diversity and Inclusion Coaching, The Montage Group, LLC — Atlanta, Georgia

4512

The 75th Anniversary of EO 9066 and the Alarming Similarities with the Muslim Ban

Room: 202A

Session Type: Special Feature

Session Track: Faculty Interests and Needs

Experience Level: All Levels

Keyword(s): Religion, Student Affairs, Leadership Development, and African American/Black

In February 19, 1942, Franklin D. Roosevelt signed an Executive Order forcing all Japanese Americans to register as Japanese and then relocate to a concentration camp on the west coast. Today, the threat to freedom once again faces Americans and legal residents in the U.S. of Muslim faith. The panelists will discuss why it is critical to understand the history of EO 9066, its impact on families, communities, and American identity; the ways in which organizations like the JAACL and political leaders have fought and resisted against acts of government terror against its own people; and the glaring parallels that Muslim communities are facing.

S. Floyd Mori, President and CEO, The Asian Pacific American, Institute for Congressional Studies (APAICS) — Washington, D.C.

Bob Hiro Suzuki, PhD, President Emeritus, Retired, California State Polytechnic University, Pomona — Alhambra, California

Maytha Alhassen, PhD, Provost Fellow, American Studies and Ethnicity, University of Southern California — West Covina, California

3:00-4:30 PM

4513

From Compliance to Change: A Community College's Journey to Greater Inclusion in the Whitest City in America

Room: 202B

Session Type: Major Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Keyword(s): Institutional Efforts at Transformation, Coalition Building, Critical Race Theory, Predominantly White Institution, Changing Institutional Practices, Diversity and Inclusion

This session explores a community college's collective journey; it is an exploration of what it means for an institution to imagine movement from Affirmative Action compliance to more inclusive and equitable systems and processes. The presenters will discuss what they did, what was learned, the consequences of doing things the way they did, and how they still struggle. It is their journey, with bumps that include neo-liberal battles, top down vs. organic movement, student voice vs. institutional risk, national headlines vs. freedom of speech, institutional will/courage vs. institutional money. The presenters will dialogue about the pockets of resistance, the challenges, and the unplanned-for changes in leadership and college focus, as well as explore participant's best-practices, engage in shared dialogue, and think through ways to move forward. This session will benefit anyone working in higher education who is wrestling with how to implement meaningful changes to create a truly inclusive, socially just institution.

Traci Fordham, PhD, Program Administration, Office of the President, Portland Community College — Portland, Oregon

Jessica Howard, PhD, President, Southeast Campus, Portland Community College — Portland, Oregon

Kimberly Baker-Flowers, JD, Chief Diversity Officer, Office of Equity and Inclusion, Portland Community College — Portland, Oregon

4514

Know Thyself, Create Thy Brand

Room: 202C

Session Type: Major Workshop

Session Track: Student Interest and Engagement

Experience Level: Novice

Keyword(s): Intergroup, Students, Identity Development, Leadership Development, Self-Care/Self-Work

Where do you want to be in the next five years? What steps should you take to get there? What do you want out of life and a career? What do you want others to know about you? Knowing the answers to these fundamental questions can make the difference between wasting time in a dead-end job and spending time building a career that can propel you to your highest heights. In this workshop, begin the process of discovering and uncovering one's personal drive, unique perspectives, and the gifts only you can offer. Then shift focus to learning how to network and market those gifts to employers, clients, and new contacts. Through written activities and discussion, participants will identify personal goals and professional skills and strengths. Participants will draft a 30-second elevator pitch, learn networking basics, and begin to develop their personal brands.

A. Faith English, LLM, Consultant and Speaker, A.F. English and Associates — McCordsville, Indiana

Aouie Rubio, MSBH, Director of Operations, Academic Affairs, Office of Assessment and Accreditation Support, University of San Francisco — San Francisco, California

4515

Hiring for 2050: Diversifying the Faculty, One Search at a Time

Room: 202D

Session Type: Major Workshop

Experience Level: All Levels

Keyword(s): Chief Diversity Officers (CDO), Faculty, Diversity and Inclusion, Institutional Efforts at Transformation, Predominantly White Institution, Recruitment

If successful in gaining tenure, the tenure-track faculty hired in 2016-2017 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 institutions of higher education than improving search protocols to consistently build a diverse tenure-track faculty. This workshop will review 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 presenters will begin by examining the tacit ways in which conventional faculty searches are strongly biased to deliver the same outcome search after search, the hiring of faculty from already over-represented populations. Then the search process is divided into six key phases. Presenters will describe the tools a department, program, or search committee needs at each phase to promote a more diverse applicant pool, finalist pool, and ultimately a diverse hire. This workshop will be especially useful to those working at selective, predominantly white institutions, and other institutions with a predominantly white faculty. This session will benefit chief academic officers, academic deans, department chairs, chief diversity officers, faculty members, and career counselors for graduate students and post-docs.

Mary James, PhD, Dean for Institutional Diversity, Office for Institutional Diversity, Reed College — Portland, Oregon

Jessika Chi, MA, Program Manager for Institutional Diversity, Office for Institutional Diversity, Reed College — Portland, Oregon

3:00-4:30 PM

4516

The Facilitator in You: Leading Discussions Around Social Justice

Room: 203A

Session Type: Major Workshop

Experience Level: Novice

Keyword(s): Facilitator Development, Intergroup Dialogue/Facilitation, Popular Culture, Students, Faculty, Student Life

This session will serve as a forum to show participants how to handle, address, develop, and teach others the value of their lived experiences. This 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, MEd, Assistant Director of Mentoring and Inclusion Programs, Office of Social Justice, Inclusion and Conflict Resolution, Rowan University — Glassboro, New Jersey

Nu'Rodney Prad, MS, Assistant Director Student Engagement, University Housing and Residential Life, Temple University — Philadelphia, Pennsylvania

4517

"Young, Black, and American" The 21st Century Guide to Thriving: An Application of Historical Context in Reaching Self-actualization in the Black Community

Room: 203B

Session Type: Concurrent Workshop

Session Track: Student Interest and Engagement

Experience Level: Novice

Keyword(s): African American/Black, Self-Care/Self-Work, Students, Media Analysis, Critical Race Theory, Mentoring

This session explores the multi-layered systematic barriers young black Americans face when entering, completing, and cultivating identities within traditional colleges, post high-school trade/certification programs, and in independent entrepreneurial ventures.

The purpose of this session is to highlight how to prompt a mind-shift among this growing group, adding confidence and pushing students beyond the employee-centered curriculum societal institutions champion, into becoming altruistic, creative, entrepreneurial community leaders. This shall be achieved through real and relatable conversational and action-based problem-solving centered on "hood" constructs vs. mainstream conservative constructs of financial habits, relationships, historical context, contemporary racism, and the hip-hop perspective of today.

This session will benefit young minority adults who are first- or second-generation prospective/active college (or trade school) students and/or instructors who mentor, teach, or facilitate students of a like background.

Porscha Kelley, MS, Proprietor, Publishing BlackEve Media — Dallas, Texas

4518

No Excuses: The Process for Operationalizing Climate and Inclusion within the College of Agriculture and Life Sciences at Texas A&M University

Room: 203C

Session Type: Concurrent Workshop

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Intermediate

Keyword(s): Diversity and Inclusion, Predominantly White Institution, Administrators, Faculty, Students

From agriculture and environmental science to biomedical science and social science, full professor to staff member, Caucasian to African American, man to woman, and 60-year-old to 20-year-old, there are many opportunities for different perspectives within the traditionally-minded College of Agriculture and Life Sciences at Texas A&M University. This session will discuss the process that administration within the College took to operationalize workplace climate and inclusion discussions and activities for its 14 departments on an annual basis. As the largest college of agriculture in the United States, housed at a majority institution of higher education, it would have been easy to continue at a status quo, but the administration chose to adopt a "no excuses" attitude. The presenters will provide details on watershed moments that helped to crystallize the steps taken on this journey, along with details about the specific steps themselves. Additionally, they will discuss preliminary gains and what they hope to see in the midterm and longer range. Finally, they will explain the assessment tools that were put in place to evidence and benchmark these goals. This session will allow participants to discuss and explore how these ideas could be replicated.

Julie Wilson, BA, Program Manager, College of Agriculture and Life Sciences, Texas A&M University — College Station, Texas

Landon Woods, Student, Department of Agricultural Economics, Texas A&M University — College Station, Texas

Nancy T. Watson, PhD, LPC, FAPA, TMCA Distinguished Mediator, President, Center for Change and Conflict Resolution, Texas A&M University — College Station, Texas

Alan Sams, PhD, Executive Associate Dean, College of Agriculture and Life Sciences, Texas A&M University — College Station, Texas

3:00-4:30 PM

4519

The World Is Yours: Reflections of A Global RAPtivist

Room: 204A

Session Type: Concurrent Workshop

Session Track: Global, Multicultural, and Transnational issues

Experience Level: Novice

Keyword(s): Diversity and Inclusion, Identity Development, International/Transnational, Popular Culture, Organizing/Activism, Antiracism

Aisha Fukushima is a multiracial African American-Japanese scholar, singer, and RAPtivist. She founded the global hip-hop project RAPtivism (rap activism) in 2009 and has since traveled to more than 15 countries across four continents challenging oppression with expression. This highly engaging performance lecture explores questions of global citizenship, identity politics, and musical activism through storytelling and soulful musical melodies. This session will benefit faculty and staff interested in arts/activism pedagogy, as well as student leaders. All levels of interest/experience are welcome.

Aisha Fukushima, BA, RAPtivist | Vocalist | Speaker | Scholar, Humanities, Arts, Politics RAPtivism — Philadelphia, Pennsylvania

4520

Is Race a Choice? Continuing the Conversation on MultiRacial Identification Fluidity and Notions of Ethnic Fraud

Room: 204B

Session Type: Special Feature

Session Track: Intersectionality, Identities, and Discussions

Experience Level: All Levels

Keyword(s): Bi-Racial, Multiracial, Multiple Racial Identities, Research, Popular Culture

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 extended session, the presenters will engage the question: to what extent is race a choice? Continuing the conversation from last year's NCORE, scholars from multiple disciplines (e.g., education, ethnic studies, psychology) will explore answers to this question within changing dynamics of racial identification across various contexts 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 it 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. Participants are invited 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.

Amanda Elizabeth Assalone, PhD, Postdoctoral Research and Policy Analyst, Higher Education, Southern Education Foundation — Atlanta, Georgia

Charmaine L. Wijeyesinghe, EdD, Consultant, Organizational Development and Social Justice Education — Delmar, New York

Adrienne Keene, EdD, Assistant Professor, American Studies and Ethnic Studies, Brown University — Providence, Rhode Island

Marc Johnston-Guerrero, PhD, Assistant Professor, Higher Education and Student Affairs, Ohio State University — Columbus, Ohio

4:45-6:00 PM

4601**Native Cultural Appropriation on Campuses: History and Responses**

Room: 101

Session Type: Major Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

Keyword(s): American Indian/Native American, Multicultural Affairs, Student Affairs, Diversity and Inclusion, Popular Culture, Sovereignty

Cultural appropriation is a term often thrown around in social justice spaces, but not one that is often unpacked and looked at deeply. This session will focus on instances of cultural appropriation on college campuses—from Conquistabros and Navajos theme parties to Native mascots and hipster headdresses. How should students, faculty, and administrators address and respond to such instances? Why are they harmful? The presenters will talk about the history of cultural appropriation and “playing Indian,” draw upon examples from popular culture and college campuses, provide praxis scenarios, and offer discussion on how to address the overwhelming invisibility and misrepresentation experienced by Native students on college campuses. Participants will walk away with a better understanding of cultural appropriation and its harms, as well as a toolkit for addressing Native-specific instances of appropriation on campuses.

Adrienne Keene, EdD, Assistant Professor, American Studies and Ethnic Studies, Brown University — Providence, Rhode Island

Cutchá Risling Baldy, PhD, Assistant Professor, Native American Studies, Humboldt State University — McKinleyville, California

4602**A Time to Refocus: Revisiting Infusion-based Diversity Curriculum in Social Work Education**

Room: 102

Session Type: Concurrent Workshop

Session Track: Faculty Interest and Needs

Experience Level: Intermediate

Keyword(s): Curriculum, Intersectionality, Pedagogy, Faculty, Predominantly White Institution, Practitioner Development

This session will focus on the deliberate and intentional shift from a full infusion-based diversity content curriculum to a focused infusion curriculum diversity content social work program at a predominantly white, faith based institution, in efforts to better align curriculum to the adoption of the 2015 Educational Policy and Accreditation Standards (EPAS) for social work. This session will address the process of shifting faculty understanding of diversity content, the implication of creating a new mandatory course specifically designed to address diversity in social work education and the impact of this course on student education. This session will address the role of robust literature searches and content analysis in adopting a new diversity pedagogy and the conscious decision to emphasize the role of intersectionality in social work and other helping professions. This session will benefit social work educators and other helping professional educators re-examine the importance of comprehensive diversity curriculum.

Elizabeth Goatley, PhD, MSSW, Assistant Professor, Diana R. Garland School of Social Work, Baylor University — Waco, Texas

Carrie Arroyo, LCSW, Lecturer, Diana R. Garland School of Social Work, Baylor University — Waco, Texas

4603**Transforming Student Programs: Critical Mentoring in Higher Education**

Room: 103A

Session Type: Major Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

Keyword(s): POC, QTPOC, Multicultural Affairs, Student Affairs, Students, Mentoring

Mentoring is a “go-to” strategy for improving the educational, career, and life trajectories of youth. Recently, the My Brother’s Keeper Initiative has catapulted mentoring programs serving young men of color into the limelight and has produced a barrage of articles, trainings, and talks about best practices for mentoring youth of color. However, critical frameworks are conspicuously missing. Can mentoring program researchers and practitioners be truly effective in meeting the needs of youth of color without critical discussions and theories informing that research and practice? The need for new and innovative ways to think about mentoring practice, including utilizing a critical analysis of race, gender, class, and sexuality as it relates to mentoring programming, goals and outcomes, mentoring training and mentoring relationships is necessary to begin doing transformative work. This session will provide a working definition of the critical mentoring concept and provide ways to utilize it in higher education programming.

Torie L. Weiston-Serdan, PhD, Executive Director, Youth Mentoring Action Network — Upton, California

4:45-6:00 PM

4604

The Basics of Privilege

Room: 103B

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Novice

Keyword(s): Institutionalized Privilege, Diversity and Inclusion, Cultural Competence, Multicultural Affairs, Intergroup Dialogue/Facilitation, Identity Development

This session is an interactive examination of self-identity, privilege, and why it is important to carry newly learned information into the participants' everyday lives. This session provides examples of areas of privilege, as well as examples underneath those areas while providing participants a space to provide their own experiences in a learning environment. This workshop will use a combination of discussion, videos/images, and a privilege walk to interactively examine the basics of privilege. This session will benefit individuals who are interested in social justice and activism, those who are new to diversity education, and those who are in positions of power. This workshop should also be beneficial to those between a range of little knowledge and those who have a working knowledge of privilege and self-identity.

Macy J. Reeves, BS, Programming and Outreach Coordinator, Multicultural Student Center, Georgia Southern University — Statesboro, Georgia

4605

Think, Feel, Act: A Multi-Tiered Approach to Meeting Students "Where They're At" with Diversity, Inclusion, and Social Justice Programming

Room: 104

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

Keyword(s): Diversity and Inclusion, Student Affairs, Multicultural Affairs, Identity Development, Students, and Performing Arts

Programming related to diversity, inclusion, and social justice provides a critical service that exposes students to and deepens their understanding of difference while affirming and advocating for the inclusion of students with diverse identities. These outcomes positively impact campus climate—and ultimately, the workforce and community—and are needed now more than ever, in a post-election America that has validated intolerant attitudes and behaviors. However, many traditional programming models "preach to the choir," attracting audiences that already recognize the value of the learning offered.

The presenters will discuss how they developed an arts-based approach to diversity, inclusion, and social justice programming that appeals to a broad audience and impacts a large cross-section of diverse students by allowing for various levels of participant engagement.

This session will benefit participants who develop student-centered programming with outcomes related to diversity, inclusion, and social justice.

Megan Groose, MS, Inclusion and Peer Outreach Coordinator, Involvement Center, University of Wisconsin-Stout — Menomonie, Wisconsin

Claudia Guzmán, MA, Sociocultural Program Manager, Student Involvement, University of Wisconsin-Milwaukee — Milwaukee, Wisconsin

4606

Mindfulness, Social Justice, and Sustainability: Making the Connections for Healing and Justice

Room: 108

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Keyword(s): Diversity and Inclusion, Environmental Justice/Sustainability, Self Care/Self Work, Antiracism, Faculty, Leadership Development

Contemplative practices can transform lives, especially those of students. Not only can these practices be used for connection, meaning, healing, and purpose in one's own life, but they can also be brought into the classroom to connect with students authentically. Moreover, mindfulness practices can be used and taught for both social justice (mindfully connecting with others) and environmental justice (mindfully connecting with the planet). This interactive workshop will connect the dots on these topics and review innovative approaches to engaging students in these important areas. Beginning with a social justice/environmental justice mindfulness meditation, the session will then lead into a group discussion on topics such as mindfulness, social justice, and environmental justice and proceed to the intersections of these topics and why contemplative practices are important. This session will benefit those who are interested in mindfulness and other contemplative practices for healing and justice.

Dena Samuels, PhD, Director, Matrix Center for the Advancement of Social Equity and Inclusion, University of Colorado - Colorado Springs — Colorado Springs, Colorado

4:45-6:00 PM

4607

Who Killed Vincent Chin: Panel Discussion

Room: 121A
 Session Type: Special Feature
 Session Track: Faculty Interest and Needs
 Experience Level: All Levels

Thirty-five years after the murder of Vincent Chin, Renee Tajima Peña, director and filmmaker of the Oscar nominated documentary, and Helen Zia, a journalist and community activist leader, unpack the legacy of violence against people of color and the normalizing of hate in the contemporary U.S. The panelists will lead the discussion of why the Vincent Chin murder impacted the Asian American community in the 80s, how it galvanized communities then, and what can be learned to address the ongoing attack on communities of color.

Renee Tajima-Peña, Director and Filmmaker, — Los Angeles, California
Helen Zia, Author and Activist, former Executive Editor *Ms. Magazine* — Oakland, California

4608

Counter-Storytelling: Students of Color STEM Identities

Room: 121B
 Session Type: Concurrent Workshop
 Session Track: Intersectionality, Identities, and Discussions
 Experience Level: Intermediate

This session will explore external factors that influenced students of color (SOC) to major in STEM fields and nurtured their STEM identity. External factors are defined as key people, events, and experiences as influencers that significantly influenced SOC choice of major and STEM identity.

The presenters will discuss how influencers helped SOC recognize and overcome the dominant narrative about who can excel in STEM fields and how influencers helped build positive STEM Identities of SOC. In particular, the presenters will discuss the influencers that caused first-year SOC to major in STEM fields at a PWI and the influencers that had a significant impact on the STEM degree persistence and identify development of senior SOC graduating with STEM degrees.

Research findings suggest the ability of SOC to negotiate stereotype threat assisted in developing positive STEM identities. Participation in STEM identity talk was an important means for participants to understand and negotiate belonging in a STEM field at a PWI. It also helped students expand their personal STEM identity narratives. This session will benefit those interested in STEM identity development of students of color (SOC) at a predominantly white institution (PWI).

Tyanez Jones, MA, Graduate Research Assistant, School of Education, Iowa State University — Ames, Iowa
Connie Hargrave, PhD, Associate Professor, School of Education, Iowa State University — Ames, Iowa
Carmen Jones, MEd, Graduate Research Assistant, School of Education, Iowa State University — Ames, Iowa

4609

Diversity Retooled: A Department's Move Toward Inclusivity

Room: 201A
 Session Type: Concurrent Workshop
 Session Track: Race and Social Justice in Higher Education
 Experience Level: Intermediate
 Keyword(s): Assessment/Evaluation, Changing Institutional Practices, Research, Student Affairs, Student Life, Empowering Diversity

With more than 1,500 students on the student union programming board, one department has begun to explore new ways to engage in diversity work. The creation of a Diversity Plan in 2015 has resulted in multiple initiatives to meet the needs of an ever-growing and expanding student community. As the drivers of student programming on campus, it is important for the department to create inclusive and equitable opportunities for all students to be engaged, find a home, and be part of something bigger. Demographic reports on membership, programs, and finances have been collected over a period of two years to highlight areas of success and opportunities for growth. This presentation will showcase how one programming committee uses tools of accountability to measure efforts and products aimed at fostering diverse learning environments.

Amanda Flores, MEd, Program Advisor, Memorial Student Center - Student Programs Office, Texas A&M University — College Station, Texas

4:45-6:00 PM

4610

The Challenges of Being a Supervisor of Color

Room: 201B

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

Keyword(s): Human Resources, General, Student Affairs, African American/ Black, Career Path, Mentoring

This presentation continues to explore 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 microaggressions. Supervision of racially privileged staff members can also contribute to the complex struggle. With the outcome of the recent presidential election and the shift in climate nationally and locally, this situation is more prevalent than ever. How does one navigate the professional, personal, AND political? This presentation offers a space where participants will engage in dialogue and discussion with the facilitators and one another for support, sharing challenges and strategies on how to navigate this difficult arena.

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

Jason Timpson, MSc, Assistant Director of Training and Student Leadership, Housing and Dining Program, American University — Washington, D.C.

4611

For Brothers: Developmental Struggles of Black Male Graduate Students

Room: 201C

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Intermediate

Keyword(s): African American/Black Men, Diversity and Inclusion, Cultural Competence, Retention, Critical Race Theory

It is important that student affairs administrators are equipped with the knowledge and tools to address the unique needs of Black male graduate students within their institutions. It is vital for administrators to challenge their personal lens and understand how various life paths and experiences can impact a student developmentally.

Michael Seaberry, MA, PhD Student, Graduate School of Education, Louisiana State University — Baton Rouge, Louisiana

Donald Gilliam, BS, Graduate Assistant/Instructor, Gaines/Oldham Black Culture Center University of Missouri - Columbia — Columbia, Missouri

Michael Williams, MS, Coordinator of Male Initiatives, Living-Learning Communities, Norfolk State University — Norfolk, Virginia

Brandon Stroud, MS, Resident Coordinator, Residence Life Rochester, Institute of Technology — Rochester, New York

4612

Climate, Diversity, Equity, and Inclusion: Creating A Culture of Excellence

Room: 202A

Session Type: Concurrent Workshop

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Novice

Keyword(s): Administrators, Diversity and Inclusion, African American/Black

This session will describe a climate enhancement model from a College of Education and Human Development. Information on the development of infrastructure to support climate, diversity, equity, and accountability initiatives for faculty, students, and staff will be shared. Examples of strategies initiated at the college, departmental, and program level will be provided including overarching diversity goals, annual objectives, and processes for accountability. This session will benefit participants who are interested in developing a sustainable infrastructure to support diversity initiatives within their unit/organization.

Nancy Hutchins, PhD, Assistant Director, Office of Organization Development, and Diversity Initiatives, Texas A&M University — College Station, Texas

4:45-6:00 PM

4613**Making Waves: Navigating Racial Identity During a Semester at Sea**

Room: 202B

Session Type: Concurrent Workshop

Session Track: Global, Multicultural, and Transnational issues

Experience Level: Novice

Keyword(s): International/Transnational, POC, Cultural Competence, Systemic Racism, Intersectionality, Self-Care/Self-Work

As colleges increase their emphasis on international education, what can this mean for students of color? During the fall 2016 semester, more than 550 students from across the United States and other parts of the world traveled to Europe, Africa, and Latin America as part of the study abroad program, Semester at Sea. Students of color, though a small percentage of the population, were incredibly active in programming, student organizations, and other leadership roles during the trip. A group of these students captured their challenges, successes, and reflections as they traveled to Spain, Senegal, Brazil, Peru, and other countries on this unique voyage. This program will give context to U.S. students of color studying abroad and share the experiences of recent Semester at Sea students and staff. This session should benefit students from marginalized communities who are interested in studying abroad and would particularly benefit higher education administrators working with diverse populations in global education and international service learning.

Olivia Muñoz, Doctoral Student, University of San Francisco — San Francisco, California

4614**Ni de Aquí, Ni de Allá: Creating Spaces for Queer Black and Latinx Students**

Room: 202C

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Novice

Keyword(s): African American/Black, Latinx, LGBTQIAA, Intersectionality, Critical Race Theory, Identity Development

This session will focus on the ways Queer Black and Latinx students are overlooked and underserved on college campuses. By looking at the history of resistance and community in Queer Black and Latinx spaces, presenters will highlight the importance of and need to create intentional spaces and opportunities to engage Queer Black and Latinx students in services, initiatives, and programming that can proactively benefit their development.

Vanna Garcia, Graduate Academic Advisor, the Commonwealth Honors College, University of Massachusetts Amherst — Amherst, Massachusetts

Stephanie Hernandez Rivera, MA, Graduate Research Assistant, Educational Leadership and Policy Analysis, University of Missouri — Columbia, Missouri

Jeff Perkins, MEd Candidate, Graduate Assistant, LGBTQ Resource Center, Division for Inclusion, Equity and Diversity, University of Missouri — Columbia, Missouri

4615**The Elephant in the Room: Mental Health in HED Professionals**

Room: 202D

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

Keyword(s): African American/Black, Self-Care/Self-Work, POC, Student Affairs, Staff Recruitment and Retention

Student affairs professionals are responsible for the well-being and support of students. More institutions across the nation are addressing concerns directly related to students' mental health and the accessibility of counseling and support services on campuses. The mental well-being of student affairs professionals is often left out of vital conversations. The mental health and workday triggers of professionals of color are often overlooked and researched even less. This program will discuss steps to developing a self-care plan and discussing the stigma around mental health for professionals of color.

Shanique Broom, MA, Residence Hall Director, Residence Life, Central Michigan University — Mount Pleasant, Michigan

Mikaila Harris, MA, Residence Director, Housing and Residential Education, University of Denver — Denver, Colorado

4:45-6:00 PM

4616

Cultural Competence Curriculum in the First Year: A Case Study in Implementation

Room: 203A

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

Keyword(s): Curriculum, Diversity and Inclusion, Institutional Efforts at Transformation, Intergroup Dialogue/Facilitation, Academic Affairs, Multicultural Affairs

This session will look at the revised cultural competence curriculum for Loyola University's UNIV 101: First Year Seminar, a required class for all first-year students, housed under the Office of First and Second Year Advising (FSYA) and which has historically focused on college transition and academic preparedness. Academic Advisors from FSYA will share their experiences with the curricular change process. Through these experiences, participants will learn about what prompted the change in curriculum, what were the desired outcomes, how they came to be, how the changes were made, what the challenges are and what plans for assessment are. This session will benefit those seeking to enact a similar-type Cultural Competence Curriculum at their own institutions. Similarly, this session may be of interest to those who already have curricula at their institutions but want to share resources and best practices.

Mark Anthony Florido, MA, Academic Advisor, First and Second Year Advising, Loyola University Chicago — Chicago, Illinois

Veronica Wilson, MA, Academic Advisor, First and Second Year Advising, Loyola University Chicago — Chicago, Illinois

4617

The Black Lives Matter Movement: The Re-Education of the Next Generation of Civil Rights Leaders

Room: 203B

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

Keyword(s): LGBTQIAA, African American/Black, Organizing/Activism, Antiracism, Empowering Diversity, Cultural Competence

Black Lives Matter is a chapter-based "national organization working for the validity of Black life, {who} are working to (re) build the Black liberation movement (blacklivesmatter.org)." The network was established in 2012 after the murder of Trayvon Martin and is a "call to action and response to the virulent anti-Black racism that permeates our society (blacklivesmatter.org)." Concomitantly, the movement is focused on expanding the conversation around "state violence" that intentionally rendered Black/African-American people powerless and includes issues such as poverty, immigration, incarceration, the exploitation of Black girls, disabilities/differently abled, and issues around LGBTQIAA. This research and panel discussion will focus on ways in which courses in institutions of higher learning can enhance students' knowledge and understanding of protests, community building, conflict resolution, and the identification of new strategies to address the negative effects of police brutality and deaths among young Black men.

Stashia Emanuel, EdD, Director of Graduate Research, Analysis and Recruitment, Graduate Studies and Research, Tennessee State University — Nashville, Tennessee

LaKerri Mack, PhD, Assistant Professor, Political Science, Troy University — Troy, Alabama

Kristie Roberts-Lewis, PhD, Assistant Professor, Political Science, Troy University — Atlanta, Georgia

4618

Demystifying the Periphery: A Look into Community Cultural Wealth for Undocumented Students in a Community College Campus

Room: 203C

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

Keyword(s): POC, Students, Immigration, Systemic Racism, Critical Race Theory, Minority Serving Institutions

This session examines how using a community cultural wealth framework can offer a unique perspective that not only challenges the dominant racist narrative of undocumented students but provides an account for how Students of Color use an array of cultural capital resources referred to as "cultural wealth" to use "spaces of marginality" (Pérez Huber, 2009, p. 710) as a way of building community and succeeding. Out of the 11 million undocumented immigrants in the United States, 2.67 million live in California (Hill & Hayes, 2015, para 1). Los Angeles County is home to the highest number of undocumented immigrants (approximately 815,000) (Hill & Hayes, 2015, para 4). Because private colleges are not required to adhere to AB 540 legislature—a bill that enables undocumented students to pay in-state tuition—many students pursue the public community college or university route ("AB 540") in California. While most campuses provide undocumented students with a resource center to help students navigate the legal system and higher education institutions, there is interest in understanding how undocumented students at a community college navigate a complex web of bureaucracy devoid of having a direct source of assistance through the institution.

Dayna Meyer, PhD, Research Assistant, Rossier School of Education, University of Southern California — Los Angeles, California

Daniel Galván, EdD, Graduate Student, Rossier School of Education, University of Southern California — Los Angeles, California

4:45-6:00 PM

4619

STEM: Science and Technology Engaging Multiple Identities

Room: 204A

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Intermediate

Keyword(s): Multiple Racial Identities, LGBTQIAA, Multicultural Affairs, Diversity and Inclusion, Intersectionality, STEM/STEAM

People of Color and LGBTQ folks are underrepresented in science, technology, engineering, and mathematics (STEM) fields in the United States. In 2011, only 12.5 percent of all engineering bachelor degrees obtained in the US were awarded to African Americans, American Indians/Alaska Natives, and Latino students. So how do we support these students and others holding marginalized identities during their college years? As educators, we have the ability to facilitate the exploration of participants' identities as they intersect and affirm lived narratives. This session will highlight how the integration of dialogue around privilege, oppression, and the intersectionality of multiple identities, specifically queerness and race/ethnicity, can be configured for STEM focused institutions or departments. Through group discussion, case studies and personal narrative this workshop will dive into the intersectionality of critical race and queer theories in assisting students to explore their hegemonic and counter narratives within STEM college settings. Additionally, facilitators will highlight successful programs and initiatives on their campus working to enhance STEM specific environments including but not limited to LGBTQ+ programming, women's mentoring, and support for students of color. This session would particularly benefit those who work in: Multicultural Affairs, LGBTQ services, STEM higher education.

Erin-Kate Escobar, MEd, Assistant Director of Diversity, Center for Diversity Caltech — Pasadena, California**Jacqus Watters**, MEd, Diversity Educator, Division of Student Affairs Stevens Institute of Technology — Hoboken, New Jersey

4620

Interfaith Engagement, Spiritual Development, and Student Success at a Hispanic Serving Institution

Room: 204B

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Novice

Keyword(s): African American/Black, Latinx, Intersectionality, Retention, Religion, Minority Serving Institutions

This session highlights a collaborative research project on the benefits of religious/non-religious and spiritual identity development and interfaith leadership development for Hispanic and African American students conducted by the University of La Verne in partnership with Interfaith Youth Core. Information on the background and rationale for the project will be provided, as well as insights and lessons learned from the research project. This session will benefit participants who are interested in the holistic success of Hispanic and African American students, practitioners who provide religious, non-religious, and worldview support for diverse student populations, those interested in interfaith engagement and its leadership development potential, and those who are concerned with retention and identity development issues related to Hispanic and African American student populations.

Veronica Escoffery-Runnels, PhD, Assistant Professor, Le Fetra College of Education, University of La Verne — La Verne, California**Adonay Montes**, PhD, Associate Professor of Education, Le Fetra College of Education, University of La Verne — La Verne, California**J.M. Conway**, MEd, Mission Delivery Manager- Campus Stewardship, Interfaith Youth Core — Chicago, Illinois**Beatriz Gonzalez**, PhD, Vice Provost and Chief Diversity Officer, Professor of Educational Counseling, Academic Affairs, University of La Verne — La Verne, California**Nancy Reyes**, MEd, Assistant Director of First Generation and Cultural Programs, Center for Multicultural Services, University of La Verne — La Verne, California**Zandra Wagoner**, PhD, University Chaplain, Office of Religious and Spiritual Life, University of La Verne — La Verne, California

10:00 PM - 12:00 AM

4900

JDOTT Dance

Room: OMNI Hotel, Texas Ballroom A-E

Session Type: Special Event

Experience Level: All Levels

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

LaTashia Reedus, PhD, PhD, JDOTT Vice President, and Adjunct Faculty, Franklin University — Columbus, Ohio**Richard O'Bryant**, PhD, PhD, JDOTT President, and Director, John D. O'Bryant African-American Institute Northeastern University — Boston, Massachusetts



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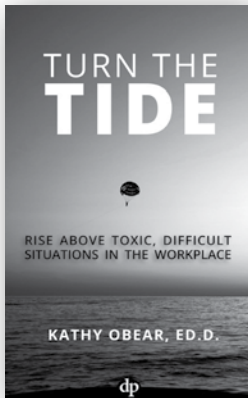
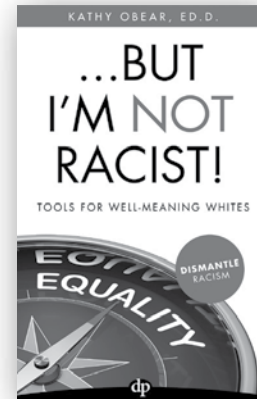
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TIME	SESSION #	TITLE	ROOM #
8:30-11:30 AM	5000	Integrating Narrative to Empower Students and Impact Change	106
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	5003	The Power of Storytelling: Testimonios, Narratives, and the Words that Will Set Us Free	113
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	5006	Faculty Diversity Recruitment: An Interactive Workshop	121E
	5007	Culturally Relevant Teaching	121F
8:30-9:45 AM	5100	Lemme Tell You about This Table: Leaning in and Executive Presence	204B
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	5107	"What Did You Just Say to Me?": Managing Triggering Events in the Workplace	121A
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	5109	Action Research: Perceptions of Support for Multigenerational Raza Students at a Hispanic Serving Institution (HSI)	201A
	5110	Diversity is Being Asked to the Party: Inclusivity is Being Asked to Dance	201B
	5111	Addressing Diversity on a Graduate Campus: Process, Partner, Proceed	201C
	5112	Graduate Students of Color as Agents of Empowerment for Faculty of Color at Predominantly White Institutions	202A
	5113	Back to Where We Started: Re-imagining Our Founder's Vision of a More Inclusive Campus	202B
	5114	Center for Research on Educational Access and Leadership: The Ultimate High Impact Student Experience	202C
	5115	Professional Development and Mentoring as a Cornerstone to Increasing Retention Among Underrepresented Undergraduate and Graduate Students	202D
	5116	Climate, Culture, and Coalition Building: Foundations for Institutional Impact	203A
	5117	Opening Access to International Higher Education for Underrepresented Minority Students at a Four Year Public Research-Intensive Institution: The Global Perspectives Certificate Program at North Carolina State University	203B
	5118	Diversity Programs: Connecting Diverse Students and Alumni	203C
	5119	It's All Right, 'cause It's All White: Understanding Whiteness as a Student Affairs Professional	204A

SATURDAY, JUNE 3

AT A GLANCE

TIME	SESSION #	TITLE	ROOM #
10:00-11:30 AM	5200	Everybody Thinks We're There: Diversity in Faculty Recruitment	204B
	5201	Intersections of Racialized Experiences and Psychosocial Development for Black Undergraduates at a Predominantly White Institution	101
	5202	Bridging the Gap in Active Listening Using a Social Justice Lens	102
	5203	A Seat at the Table: Dismantling Systems to Empower Students of Color	103A
	5204	They Tried to Bury Us: Grassroots Organizing in Higher Education	103B
	5205	Stealth Curricular Integration: A Model to Increase Cultural Competence without Disrupting Rigorous Curricula	104
	5206	"Did You See What They Posted?!": Social Media Conversations on Power, Privilege, and Oppression	108
	5207	Dismantling Internalized Dominance: Increasing the Capacity of Whites to Partner to Create Meaningful Change	121A
	5208	Change It Now! Social Justice and the Community College Classroom	121B
	5209	Dismantling the "Closeted for La Raza" Myth: The Intersections of Transgender and Nonbinary Identity with Latinidad	201A
	5210	Post-Election Intersection of Practitioner Development, Student Identity Development, and Trauma	201B
	5211	Creating the UNSTOPPABLE LEADER!	201C
	5212	Exploring Multicultural Centers' Changing Role in Campus-wide Diversity and Inclusion	202A
	5213	Co-Curricular Retention: A Promising Model for Cross-Campus Collaboration	202B
	5214	Policing Higher Education	202C
	5216	Empowering Responses: A Multi-Layered Approach to Incidents of Campus Racism	203A
	5217	Interrupting Oppression in Everyday Situations: An Interactive Theatre Approach	203B
	5218	Using a Student Transformative Learning Record (STLR) to Increase Success among Low-Income, First Generation, and Non-Majority Students	203C
	5219	Racial Violence: Mindfulness during Mindless Times	204A
12:15-1:30 PM	5300	Hari Kondabolu and Jenny Yang: Make the Movement Irresistible	Ballroom

8:30-11:30 AM

5000

Integrating Narrative to Empower Students and Impact Change

Room: 106

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

Keyword(s): Theory to Praxis, Identity Development, Writing Publishing, Pedagogy, Curriculum, Empowering Diversity

Today, many sources of information seem to focus on creating a spectacle of issues marred by images of negativity, disconnectedness, and discernment. What is often missing are intentionally designed opportunities to engage in debate and thinking grounded in principles of criticality, solution-focused dialogue, and reflexive approaches to promote meaningful, inclusive-oriented learning. However, amid stigmatization and status quo narratives designed to reinforce systems of privilege through a standardization of learning and leading, a plethora of efforts to challenge institutionalized processes that stifle efforts to promote equity and inclusion do exist. This session will focus on utilizing narrative inquiry to develop and promote counter narratives to the status quo. Our voice, regardless of the form, can be a powerful tool to promote change. The objective of this workshop is to engage participants in dialogue and practice designed to deconstruct principles of American and democratic acts and demonstrate how to use narrative to promote critical thinking, equity-mindedness, and identity development. This session will benefit professionals in student affairs/student services and faculty, particularly young professionals, who are invested in using education as a conduit to promote social justice and democracy.

Charles Lowery, EdD, Assistant Professor, Educational Studies, Ohio University — Athens, Ohio**Anthony Walker**, EdD, Director of Student Success and Online Advising, Student Success, Tarrant County College — Fort Worth, Texas**Cornell Thomas**, EdD, Professor, Higher Education Administration, Texas Christian University — Fort Worth, Texas

5001

Be the Change: Valencia College's Peace and Justice Institute

Room: 110A

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Intermediate

Keyword(s): Diversity and Inclusion, Institutionalized Privilege, Intergroup Dialogue/Facilitation, Practitioner Development, Systemic Racism, Institutional Efforts at Transformation

This workshop demonstrates an institution's authentic transformation toward a culture of inclusion developed through education, theory, and practice that engages people at all levels to bring their strengths and talents to build the culture of peace and social justice.

The workshop introduces Valencia College's Peace and Justice Institute and its principles of respect and community building as a model for campus and community engagement. Both informational (detailing multiple aspects of the Institute) and experiential, this workshop on race and privilege demonstrates the integration of story, dialogue, and theory used to advance the work of racial equity both on campus and within the community.

With having laid a strong foundation of trust through story, community dialogue and education with the interfaith and LGBTQQI communities, police and citizens, among other groups, the campus community and city could come together to respond in an exemplary way to the tragedy of Pulse in Orlando.

This session will benefit people aiming to build a community of practitioners working in collaboration toward a culture of inclusive excellence.

Michele Lima, MA, Professor of Communication, Communications PHI, Valencia College — Orlando, Florida**Rachel Allen**, MA, Director, Peace and Justice Institute, Valencia College — Orlando, Florida**Paul Chapman**, MA, Professor of Humanities and Peace Studies, Peace and Justice Institute, Valencia College — Orlando, Florida**Mollie McLaughlin**, MA, Professor of Speech, Peace and Justice Institute, Valencia College — Orlando, Florida**Rudy Darden**, MA, Professor of English/President, Faculty Senate, Peace and Justice Institute, Valencia College — Orlando, Florida

8:30-11:30 AM

5003

The Power of Storytelling: Testimonies, Narratives, and the Words that Will Set Us Free

Room: 113
Session Type: Concurrent Workshop
Session Track: Student Interest and Engagement
Experience Level: Novice
Keyword(s): QTPOC, POC, African American/ Black, Latinx, Feminist, Self-Care/Self-Work

Stories transform the lives of those listening to them and those sharing. Learn how Grand Valley State University's Women's Center utilizes storytelling as a tool when working with students from marginalized backgrounds (students of color, queer and trans students, women of color, etc.). Session participants will learn how to integrate this model in their own programming by participating in several highly interactive exercises around storytelling. Storytelling promotes authentic conversations, which include stories of struggles and challenges, as well as successes and triumphs for students. Utilizing critical race theory, Black Feminism and Chicana/Latina feminist frameworks, participants will engage in exploring, telling, and reclaiming their own story to simultaneously participate and learn ways to encourage storytelling. Personal narratives will be shared during this session. This session will benefit faculty, staff, students, and other school administrators interested in new and creative ways to engage and empower students.

Allison Roman, MSW, Assistant Director, Women's Center, Grand Valley State University — Allendale, Michigan

5004

America Is Changing: Are You Ready?

Room: 121C
Session Type: Major Workshop
Session Track: Race and Social Justice in Higher Education
Experience Level: All Levels
Keyword(s): Multicultural Affairs, Student Affairs, Antiracism, Diversity and Inclusion, Intersectionality, Whiteness

This interactive, informational, challenging and energetic session examines and explores issues of diversity, privilege, oppression and leadership across America. The session will challenge participants to examine their own biases, behaviors and belief systems. We all have an excellent opportunity to be positive role models, powerful decision makers, and effective agents of change, if we have the tools. We need more leaders for social justice and equity across America. Are we making any progress? Do you have the skills and ability to lead? Are you being courageous, strategic and authentic?

Eddie Moore Jr., PhD, President, The Privilege Institute — Suamico, Wisconsin

5005

I Am Issa. I Am Molly. I am Insecure.: Navigating Black Women's Sexuality and Combating Socioeconomic/Workplace Insecurity

Room: 121D
Session Type: Concurrent Workshop
Session Track: Chief Diversity Officer and Executive Leader
Experience Level: Advanced
Keyword(s): Popular Culture, Women, Coalition Building, Empowering Diversity, Media Analysis, Identity Development

Many educators in higher education have either experienced the narratives of single womanhood and partnership or are currently experiencing one or the other. This is coupled with desires to succeed professionally, yet there is frustration and/or concern over the political (and often sexualized and racialized) dynamics of the Ivory Tower. It is important to have reflective outlets and fictional accounts in which to filter emotional and pragmatic thought through. Exercising through burgeoning black media provides freedom to express discomfiting anecdotal experiences with a familiar macro lens. The presentation is based on the HBO show *Insecure*, which features two best friends and a variety of issues that relate to contemporary black womanhood. Themes discussed in the show that will be focused on will extend from the moral evaluations of different sexual and gendered behaviors (including homosexuality and domestic responsibilities); definitions of intimacy and relationship expectations (including developmental phases of partnerships and romantic infidelity); and the nature of groupthink in social and professional in-groups (including self- image and public image). This session will benefit single, childless, and childfree women of color who are battling issues of sexuality, along with relationship expectations, and professional frustrations and successes.

Sydney Epps, MSOL, Doctoral Student, College of Human Sciences and Education, Louisiana State University — Baton Rouge, Louisiana

8:30-11:30 AM

5006

Faculty Diversity Recruitment: An Interactive Workshop

Room: 121E

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Keyword(s): Faculty Recruitment and Retention, Diversity and Inclusion, Changing Institutional Practices, Coalition Building, Systemic Racism, Alternative Action

Many colleges/universities have implemented initiatives that seek to address their faculty diversity goals. Yet, few institutions have been successful in improving faculty diversity. In response to the University of Washington's (UW) Faculty Senate's resolution on equity, access, and inclusion in hiring, the UW Office for Faculty Advancement launched a Handbook of Best Practices for Faculty Searches and Online Toolkit.

The Handbook is a concise description of "best practices" and strategies for hiring and retaining a diverse faculty, including: scouting; preparation; outreach; assessment; and recruitment and retention. Individual academic units tailor the Handbook's suggestions to their units' specific needs, as well as develop strategies and tools that are relevant to their own academic units.

Norma Rodriguez will discuss the Handbook from an institutional perspective, and Cynthia del Rosario will discuss recruiting/hiring and retention for faculty diversity from an individual academic unit's perspective. Additionally, the participants will work in groups to share their most persistent challenges and their strategies and successes related to increasing faculty diversity, and then report out. The last half-hour will allow participants to interact informally with one another. This session is intermediate level and will benefit anyone interested in considering strategies for increasing faculty diversity.

Norma Rodriguez, PhD, Director, Office for Faculty Advancement, University of Washington — Seattle, Washington

Cynthia del Rosario, MEd, PhC, Diversity, Equity, and Access Officer, Information School, University of Washington — Seattle, Washington

5007

Culturally Relevant Teaching

Room: 121F

Session Type: Concurrent Workshop

Session Track: Faculty Interest and Needs

Experience Level: Novice

Given the rapidly changing demographics across the country, this workshop is designed to pedagogically equip educators and future educators with understanding of how to effectively teach students from diverse backgrounds. Participants will be given the opportunity to examine their personal and sociocultural perspectives on diversity and inclusion and the implications of these perspectives for educational practice. Participants will be given strategies and tools to learn and apply the lived experience of students to their lessons and how to replace unintended negative messages with empowering ones in teaching and learning within the curriculum. This session will benefit faculty (higher education and secondary education) across disciplines, academic deans and administrators, and education majors.

Consuela Ward, EdD, Founder/President, Diversity and Inclusion Coaching, The Montage Group, LLC — Atlanta, Georgia

8:30-9:45 AM

5100

Lemme Tell You about This Table: Leaning In and Executive Presence

Room: 204B
Session Type: Concurrent Workshop
Session Track: Intersectionality, Identities, and Discussions
Experience Level: Novice

Step up! Be confident! Lead! These are common messages that are given to womxn about defining their own leadership style in the workplace. However, these messages often exclude the voices and lived experiences of marginalized/intersecting identities. Looking at the work of Sheryl Sandberg and Sylvia Hewlett, this presentation aims to call out and name what these messages mean for womxn of color in higher education/student affairs and begin to identify the collective responsibility of ALL.

Karess Gillespie, MS, Area Coordinator, Office of Residence Life, Syracuse University — Syracuse, New York
Kirby Gibson, MS, Residence Director, STEM Residential College, Office of Residence Life, Syracuse University — Syracuse, New York

5101

Institutional Success and Community Gentrification: Strategies for Coping, Advocating, and Moving Forward for Faculty, Administration, and Staff

Room: 101
Session Type: Concurrent Workshop
Session Track: Intersectionality, Identities, and Discussions
Experience Level: Intermediate

This session will explore the displacement of lower-income families and small businesses in communities surrounding higher education institutions that are succeeding, but rapidly growing. Information on Drexel University's Strategic Plan will be provided, as well as insights and lessons learned from the program's implementation. This session will address the messages that are being sent to students, faculty, and university professionals who are associated with the institution, as well as live in the community that is being affected. Presenters will discuss language, perceptions and viewpoints of incoming students and recruited faculty and examine what can be done as university community members to help deal with the plethora of feelings that are experienced due to the institution's presence and growth. This session will benefit faculty, administration, and staff at higher education institutions who are experiencing similar scenarios.

Ellonda Green, EdD, Program Manager, Office of Faculty Affairs, Drexel University — Philadelphia, Pennsylvania
Denise Jones, MS, Assistant Director/Resident Director, Residential Living Office, Drexel University — Philadelphia, Pennsylvania
Anna Moronski, MA, Assistant Director/Resident Director, Residential Living Office, Drexel University — Philadelphia, Pennsylvania

5102

Make America Great Again for Who? Poetry, Politics, and Power

Room: 102
Session Type: Concurrent Workshop
Session Track: Student Interest and Engagement
Experience Level: Novice

In today's political climate, communities of color are left out of the mainstream narrative. This workshop will use poetry and spoken word to ask key questions about the hegemonic culture of the United States. Using the works of world-renowned educator Pablo Ferrari, the workshop will allow participants to reflect and create their own narratives connecting both the personal (micro) and political (macro) worlds. Reyes covers a wide array of topics, issues, and struggles addressing both historical amnesia and current events such as political prisoners, Black Lives Matter, immigration, cultural identity, community organizing, cultural creation, etc. Reyes's poetry will not only entertain but will also be used as an educational tool to stimulate discussion and reflection driven by session participants.

As the workshop develops, participants will begin to create their own narratives and discuss what qualities contribute to the formation of a critical thinker and strong community leader. Simultaneously, they will discuss their own history and identity. Participants will leave the workshop inspired while creating their own poetry with a transformative message.

Michael Reyes, Speaker, WE ARE CULTURE CREATORS — Detroit, Michigan

8:30-9:45 AM

5103**Living Just Relationships: Developing an Interdisciplinary Diversity and Equity Course Series for Graduate Students, Faculty, and Staff**

Room: 103A
 Session Type: Concurrent Workshop
 Session Track: Race and Social Justice in Higher Education
 Experience Level: Intermediate

This session highlights the lessons learned in developing an innovative interdisciplinary course series on diversity and equity for graduate students, faculty, and staff. The presenters will demonstrate and discuss the pedagogical skills and tools crucial to creating a learning environment that engages in difficult conversations and supports dialogue across difference and intersectional identities. Also, they will present the strengths of the course series, including the benefits of a co-instructor model, small group work, and an interdisciplinary focus. Furthermore, the presenters will underscore the significance of an interactive and reflexive space like this for graduate students, faculty, and staff and its transformative impact on participants, departments, and the larger university community. The workshop will conclude by discussing ways in which leadership, faculty, and staff can support the development or further advancing of similar curriculum efforts responsive to their home institutions.

This presentation will benefit participants who are administrators and leaders interested in a similar course series, faculty, instructors, and graduate students who teach or would like to teach similar course content, and those who are interested in developing programming to assist their college or university community dialogue across difference in effective and impactful ways.

Gino Aisenberg, PhD, MSW, Associate Dean of Diversity and Student Affairs, The Graduate School, University of Washington — Seattle, Washington
Adaurennaya Onyewuenyi, MEd, PhC, Research Assistant, Doctoral Candidate, The Graduate School, University of Washington — Seattle, Washington

5104**The Dark Knight Rises: Examining Masculinity, Sexuality, and the Black Community**

Room: 103B
 Session Type: Concurrent Workshop
 Session Track: Intersectionality, Identities, and Discussions
 Experience Level: Intermediate
 Keyword(s): African American/Black, Men, Popular Culture, Intersectionality, Perspective Taking

This presentation will focus on historical perspectives of Black masculinity and sexuality as it has been shaped within the Black community. Participants will examine how past and present stereotypes have created the current view of Black men in America. This session is designed to help participants unravel the mysteries of racism and learn ways to be successful (and support others) in a challenged environment. Discussion will be interactive with a goal of challenging contemporary thoughts, feelings, and images of men as it pertains to the intersectionality of Black masculinity and aspects of sexuality. Additionally, the presenter will discuss how to have courageous or frustrating conversations about race, masculinity, and sexuality, and the session will end by creating an action guide for our allies/advocates of and for Black men. Come learn how to appropriately respond to white dominance, the influence of pop culture, media perceptions, stereotypes, and institutional and social racism.

Jason Timpson, MSc, Assistant Director of Training and Student Leadership, Housing and Dining Program, American University — Washington, D.C.

8:30-9:45 AM

5106**Blackness in the Ivory Towers: How the Black Lives Matter Movement and the 2016 Presidential Election Reshaped American Higher Education**

Room: 108

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

Keyword(s): African American/Black, Diversity and Inclusion, Systemic Racism, Institutionalized Privilege, Cultural Competence, Empowering Diversity

This interactive session will examine the rise of social movements, notions of blackness, and how these elements affect student development at Predominantly White Institutions (PWI) and society in general following the aftermath of Ferguson, the rise of the Black Lives Matter movement, and the 2016 presidential election. Information on the impact of social movements on college campuses within the past three years will be provided.

This session will present evidence that while in the past some racial progress has been made in the United States, equity, inclusion, and racial justice are far from realized at most institutions of higher learning.

This session will benefit participants interested in the success of underrepresented minorities at the university level; practitioners, faculty, and university staff who provide direct services to minority students; and students interested in taking an active role in their college experience and serving as co-creators of equitable solutions that allow students to be both successful and their authentic selves during their tenure in higher education.

Wendy Osefo, PhD, Professor, School of Education, Johns Hopkins University — Baltimore, Maryland

5107**"What Did You Just Say to Me?": Managing Triggering Events in the Workplace**

Room: 121A

Session Type: Concurrent Workshop

Session Track: Intersectionality, Identities, and Discussions

Experience Level: Novice

Can I touch your hair? All Lives Matter! Make America Great Again! These comments may be considered triggering events. When a student makes an insensitive comment, many student affairs professionals are willing to have a developmental conversation with the student. But what about when colleagues make insensitive comments? What happens when professional staff members feel triggered by other professional staff members? In this session, presenters will actively engage the audience by addressing triggering events and how to manage those moments in the work setting, specifically with other colleagues. This session will benefit professionals who are interested in learning techniques to manage triggering events and need a safe space to reflect and share their experiences.

Joakina Stone, MEd, Relationship Manager, Leadership Development Programs, United Negro College Fund, Gates Millennium Scholars Program — Washington, D.C.

Gregory Fontus, MEd, Assistant Director, Office of Inclusion Initiatives and Cultural Competence, Vanderbilt University — Nashville, Tennessee

5108**Building Community through University Partnerships**

Room: 121B

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Advanced

The Education Effect (Florida International University - Miami, Florida) aligns university expertise, resources, and research-based intervention programs focused on four priorities: school improvement, student success through positive pathways, family involvement and community engagement, and strategic partnerships. These priorities are structured to improve school climate, engage students, support families and community, and increase teacher capacity for academic achievement. As a deliberate and intentional university community school partnership, The Education Effect is designed to address the pressing educational and social needs of students from preschool through high school and beyond in three African American, Hispanic, and Caribbean communities in Miami, Florida. The primary emphasis of The Education Effect is to impact "whole child, whole school, and whole community" through strategic collaborations that increase the collective capacity for all children to succeed and thrive in education. This session will benefit P-20 educators (preschool through postsecondary educators) working in urban communities who are focused on improving academic achievement, college access, and university engagement.

Donnie Hale, EdD, Director, The Education Effect, College of Arts, Science, and Education, and Office of Student Access and Success Florida, International University — Miami, Florida

8:30-9:45 AM

5109**Action Research: Perceptions of Support for Multigenerational Raza Students at a Hispanic Serving Institution (HSI)**

Room: 201A

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

Keyword(s): Latinx, Retention, Student Affairs, Diversity and Inclusion, Theory to Praxis, Minority Serving Institutions

The session will focus on the findings of a dissertation that was completed in December 2015. The findings highlight the perceptions of "support" for the multigenerational Hispanic students that took part in this qualitative study at a four-year HSI institution. Specifically, the session will focus on helping practitioners and administrators develop strategies for addressing the three themes that came out of this study: family away from home; sense of belonging; and internalized oppression. Attendees will break into small groups to brainstorm ideas for addressing those areas with students at their respective institutions. The session will also detail how the themes led to changes in practice at the institution where the study took place and how the presenter is working to implement those strategies at a two-year institution that has recently received an HSI STEM grant. Finally, the session will discuss the need for an "action research" approach in student affairs to address the unique needs of students within our respective institutions. This session will benefit student affairs practitioners and HSI administrators who are exploring ways to develop a more inclusive campus climate for Raza students.

Omar Murillo, EdD, Program Director, AANAPISI Programs, Student Services, Mission College — Santa Clara, California

5110**Diversity is Being Asked to the Party: Inclusivity is Being Asked to Dance**

Room: 201B

Session Type: Concurrent Workshop

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Advanced

Keyword(s): Multicultural Affairs, Identity Development, Empowering Diversity, Cultural Competence, LGBTQIAA, Diversity and Inclusion

Have you ever been invited to the party but nobody asked you to dance? That is how several students feel day to day as they battle with acclimating to what are considered societal norms. Multicultural student affairs and diversity offices, particularly at PWIs, are charged with engaging and actively making a comfort zone for "diversity" and "inclusion." When it is stated that all students are included, who are these students? They all are invited, yet who gets to dance?

Khambrel Ward, MEd, Director, Intercultural Affairs, Western Carolina University — Cullowhee, North Carolina

Ricardo Nazario y Colón, Mischief Diversity Officer, Provost Office, Western Carolina University — Cullowhee, North Carolina

5111**Addressing Diversity on a Graduate Campus: Process, Partner, Proceed**

Room: 201C

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

Promoting diversity and inclusion is a priority in higher education regardless of the type of campus. However, launching diversity initiatives can be uniquely difficult on a graduate campus. During this session, presenters will illustrate how the A.D.D.R.E.S.S.I.N.G. model of culture was used as the foundation of their diversity and inclusion initiatives. Additionally, the presenters will outline how to develop learning objectives and adapt programming initiatives to a chosen theory and campus values. Presenters will identify key stakeholders throughout the process and the importance of receiving buy-in before launching programs. Finally, the presenters will share programming ideas and ways to collaborate with existing student affinity groups on campus. This session will particularly benefit graduate student affairs professionals and those who have limited resources in the areas of diversity and inclusion. Participants will leave with tangible resources for the future, including a research-based model and theory to cultural and diversity development, diversity-based learning objectives, and programming outline.

Stephanie Cuellar, MA, Student Services Specialist, Office of Wellness Services, University of North Texas Health Science Center — Fort Worth, Texas

Ayesha Hawkins, EdD, Student Services Associate, Office of Student Development, University of North Texas Health Science Center — Fort Worth, Texas

8:30-9:45 AM

5112

Graduate Students of Color as Agents of Empowerment for Faculty of Color at Predominantly White Institutions

Room: 202A

Session Type: Concurrent Workshop

Session Track: Faculty Interest and Needs

Experience Level: Intermediate

Psychological Empowerment (PE) is considered a process by which individuals gain mastery and control over their lives and a critical understanding of their environment. PE may be conceptualized to include interpersonal, interactional, and behavioral components. For faculty of color, empowerment is critical to their career success and matriculation in the academy. Having a critical mass of faculty of color contributes to feelings of PE, which can lead to higher rates of job satisfaction and retention. Additionally, having faculty of color who feel disempowered often results in their unwillingness to remain at their academic institutions. Not often discussed is the role that graduate students of color can play in helping to empower faculty of color. The purpose of this workshop is to introduce how empowerment can help contribute to the success of faculty of color and the role graduate students can also have in enhancing the empowerment beliefs.

Levon Esters, PhD, Associate Professor, Youth Development and Agricultural Education, Purdue University — West Lafayette, Indiana

Brandon Allen, PhD Student, Doctoral Student, Youth Development and Agricultural Education, Purdue University — West Lafayette, Indiana

5113

Back to Where We Started: Reimagining Our Founder's Vision of a More Inclusive Campus

Room: 202B

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

This session will review how the evolution of Butler University's Founder's Day celebration revitalized their institutional core values of diversity, equality, inclusivity, and stewardship, given that it was founded by an abolitionist, Ovid Butler. Butler University admitted women and people-of-color, primarily African Americans, from its founding in 1855, yet unfortunately moved away from its own focus largely due to the influence of the KKK in the political arena of Indiana at that time. While the initial impetus for this revived celebration began as a response to a racist and sexist campus incident involving an African American female faculty member that required an immediate response, in addition to a call for more attention to diversity from our accrediting body, it has since evolved into a weeklong celebration that is a sustainable part of the institutional culture and involves nearly all areas of the university. As the co-chairs of what is now called "Founder's Week," the presenters will discuss all aspects of activities, involvement, collaboration, successes, and failures of this celebration that is truly focused on institutional climate change and establishing a more inclusive environment and provide very practical information for anyone who is working on using or creating institutional values to develop a more diverse and inclusive environment. This session will benefit everyone interested in and responsible for working on institutional climate change efforts through creating a more inclusive environment—administrators, faculty, staff, students...everyone.

Monica Strigari, Beractant to the Provost and Co-Chair for Founder's Day, Provost Office, Butler University — Indianapolis, Indiana

Terri Jett, PhD, Associate Professor and Special Assistant to the Provost for Diversity and Inclusivity and Co-chair for Founder's Day, Political Science and Provost Office, Butler University — Indianapolis, Indiana

8:30-9:45 AM

5114**Center for Research on Educational Access and Leadership: The Ultimate High Impact Student Experience**

Room: 202C
 Session Type: Concurrent Workshop
 Session Track: Student Affairs and Affiliated Professionals
 Experience Level: Intermediate

This session examines the benefits of undergraduate and graduate research experience, with a specific focus on the cultivation of diverse and inclusive environments for student researchers in an educational research center. The presentation will provide a description of the Center for Research on Educational Access and Leadership (CREAL) and explain its role in offering students of color a space to grow as change agents, researchers, and leaders. C-REAL is a student-led center and looks to transform communities within higher education through two approaches: assessment, evaluation, and research; and facilitating the development of underrepresented undergraduate, graduate, and doctoral students to engage in educational research while developing career, leadership, and life management skills. This session will present evaluation findings on the outcomes of research experiences for students from first-generation, low-income, and minoritized backgrounds. Overall, the session will benefit attendees who are interested in supporting research experiences for students of color, practitioners who work directly with students, students interested in research opportunities, and individuals who are interested in diversity and inclusion among students in research settings.

Michelle Garcia, MS, Program Manager, Student Diversity Success Initiative and Incite Program, Instructional Support Programs and Services, Fullerton College
 — Fullerton, California

Yvonne Garcia, MS, Program Coordinator, Center for Research on Educational Access and Leadership, Educational Leadership, California State University-Fullerton
 — Fullerton, California

Dawn Person, EdD, Director, Center for Research on Educational Access and Leadership and Faculty of Educational Leadership, Educational Leadership Department, California State University-Fullerton — Fullerton, California

5115**Professional Development and Mentoring as a Cornerstone to Increasing Retention Among Underrepresented Undergraduate and Graduate Students**

Room: 202D
 Session Type: Concurrent Workshop
 Session Track: Student Interest and Engagement
 Experience Level: Novice

This session will examine efforts to develop institutionalized support around professional development and mentoring of underrepresented undergraduate and graduate students at Florida International University. Programming is guided by best practices and theoretical frameworks. The presenters will discuss how institutions might educate underrepresented undergraduate and graduate students about the integration of inter- and intra-personal skills via the role of mentoring and leadership development to optimize success in their educational career and proactively engage in their own professional development. This work is a step toward developing institutionalized, research-based mentoring and professional development support. The session objectives will be to disseminate and receive feedback about resources that might be used in expanding minority academic support programs and to create a forum for participants to share ideas and resources.

Jaffus Hardrick, EdD, Vice Provost Student Access and Success, Academic Affairs, Florida International University — Miami, Florida

Sonja Montas-Hunter, PhD, Assistant Vice Provost, Student Access and Success, Florida International University — Miami, Florida

5116**Climate, Culture, and Coalition Building: Foundations for Institutional Impact**

Room: 203A
 Session Type: Concurrent Workshop
 Session Track: Human Resources
 Experience Level: Intermediate

This session details the use of data and data analysis to assess institutional climate change and institutional culture, and organically develop change agents with competencies that can facilitate intentional inclusion. Using the experience of a large two-year institution and its efforts to create a strategic plan for diversity and inclusion based upon climate survey data, this session will chronicle the use of data, application to practices, organizational climate and infrastructure, employee engagement, and cultivation of allies that are encouraged to use their spheres of influence for institutional change.

Kateeka Harris, MA, District Title IX Compliance Officer, Human Resources Department, Tarrant County College District — Fort Worth, Texas

Shani Barrax Moore, MBA, Director of Diversity and Inclusion, Institutional Equity and Diversity, University of North Texas/Aurora Consulting — Denton, Texas

8:30-9:45 AM

5117

Opening Access to International Higher Education for Underrepresented Minority Students at a Four-Year Public Research-Intensive Institution: the Global Perspectives Certificate Program at North Carolina State University

Room: 203B

Session Type: Concurrent Workshop

Session Track: Global, Multicultural, and Transnational issues

Experience Level: Intermediate

Keyword(s): Academic Affairs, Student Affairs, Students, Institutional Efforts at Transformation, International/Transnational, Administrators

This session examines a globally-focused interdisciplinary certificate program at NC State University that guides and recognizes student engagement in international education through academic coursework, co-curricular activities, and international experiences beyond study abroad. While U.S. higher education leans on study abroad as the vehicle for students to develop global skills and competencies, only 10 percent of college students participate in this experience and the primary profile is white and female. This session will highlight the challenges, strategies, assessment tools, resources, and lessons learned on providing wider access to minority students who wish to incorporate an international dimension to their college experience. Participants will also engage in a discussion on how to widen the access of international education for minority populations on their campuses. This session will benefit participants who are interested in increasing access to international education for underrepresented minority students, practitioners involved in bridging academic and student affairs, and those who are concerned with intercultural and multicultural competence outcomes.

Yulisa Lin, MS, Program Coordinator, Division of Academic and Student Affairs, North Carolina State University — Raleigh, North Carolina

5118

Diversity Programs: Connecting Diverse Students and Alumni

Room: 203C

Session Type: Concurrent Workshop

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Intermediate

Keyword(s): Theory to Praxis, Changing Institutional Practices, LGBTQIAA, Multiple Racial Identities, Diversity and Inclusion, Students

Organized around the evolution of Diversity Programs at the University of California Los Angeles, presenters will discuss moving theory to practice in an institutional context. This workshop will address how individuals can assess their students' needs, alumni communities, and campus climate to influence institutional change. By highlighting Diversity Programs' initiatives, this session will include various ways to connect diverse students and alumni, empower alumni communities, create inclusive spaces, support diversity-based student organizations, and honor histories and legacies. In hopes of generating similar programs, presenters will provide participants with necessary tools, research, and take-away materials. This session will benefit individuals seeking successful campus models for engaging diverse students and alumni, increasing retention and enrollment, and fostering an inclusive campus community.

Patricia Nguyễn, MEd, Senior Director, Diversity Programs, Alumni Affairs, University of California, Los Angeles — Los Angeles, California

Victoria Hathaway, MEd, Program and Outreach Graduate Assistant, Diversity Programs, Alumni Affairs, University of California, Los Angeles — Los Angeles, California

5119

It's All Right, 'cause It's All White: Understanding Whiteness as a Student Affairs Professional

Room: 204A

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

Keyword(s): White, Whiteness, Antiracism, POC, Multicultural Affairs, Critical Race Theory

This session examines and analyzes whiteness as an idea, a social construct, as well as facet of a system of power within the context of the experiences of student affairs/higher ed. Research based largely in critical race theory will be utilized and provided as a resource. This session will benefit participants (both professionals and students) who have a focus on creating racially inclusive communities and want to learn, or help their white students learn, about what their racial identity means within the context of their institution as well as society and have more meaningful interactions with persons of color.

Marvin DeBose, MA, Resident Director, University Housing and Residential Life, Temple University — Philadelphia, Pennsylvania

10:00-11:30 AM

5200**Everybody Thinks We're There: Diversity in Faculty Recruitment**

Room: 204B

Session Type: Concurrent Workshop

Session Track: Human Resources

Experience Level: Intermediate

Keyword(s): Faculty Recruitment and Retention, Diversity and Inclusion, Faculty Hiring, Critical Race Theory, Cultural Competence, African American/Black

This session will examine African American community college faculty perceptions of organizational culture to better understand how history, norms, espoused values, beliefs, climate, leadership, and structural systems could influence the underrepresentation of African American faculty in community college systems. This session will also explore the Multicultural Organizational Development (MCOB) model to create best practices for socially inclusive campus communities. This model can aid organizations in working with diverse people as well as promoting cultural competency so diversification can be realized at every facet of the community college. Finally, this session will benefit chief diversity officers, administrators, and search committees on best practices and strategies that could contribute to changes in the organizational culture that are conducive to diversity in faculty recruitment. Community college administrators may be influenced to take the initiative in creating an all-inclusive faculty that is representative of diverse student populations.

Annette Letcher, EdLD, English/Reading, Cypress College — Cypress, California

5201**Intersections of Racialized Experiences and Psychosocial Development for Black Undergraduates at a Predominantly White Institution**

Room: 101

Session Type: Concurrent Workshop

Session Track: Faculty Interest and Needs

Experience Level: Intermediate

Keyword(s): African American/Black, Students, Intersectionality, Predominantly White Institution, Research, Identity Development

This presentation illuminates how Black college students grapple with the intersection of their individual and collective identities. The research examines the intersections of racialized experiences and psychosocial development focused on: navigating college life, developing identity, understanding racism, standing up for justice, and dating. This study has implications for developing more culturally congruent practices including racial discrimination interventions that promote wellness and positive development for African American emerging adults. This session will benefit novice, intermediate, and advanced faculty and staff interested in better understanding identity and psychosocial development for African American undergraduates at a Predominantly White Institution.

Tabitha Grier-Reed, PhD, Passivate Professor, Family Social Science, University of Minnesota — St. Paul, Minnesota

5202**Bridging the Gap in Active Listening Using a Social Justice Lens**

Room: 102

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

Keyword(s): Multicultural Affairs, Leadership Development, Practitioner Development, Cultural Competence, African American/Black

This session breaks down the challenges of engaging in difficult dialogue and the social barriers of active listening. The presentation will examine the elements of being an effective listener and introduce social justice competency tools to aid in the overall understanding of why some conversations never move forward. Program participants will be encouraged to explore and share their own experiences engaging in these types of conversations, as well as efforts they've made to "bridge the gap." This session should particularly benefit individuals interested in navigating listening roadblocks, those who want to lead more unbiased discussions, and practitioners who want to have more authentic discussions.

Quatez Scott, MA, Assistant Director for Diversity and Leadership Initiatives, Inclusive Campus Engagement Washington and Jefferson College — Washington, Pennsylvania

10:00-11:30 AM

5203

A Seat at the Table: Dismantling Systems to Empower Students of Color

Room: 103A
 Session Type: Concurrent Workshop
 Session Track: Race and Social Justice in Higher Education
 Experience Level: Intermediate

Using Solange's recent album as a backdrop, this workshop will focus on providing strategies to break down systemic challenges on college campuses for students of color. Specifically, participants will engage in activities that help them understand the concepts that undergird "the table," and the impact on students of color within their environment. Participants will then be moved toward action steps, as the presenters will provide attendees with research-based best practices that are actionable instead of purely theoretical, utilizing their combined industry experience, social justice-based literature, and student input. This session will benefit participants who want to learn strategies to advocate for change through inclusive practices, policies, and programming to ensure that students of color are included in all aspects of campus life.

Melissa Jordan, MS, Senior Relationship Manager, Leadership Development Programs, United Negro College Fund, Gates Millennium Scholars Program — Washington, D.C.

Aaron Stallworth, MA, Campus Engagement Manager, Leadership Development Programs, United Negro College Fund, Gates Millennium Scholars Program — Washington, D.C.

Joakina Stone, MEd, Relationship Manager, Leadership Development Programs, United Negro College Fund, Gates Millennium Scholars Program — Washington, D.C.

Brandon Brown, MEd, Scholar Relations Coordinator, Leadership Development Programs, United Negro College Fund, Gates Millennium Scholars Program — Washington, D.C.

5204

They Tried to Bury Us: Grassroots Organizing in Higher Education

Room: 103B
 Session Type: Concurrent Workshop
 Session Track: Race and Social Justice in Higher Education
 Experience Level: Novice

College offers a platform for self-growth as much as academic; because of this it has always been a prominent platform for grassroots activism. However, limitations imposed on the student come in the form of social position, academic responsibility, athletic career, and other real or perceived limitations. In response to this, college organizing is dynamic—calling students to organize in myriad of direct and indirect ways. Students with positions on campus may create programming or push to bring institutional change, lead direct actions, or even use their platforms to encourage and engage others, thus the nature of college activism becomes one of resistance. This begs three central questions: Which role is more critical: student or organizer, the duty to the self or to the institution? How can students reconcile their academic obligations with their activism? Lastly, how can they utilize the resources and framework made available to them by their institution? Participants will be led in a workshop that focuses on understanding several different approaches to grassroots organizing and how to effectively execute them in a collegiate setting. This session will benefit student activists/organizers and faculty and staff interested in supporting grassroots organizing.

Alexis Wilson, BA, Activist, Psychology, Rutgers, the State University of New Jersey - Camden — Camden, New Jersey

Radha Prabakaran, BASW, Student Activist, School of Social Work and Office of Housing and Residence Life, Rutgers, the State University of New Jersey - Camden — Camden, New Jersey

Tiara DeGuzman, BA, Resident Assistant, Office of Housing and Residence Life, Rutgers, the State University of New Jersey - Camden — Camden, New Jersey

5205

Stealth Curricular Integration: A Model to Increase Cultural Competence without Disrupting Rigorous Curricula

Room: 104
 Session Type: Concurrent Workshop
 Session Track: Faculty Interest and Needs
 Experience Level: Advanced

It is widely accepted that engagement with diverse constituencies in a culturally competent manner is a necessary skill for health professionals. However, the four-year, academically rigorous curriculum of a health profession, such as veterinary medicine, typically cannot accommodate additional classes or curricular components. In this session, presenters will discuss successful ways to add cultural competency curricula to the existing curricular framework. These included offering an online certificate program, such as DVM DiversiKey and the certificate offered at the Center of Excellence for Diversity and Inclusion in Veterinary Medicine housed at Purdue Veterinary Medicine (PVM) and launched in partnership with the Association of American Veterinary Medical Colleges (AAVMC) and the American Veterinary Medical Association (AVMA). This session will benefit administrators, faculty, and staff interested in expanding opportunities for students to increase their intercultural competence without over-burdening an existing rigorous curriculum.

Kauline Cipriani, PhD, Director for Diversity and Inclusion, College of Veterinary Medicine, Purdue University — West Lafayette, Indiana

Lisa Greenhill, EdD, Associate Executive Director for Institutional Research and Diversity, Association of American Veterinary Medical Colleges — Washington, D.C.

10:00-11:30 AM

5206

"Did you see what they posted?!": Social Media Conversations on Power, Privilege, and Oppression

Room: 108
 Session Type: Concurrent Workshop
 Session Track: Race and Social Justice in Higher Education
 Experience Level: Novice

How have the changing demographics of today's college student impacted social media presences? How are student affairs professionals engaging with each other through social media? How do we remain cognizant of our own privilege when addressing others on social media? This presentation will examine how professionals in higher education, specifically the student affairs field, engage in dialogue surrounding power, privilege, and oppression through social media forums. This presentation will also examine the impact of technology, specifically smart phones and social media, on how professionals engage within their respective communities. The presenters will utilize several different social media platforms throughout the presentation, therefore, the presenters are requesting that participants, if accessible, bring their own form of technology to this session to virtually engage.

Kaila Aimino, MEd, Residence Hall Director, Housing and Residence Life, Old Dominion University — Norfolk, Virginia
Danielle Simcic, MAEd, Residence Hall Director, Housing and Residence Life, Old Dominion University — Norfolk, Virginia

5207

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

Room: 121A
 Session Type: Concurrent Workshop
 Session Track: Race and Social Justice in Higher Education
 Experience Level: Intermediate
 Keyword(s): White, Antiracism, Whiteness, Practitioner Development, Self-Care/Self-Work, Identity Development

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, California

5208

Change It Now! Social Justice and the Community College Classroom

Room: 121B
 Session Type: Concurrent Workshop
 Session Track: Race and Social Justice in Higher Education
 Experience Level: Novice
 Keyword(s): Administrators, Faculty, Students, Coalition Building, Theory to Praxis, Leadership Development

Community colleges are a best kept secret. They provide resources and opportunities for often marginalized students to receive a quality education, but also become leaders in their communities. Historically, community colleges have always played a key role in burgeoning movements. So, how can we build on the diversity and experiences of community college students to empower them to change the world? How do we work with administrators, faculty, and staff to provide learning opportunities that are meaningful and contextual? The Change It Now! (CIN!) learning community is an academically rigorous leadership program at Chabot College. Students take various general education courses from a social justice perspective to help them with their transfer goals. In this session, Change It Now! (CIN!) faculty will share the impetus, values, and program design that was developed in order to institutionalize a social justice learning community at Chabot College. This session will benefit faculty, staff, and administrators interested in innovative projects to increase and enhance student retention, engagement, and success.

Eileen Pippins, MA, Instructor, Communication Studies, Chabot College — Hayward, California
Carmen Johnston, MA, Instructor, English, Chabot College — Hayward, California
Jason Ames, MA, Instructor, Communication Studies, Chabot College — Hayward, California
Pedro Reynoso, MA, Outreach and Instructional Librarian, Library, Chabot College — Hayward, California

10:00-11:30 AM

5209**Dismantling the "Closeted for La Raza" Myth: The Intersections of Transgender and Nonbinary Identity with Latinidad**

Room: 201A
 Session Type: Concurrent Workshop
 Session Track: Intersectionality, Identities, and Discussions
 Experience Level: Intermediate
 Keyword(s): Latinx, LGBTQIAA, QTPOC, Reinventing Language, Theory to Praxis, Research

This workshop will cover the basics of nonbinary terms in the Latinx community, foundation of decolonial thought, and the racialization of transgender, nonbinary, gender expansive identity within the Latinx community. After this workshop, participants will be able to pronounce and define gender inclusive terms within the Latinx community, understand the term's grounding in decolonial thought, and critically engage with co-opted conversations around Latinidad and gender. The focus of this workshop is on "Latinx" as decolonial resistance through social media outlets, with a prioritization of individual identity and needs over community demands. A primary takeaway of this workshop will be how to make space for non-binary individuals—especially nonbinary individuals of color—to be visible and accounted for within institutional structures. This session will benefit practitioners who serve Latinx and nonbinary students, practitioners who seek to build accompliceship/coalition across race and gender lines within their institution, scholars who wish to explore how transness is racialized, and individuals who wish to draw ideas for inclusive language activism.

Arlene Barbara Gamio Cuervo, LGBT Center Student Staff Assistant, Princeton LGBT Center, Princeton University — Princeton, New Jersey

5210**Post-Election Intersection of Practitioner Development, Student Identity Development, and Trauma**

Room: 201B
 Session Type: Concurrent Workshop
 Session Track: Intersectionality, Identities, and Discussions
 Experience Level: Intermediate
 Keyword(s): Changing Institutional Practices, Multiple Racial Identities, Identity Development, African American/Black, Latinx, Asian Pacific American

This session will involve exploration of one higher education department's efforts to support students and employees experiencing the process of reconciling previously-held beliefs with current realities, while allowing for individual identity development, self-work, and self-care during a post-election society. This session will benefit participants who teach, advise, and provide support services to students in higher education institutions who are actively engaged in race/ethnicity, higher education, and "place in society" identity development and self-work. Participants will also identify additional support efforts and recommended approaches/tasks.

Angela Ausbrooks, PhD, LMSW, Assistant Director/MSW Program Director and Associate Professor, School of Social Work Texas State University — San Marcos, Texas

5211**Creating the UNSTOPPABLE LEADER!**

Room: 201C
 Session Type: Concurrent Workshop
 Session Track: Student Interest and Engagement
 Experience Level: Novice
 Keyword(s): Leadership Development, Self-Care/Self-Work, Retention, Students, Student Life

This life-changing, dynamic, transformative, holistic, open, honest, comedic, REAL, interactive, and thought-provoking workshop seeks to develop the necessary skills needed to keep our organizations relevant and viable. It offers "hands on" leadership development skills on several topics: diversity, social activism, multiculturalism, focus, problem solving, defining leadership, courage, unity, expectations, motivation, creativity, goal setting, honesty, etc. It asks the difficult questions that require a shifting of our thinking and actions!

Steve Birdine, MS, Founder/CEO, Affirmations In ACTION! — Chicago, Illinois

10:00-11:30 AM

5212

Exploring Multicultural Centers' Changing Role in Campus-wide Diversity and Inclusion

Room: 202A

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

Multicultural centers have traditionally been viewed as only focusing on specific cultural groups and services. Currently, campus climates are providing opportunities for multicultural centers to expand their traditional roles and to provide a greater impact on broader campus diversity initiatives. This session will highlight programs and services provided by the University of Texas at Dallas' Multicultural Center. In addition, this session will provide an opportunity to share best practices, programs, and diversity initiatives.

Members of the University of Texas at Dallas' Multicultural Center (MC) team will be the presenters for this session. The MC was formally established in 2003, and the staff consists of seven full-time professional staff and ten student employees. The MC hosts more than 100 traditional cultural events, student success/outreach initiatives, and diversity education programs per year. The MC provides a unique centrally located multi-functional space on campus. The MC has a TV lounge, computer lab, study room, and conference meeting room which creates a brave space for students of all cultures.

This session will benefit higher education professionals who provide multicultural programs and services for campus diversity initiatives and for professionals looking for innovative ways to enhance their current programming or implement new initiatives.

Susie Pruitt, MEd, Coordinator of Diversity Education, Multicultural Center, University of Texas-Dallas — Richardson, Texas

Arthur L. Gregg, MEd, Assistant Vice President, Multicultural Affairs/Director, Multicultural Center, University of Texas-Dallas — Richardson, Texas

D'Andrea Young, MEd, Coordinator for Cultural Programs and Events, Multicultural Center, University of Texas-Dallas — Richardson, Texas

Bruce August, MEd, Assistant Director of Marketing and Cultural Programs, Multicultural Center, University of Texas-Dallas — Richardson, Texas

Monica Williamson, MS, Coordinator of Student Success and Outreach, Multicultural Center, University of Texas-Dallas — Richardson, Texas

Danny Cordova, MEd, Assistant Director of Diversity Education, Multicultural Center, University of Texas-Dallas — Richardson, Texas

5213

Co-Curricular Retention: A Promising Model for Cross-Campus Collaboration

Room: 202B

Session Type: Concurrent Workshop

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

On April 3, 2016, student protest erupted at UW-Milwaukee when then-Presidential candidate Trump hosted a Town Hall on campus. Just three weeks later, as UWM hosted the American Multicultural Student Leadership Conference, students wrested control of an open forum with Administration. They shared personal experiences while making demands for improvements on their respective campuses. At UWM, a coalition of student organizers issued a comprehensive list of demands to Administration. The staff of Sociocultural Programming, the Inclusive Excellence Center, and the Cultures and Communities Program were asked to craft a response. They set out to answer the question: how can Student Affairs, Multicultural Affairs, and Academic Affairs work together to enhance campus climate and improve retention of marginalized and minoritized students? Each area brings a unique set of skills, resources, and spheres of influence. Directors crafted multiple opportunities to engage in collaborative efforts that resulted in several successful initiatives to better meet the needs of underrepresented students, ranging from programmatic collaboration to the development of policies and priorities. This session will benefit professionals seeking a novel collaborative approach from recruitment to campus climate across divisions within the context of fading resources.

Robert Smith, PhD, Associate Professor, Associate Vice Chancellor, Executive Director, History, Global Inclusion and Engagement, Cultures and Communities, University of Wisconsin-Milwaukee — Milwaukee, Wisconsin

Warren Anthony Scherer, MPH, Director, Inclusive Excellence Center, University of Wisconsin-Milwaukee — Milwaukee, Wisconsin

Claudia Guzmán, MA, Sociocultural Program Manager, Student Involvement, University of Wisconsin-Milwaukee — Milwaukee, Wisconsin

10:00-11:30 AM

5214

Policing Higher Education

Room: 202C
Session Type: Concurrent Workshop
Session Track: Race and Social Justice in Higher Education
Experience Level: Novice

What is the role of police departments at academic institutions? Why do campuses have separate police departments? Can campuses serve as a model for police abolition and reform? Join this interactive session to explore the current state of policing on college and university campuses, including critically assessing the existence of campus police departments. This session will focus specifically on the models of policing being implemented on our campuses and how the police impact campus climate and the experience of students from marginalized identities.

Karmen McQuitty, JD, MS, Senior Staff Attorney, University Student Legal Service, University of Minnesota — Minneapolis, Minnesota

5216

Empowering Responses: A Multi-Layered Approach to Incidents of Campus Racism

Room: 203A
Session Type: Concurrent Workshop
Session Track: Student Affairs and Affiliated Professionals
Experience Level: Intermediate

This session will examine multiple acts of bias at an institution of higher education. Various responses to these acts galvanized student leaders, faculty, and campus administrators to re-affirm the institution's commitment to diversity and inclusion. With widespread reaction/attention (spotlight), the university mapped out practical steps to right these injustices. Immediate concerns ranged from ensuring the safety and security of all members and visitors of the campus community to addressing acts of free speech, while validating their impact on others and the institution's reputation.

This interactive session will include firsthand commentary from front-line responders; personal reflection from student leaders who inspired a larger student response; and administrators who reached out to those impacted most directly engaging them with a more positive experience of the university. It should benefit student leaders, faculty, and campus administrators responsible for (or committed to) managing (combating) incidents of bias on their campus.

Carol Binzer, PhD, Director of Administrative and Support Services, Department of Residence Life, Texas A&M University — College Station, Texas
CJ Woods, PhD, Associate Vice President for Student Affairs, Office of the Vice President for Student Affairs, Texas A&M University — College Station, Texas

5217

Interrupting Oppression in Everyday Situations: An Interactive Theatre Approach

Room: 203B
Session Type: Concurrent Workshop
Session Track: Student Interest and Engagement
Experience Level: Novice

Interactive theater can be a powerful tool for building empathy, acknowledging differences, and creating environments for difficult dialogues to take place. It can also provide an opportunity to practice for the future. Since the presidential election, hate crimes and harassment are on the rise. When we hear statements or witness situations that bother us but do not know how to engage, we often walk away feeling bad that we did not do something. In this workshop, presenters will explore multiple ways to respond to these moments of lived oppression. Join the leadership team of the NASPA award winning University of Oregon graduate student theater troupe "Rehearsals for Life" for a lively and interactive session about how bystanders can facilitate difficult conversations that often do not happen around issues of race, ethnicity, gender, sexual orientation, nationality, and disability. Theater will be explored as a tool for addressing the complex challenges that face students, faculty, and staff across disciplines, especially considering our new political landscape. This session will benefit participants who are interested in exploring innovative and interactive ways to have difficult campus dialogues and those who want practice interrupting oppression in their personal and professional lives.

Eric Braman, BA, Graduate Employee of Experiential Education and Prevention Initiatives, Office of the Dean of Students, University of Oregon — Eugene, Oregon
Abigail Leeder, MA, Director of Experiential Education and Prevention Initiatives, Office of the Dean of Students, University of Oregon — Eugene, Oregon
Steve Anthony Livingston, MA, Student- Counseling Psychology, Mental Health Department, University of Oregon — Eugene, Oregon
Keisha Jeong-Yoon Janney, American Association for Marriage and Family Therapy MFP Fellow, University of Oregon — Eugene, Oregon

10:00-11:30 AM

5218**Using a Student Transformative Learning Record (STLR) to Increase Success among Low-Income, First Generation, and Non-Majority Students**

Room: 203C

Session Type: Concurrent Workshop

Session Track: Student Interest and Engagement

Experience Level: Novice

In 2007, the University of Central Oklahoma (UCO) adopted transformative learning into its mission statement and began planning ways to integrate transformative learning experiences into courses and co-curricular activities across the campus. By 2014, an assessment and documentation process known as the Student Transformative Learning Record (STLR) was launched with the help of a \$7.8 million-dollar Title III grant from the United States Department of Education to support, assess, and track student progress across six core tenet areas (known as the Central Six) developed from the American Association of Colleges and Universities' (AAC&U) High-Impact Practices. The Central Six include: leadership, service learning and civic engagement, global and cultural competencies, health and wellness, discipline knowledge, and research, creative, and scholarly activities. In this session, participants will learn about the issues the program's target groups (low-income, first generation, and non-minority students) face upon entering college, explore the structure of this unique program, and how the University operationalized transformative learning theory for student success, as well as see retention and achievement results.

Brenton Wimmer, PhD, Assistant Director of Transformative Learning Assessment, Institutional Effectiveness, University of Central Oklahoma — Edmond, Oklahoma

Cia Verschelden, MSW, EdD, Executive Director, Institutional Assessment, University of Central Oklahoma — Edmond, Oklahoma

5219**Racial Violence: Mindfulness during Mindless Times**

Room: 204A

Session Type: Concurrent Workshop

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

Facilitating authentic dialogue about racial violence at a predominantly white institution (PWI) is a challenge faced by many social justice advocates, especially for staff and faculty of color. During times of racial violence there is a need to be aware, to educate, and to challenge institutional, cultural, and individual racism. Research demonstrates that staff and faculty of color often experience racial battle fatigue, especially at predominantly white institutions, and these dialogues can be physically and emotionally draining for staff and faculty of color. Therefore, this feeling of fatigue can be amplified when racial violence occurs, so there is a greater need to process and heal during these times, to allow for individuals to be in the present moment. If the healing process is interrupted, one often internally holds on to unresolved conflict, and are ineffective in one's progress as social justice professionals. Integrating the practice of mindfulness has shown to ease fatigue. In this interactive session, participants will engage in a dialogue about racial violence that has been seen for the past several years, and after each discussion participate in several mindfulness exercises that allow for the opportunity to heal. Participants will receive a mindfulness activity guide.

Portia Anderson, MEd, Retention Coordinator/Advisor, Student Equity and Diversity, The University of Utah — Salt Lake City, Utah

Sherri Wick, LPC, Associate Director, Career Development, Dominican University — River Forest, Illinois

12:15-1:30 PM

5300

Hari Kondabolu and Jenny Yang: "Make the Movement Irresistible"

Room: Ballroom

Session Type: Keynote

Experience Level: All Levels

The arts play a critical role in unpacking the social justice principles by telling stories that resonate. Comedy provides us the opportunity to explore the power of humor to confront society while making a safe space for people to be open and unpack social problems that continue to haunt disenfranchised groups. Asian Americans have remained in the margins when examining race in the U.S. and abroad, but these two artists have made waves to ensure that the AAPs are not rendered invisible and silent, but vocal and influential BY unpacking every day isms that impact AAPs. Through critical observations and laughter, Hari and Jenny inspire us to unpack what we take in to think more broadly about how we can take action and in some case resist through every day interactions. Their comedy give us a shared experience trough laughter and helps us actualize the power of humor to heal and work toward social justice.

Hari Kondabolu, Comedian, Writer, — Brooklyn, New York

Jenny Yang, Comedian, Activist — Los Angeles, California



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ou.edu/outreach

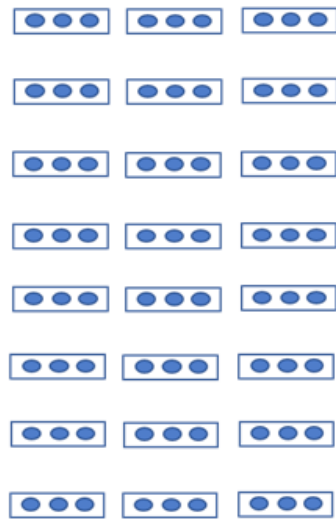
The University of Oklahoma is an equal opportunity institution.



NCORE 2017 Exhibit and Resource Hall

← POSTER SESSION

501	400	401	300
503	402	403	302
505	404	405	304
507	406	407	306



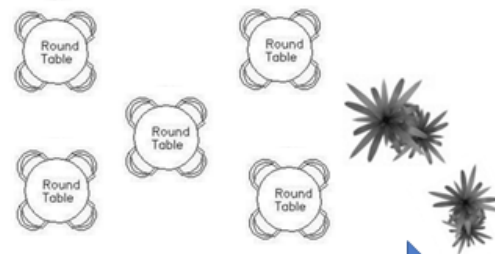
509	408	409	308
511	410	411	310
513	412	413	312
515	414	415	314

← NETWORKING SESSIONS

REGISTRATION →

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303	202	203	102
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307	206	207	106

309	208	209	108
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Booth#	Exhibitor
100	Quiet Elegance
102	Hackman Consulting Group
104	The Media Education Foundation
106	George Miller - Artist
108	The Montage Group, A Diversity and Inclusion Consulting Firm
110	SpeakOut
112	SpeakOut
114	SpeakOut
200	Peter Lang Publishing
201	University of Texas at Austin
202	Insight into Diversity
204	Insight into Diversity
206	Diverse: Issues in Higher Education
208	The National Student Leadership Diversity Convention
210	The National Student Leadership Diversity Convention
214	Institute of International Education
215	Tarrant County College District
300	West Love Color and Culture
301	Olmecca
303	Baylor University Garland School of Social Work

Booth#	Exhibitor
304	Stylus Publishing, LLC
305	HERC - The Source for Jobs at Smart Places
306	Stylus Publishing, LLC
308	The Change Project
309	Circle of Change Leadership Experience
310	Alkebu-Lan Images
311	Circle of Change Leadership Experience
313	Hope Children Center International
315	Hope Children Center International
400	Azusa Pacific University
403	Latinos in Higher Education
404	Syracuse Cultural Workers
406	Syracuse Cultural Workers
407	Something New
409	Adams State University
501	The National Academies of Science, Engineering, and Medicine
503	American Association of Blacks in Higher Education
505	American Association of Blacks in Higher Education
507	University of Michigan
509	Dialogues on Diversity

NCORE 2017 EXHIBIT AND RESOURCE 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 30
12 PM – 7 PM

WEDNESDAY, MAY 31
7 AM – 5 PM

THURSDAY, JUNE 1
7:45 AM – 5 PM

FRIDAY, JUNE 2
7:45 AM – 5 PM

SATURDAY, JUNE 3
7:45 AM – 12 PM

Quiet Elegance - Booth 100

We are 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

Hackman Consulting Group - Booth 102

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.

The Media Education Foundation - Booth 104

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

George Miller, Artist - Booth 106

George Miller is an illustrator and public speaker based out of northeast Florida. For more than 20 years, educational institutions, private and public offices, businesses, and communities all over the world have benefited from George's multicultural and child advocacy artwork and messages. George's art inspires us to learn in cross-cultural and multiethnic environments. Students and parents, educators and professionals, business owners and government leaders have praised George for his work that clearly reflects a love for children, his respect for those who teach and care for our children, and his passion to bring awareness to the problem of illiteracy. <http://www.gemart-studio.com>

The Montage Group, A Diversity and Inclusion Consulting Firm - Booth 108

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 and Privilege, and Cultural Competence. Check out her sessions: Micro-Aggressions: Getting to the Root of the Problem (poster) Thursday, June 2 at 3 pm, Poverty Simulation, Friday, June 3 at 10:00 am and Self-Care for Superwoman, Saturday, June 4 at 10:00 am 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

SpeakOut - Booth 110, 112, 114

The Institute for Democratic Education and Culture is a nonprofit 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 Jolivet, Adrienne Keene, Paul Kivel, Victor Lewis, Ariel Luckey, Peggy McIntosh, Dara Silverman, Mitzi Sinnott, Hugh Vasquez, and Tim Wise. www.SpeakOutNow.org

Peter Lang Publishing - Booth 200

The Peter Lang Publishing Group consists of companies based in various countries and markets its books worldwide. Peter Lang, who founded the group, came from a family of renowned Swiss booksellers and publishers. He learned the technical side of publishing in his father's firm before founding his own company. <https://www.peterlang.com>

NCORE 2017 EXHIBIT AND RESOURCE HALL

University of Texas at Austin - Booth 201

Like the state it calls home, The University of Texas at Austin is a bold, ambitious leader. Ranked among the biggest and best research universities in the country, UT Austin is home to more than 51,000 students and 3,000 teaching faculty. Together we are working to change the world through groundbreaking research and cutting-edge teaching and learning techniques. Here, tradition and innovation blend seamlessly to provide students with a robust collegiate experience. Amid the backdrop of Austin, Texas, a city recognized for its creative and entrepreneurial spirit, the university provides a place to explore countless opportunities for tomorrow's artists, scientists, athletes, doctors, entrepreneurs and engineers. <http://www.utexas.edu/>

Insight into Diversity - Booths 202, 204

INSIGHT into Diversity is the oldest and largest diversity magazine and website in higher education today. For over 40 years, INSIGHT into Diversity has connected potential employees with institutions and businesses choosing to embrace a workforce more reflective of our local and national communities.

We serve as a comprehensive recruiting vehicle for our advertisers because our definition of diversity goes beyond race and ethnicity. Our pool of job seekers is broad and vast, in part because we have formed strategic partnerships with organizations representing a wide range of talented individuals. <http://www.insightintodiversity.com/>

Diverse: Issues in Higher Education - Booth 206

Diverse is the only national newsmagazine focusing on matters of access and opportunity for all in higher education. Diverse remains the pre-eminent 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. diverseeducation.com/

The National Student Leadership Diversity Convention Booths 208, 210

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 roundtable 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, Nov. 17-20, 2017.

Institute of International Education - Booth 214

Have you considered study abroad, interning abroad, teaching abroad, or even doing research abroad as an undergraduate student or post-graduation? Find out more about funding opportunities to go abroad, provided by the U.S. Department of State, Bureau of Educational and Cultural Affairs' Gilman International Scholarship Program, and the Fulbright U.S. Student Program.

Tarrant County College District - Booth 215

TCC is a two-year college accredited by the Southern Association of Colleges and Schools Commission on Colleges. TCC was established by a countywide election in July 1965. Our many educational initiatives help us stay true to our mission to provide affordable and open access to quality teaching and learning. <https://www.tccd.edu/>

West Love Color and Culture - Booth 300

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.

Olmecca - Booth 301

Olmecca is a Hip-Hop artist/scholar/activist. His work has been featured on CNN Latino, ABC, Fox, NPR, URB Magazine, and television series, "Sons of Anarchy." He has collaborated with Grammy winners including Taboo of Black Eyed Peas, Ozomatli, Maldita Vecindad and shared the stage with KRS-One, Jenni Rivera, Dilated Peoples, Julieta Venegas, among others. He is one of very few artists that can coexist in various genres without compromising artistry or conviction.

Olmecca's unique talent in both English and Spanish is one that he has brilliantly mastered. A veteran of the L.A. hip-hop scene, Olmecca helped spawn a new trend of bilingual music that celebrates the Latin American diaspora in the United States. While everyday people and activists respect Olmecca's lyrical content, music connoisseurs value the production, and educators utilize Olmecca's music in their classrooms to provide a counter narrative. <http://olmecca.us/>

Baylor University Garland School of Social Work - Booth 303

The fundamental core of social work is about advocating for social justice. Social work education opens the door to learn the skills needed to care for others in a meaningful way by connecting them with resources to help them overcome life's most difficult challenges. These can include: poverty, discrimination, abuse, addiction, physical illness, divorce, loss, unemployment, educational problems, disability, and mental illness. According to the U.S. Department of Labor Bureau of Labor Statistics, social work is one of the fastest growing careers in the United States. The profession is expected to grow by 12 percent between 2014 and 2024. The Baylor University Garland School of Social Work (GSSW) Master of Social Work program equips our graduates with a professional degree, preparing them to serve in a wide range of public and private settings, from schools and hospitals to prisons and foundations. Baylor social workers uniquely develop the ethical integration of faith and social work practice. With campuses in both Waco and Houston, Texas, students have an opportunity to serve a diverse population. Virtual options are available for all students. For more information about GSSW, click http://www.baylor.edu/social_work/

Stylus Publishing, LLC - Booth 304, 306

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

HERC - The Source for Jobs at Smart Places - Booth 305

The Higher Education Recruitment Consortium (HERC) is a nonprofit consortium of more than 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.

The Change Project - Booth 308

Circle of Change Leadership Experience - Booths 309, 311

The Circle of Change Leadership Conference is a three-day national leadership conference that helps emerging and seasoned leaders discover the leader from within, develop the leadership and professional skills necessary to attain career leadership success, and inspires them to make a positive impact in their community, nation, and world!

NCORE 2017 EXHIBIT AND RESOURCE HALL

Alkebu-Lan Images - Booth 310

Featuring a wide selection of African skirts and dresses along with educational materials reflecting African-American culture and history. Additional items include jewelry and a variety of skin care products.

Hope Children Center International - Booth 313, 315

Hope children center international is a small company which sells handmade Jewelry, clothing and other handmade items made by less fortunate children from my village. 10 percent of total sales is donated to them. Please visit and share the experience by buying their precious items.

Azusa Pacific University - Booth 400

Are you ready to advance your educational and professional goals in the field of higher education? Stop by Azusa Pacific University's (APU) Doctoral Higher Education booth to learn more about our EdD and PhD degrees taught by stellar faculty in Southern California. An APU doctoral faculty member will be available to answer your questions.

Latinos in Higher Education - Booth 403

In the Beginning: LatinosinHigherEd.com was founded in 2006. LatinosinHigherEd.com is the first Latino professional employment website designed specifically for the higher education community. It was launched in response to a growing concern about the need to promote career opportunities in higher education for the growing Latino population. We are the leading Latino/a professional employment website where we connect colleges and universities with the largest pool of Latino/a professionals in higher education in the United States, Puerto Rico, and internationally by disseminating employment opportunities to registered candidates and a national network of Latino-serving organizations. <https://www.latinosinhighered.com>

Syracuse Cultural Workers - Booths 404, 406

Syracuse Cultural Workers is a national publisher and distributor founded in 1982. We have a large selection of Black Lives Matter and other products that further a vision of racial justice, liberation, equality, and peace. <https://www.syracuseculturalworkers.com/>

Something New - Booth 407

WHAT WE ARE UP AGAINST - Prejudice, Bias, Oppression, Hate, Fear, Instability, and Violence are all-around us and we must come together to "Build Community"

New Way's goal is simple: we train people how to effectively and peacefully handle internal and external conflict. Building on the principles of Gandhi, Mandela, and Dr. King, the nonviolence method to conflict reconciliation can be powerfully applied to any setting, any issue, or any relationship. New Way has trained thousands of college students in the principles of nonviolence and our parent organization Something New has led hundreds of Alternative Break experiences. Join us in building the beloved community.

"If one does not practice nonviolence in one's personal relations with others and hopes to use it in bigger affairs, one is vastly mistaken." - Gandhi

Adams State University - Booth 409

The Adams State booth will focus on the Higher Education Administration and Leadership (HEAL) program. It is an HSI focused program for low and midlevel administration wanting/needing a master's degree in order to advance their position.

The National Academies of Science, Engineering, and Medicine - Booth 501

The National Academies of Sciences, Engineering, and Medicine are private, nonprofit institutions that provide expert advice on some of the most pressing challenges facing the nation and the world. Our work helps shape sound policies, inform public opinion, and advance the pursuit of science, engineering, and medicine.

American Association of Blacks in Higher Education - Booths 503, 505

The American Association of Blacks in Higher Education (AABHE) is an outgrowth of the Black Caucus, which was a component of the former American Association of Higher Education (AAHE). As such, AABHE has rich history of representing blacks in higher education on a national level. The Black Caucus created the Summit for Blacks in Higher Education.

Over the years, AABHE has been involved in numerous initiatives such as addressing the pipeline of Black faculty and staff in higher education, bringing issues pertinent to Black faculty and staff to the attention of the larger academic community and recognizing African American achievements and accomplishments to higher education.

AABHE will continue to be the voice for Blacks in higher education. While AABHE evolved from the AAHE Black Caucus, the direction has not changed course. AABHE is an individual and institutional member-based organization with sponsorships from colleges and universities throughout the country. It is also sponsored by corporations that support the mission and vision of AABHE.

University of Michigan - Booth 507

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.

Dialogues on Diversity - Booth 509

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/>

2017 NCORE GROUPS

NCORE appreciates the organizations that unite to organize a group.

NCORE draws campus participants from more disciplines than any other conference, including academics, housing, student affairs, student organizations, admissions, and administration. Additionally, some universities draw participants from multiple campus locations.

This campus-wide collaboration across departments is a vital step toward systemic change.

To encourage and reward groups, **NCORE offers a discount to groups of 10 or more** participants from the same organization. The discounted registration rate is 10% off the **CURRENT** posted fee.

At the time these materials went to print, the follow groups were formed:



ALPHABETIC LISTING OF ALL PRESENTERS

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Abdo, Diya 2604
 Abegunde, Maria 3218
 Acevedo, Elizabeth 2403
 Adamis, Alexandra 2620
 Adams, Tiffany Tyre 4220
 Ahmed, Amer F. 3218, 3519
 Aimino, Kaila 5206
 Airall, Zoila 1105, 2004, 2501
 Aisenberg, Gino 5103
 Alavi, Roksana 2616, 3603
 Alavi-Basham, Havah 3603
 Albert, Katrice 2401
 Al-Hassan, Kaamil 3109
 Alhassen, Maytha 4114, 4512
 Ali, Noor 3511
 Allen, Brandon 5112
 Allen, Rachel 5001
 Allen, Jr., Henry 3201
 Ames, Jason 5208
 Amico, Robert 2213
 Anderson, Myron Roderick 2203, 4402
 Anderson, Portia 5219
 Anderson, Desiree 4113
 Andrews, Edwanna A. S. 1124
 Anguiano, Maximo Anguiano 2619
 Anvar, Hannah Scout Hossaini 2616
 Aragon, Sarah 3110
 Arauz, JuanCarlos 3006, 3406
 Arroyo, Carrie 4118, 4602
 Assalone, Amanda Elizabeth 2518, 4520
 August, Bruce 5212
 Aunaetitrakul, Dear 2504
 Ausbrooks, Angela 5210
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 Baker-Flowers, Kimberly 4513
 Baldy, Cutcha 4601
 Barker, Marco 2210, 3400
 Barnes, Keith Renard 2400
 Moore, Shani Barrax 5116
 Begay, Donovan 4501
 Bell, Lee Anne 1112, 2003, 2900, 4212
 Beller, Amanda 3105
 Benitez, Jr., Michael. 3006, 3406, 4100, 4200
 Bennett, Carol 2607
 Bennett, LaVonya 3205
 Bensimon, Estela Mara 2600
 Bey, Mohammed I. T 1128, 3518
 Bhargava, Tina 4503
 Biggs, David B. 2800
 Binzer, Carol 5216
 Birdine, Steve 5211
 Biscoe- Boni, Belinda 2302, 3208, 4005
 Bishop, Casey 3112
 Bolen, Kari 2207
 Bonilla, James Francisco 1109, 4218
 Boursiquot, Christelle 4510
 Boynton, Trey 2201
 Braman, Eric 5217
 Brooks, Brandy 3201

Broom, Shanique 4615
 Brown, April 2116, 4112
 Brown, Brandon 5203
 Brown, Justin 4504
 Brown, Robert 3511
 Browne, Mahogany L 2403
 Brown-Vincent, Layla D. 2501
 Buckley, Paul M. 1128
 Burdine, Kimberly 3116
 Burmicky, Jorge 3102
 Burnette, Jeffrey 3515
 Busby, Bruce 4005
 Bustamante, Rebecca 3615
 Butler, Jonathan 2101
 Butler, Shakti 1900, 2217, 3219, 4219

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Cadet, Deandra 4207
 Caiani, Jean 2506, 3403
 Caldwell, Ebony D. 2210
 Campbell, Tiffany 3215, 3502
 Campos, Emmet 3102
 Canida, Robert 3608
 Cano, Jose 3600
 Canton, Cecil 3505
 Carew, Mora M. 3606
 Carlose, Denise 3600
 Carlson, Vanessa 3611
 Carter, Tamara 3611
 Case, Pua 1113, 2516
 Castro, Maria 4117
 Chaddock, Mike 3618
 Chai, Dae Seok 3613
 Chaise, Christina 2513, 3405
 Chaney, William 2607
 Chao, Pamela Huang 3000
 Chapman, Paul 5001
 Charles, Cody Keith 4404
 Chavous, Tabbye 1102, 2005
 Chen, Bonnie 5118
 Cheng, Susan 3605
 Cherry, Christopher 4117
 Cheung, Rebecca Ein Wei 1122
 Chi, Jessika 4515
 Chiang, S. Leo 1901
 Chiocca, Emmanuelle 2112
 ChoGlueck, Taeyin 4207
 Choudhury, Shakil 2602
 Chrismon, Stephanie 3111
 Chu, Zduy Peter 3608
 Cipriani, Kauline 5205
 Clayton-Pedersen, Alma R. 2503
 Coleman, Jeffrey 3608, 4116
 Collins, Marcus 2104
 Conerly, Rosalind Denise 1119, 3602
 Conway, J.M. 4620
 Coopwood Sr., Ken 2514, 3107
 Cordova, Danny 5212
 Corona, Guadalupe Rodriguez 1129
 Cottledge, Anitra 3111
 Craven, Krista 2604
 Cromwell, Rasheed Ali 2407
 Cruz, Felicia 2117

Cruz, Krystal 3405
 Cuellar, Stephanie 5111
 Cullinan, Cris. 1105, 2004, 2405, 4006

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Daggers, Libby 4117
 Dancy II, T. Elon 4502
 Danico, Mary Yu 2517, 3520
 Darden, Rudy 5001
 Davidson, Charlotte Elizabeth 3202
 Davies, Priscilla Cécile 3606
 Davis, James Earl 4502
 Davis, Maurice 4203
 Davis-Jones, Chrissy 2111
 DeAgrela, Nina 4214
 DeBerry, Usherl 3210
 DeBose, Marvin 5119
 DeGuzman, Tiara 5204
 Del Cid, Alfredo E. 4405
 del Rosario, Cynthia 5006
 Denson, Latrina 4208
 DeVita, Timothy 3112
 Dey, Sharbari 3211
 Dhillon Brar, Manpreet 2508
 Diaz, Martina 2204
 Do, Quang 1123
 Dominguez, Vanessa 4007
 Driver, Tonya 3509
 Droleskey, Suzanne 3113
 Dugas, S. Nzingha 1120
 Durity, Melissa 3405
 Durodoye, Beth

E

Edmo, Se-ah-dom 1113, 2000
 Edwards, Kirsten 4502
 Elbert, Chanda 3509
 Elia, Marlie 3605
 Elliott, Craig 1108, 1116, 4400, 5207
 Eltahir, Mai 4204
 Emanuel, Stashia 4617
 England, Dolly 4213
 English, A. Faith 1125, 2210, 4514
 English, Jacob Alan 4116
 Epps, Sydney 3616, 5005
 Escamilla, Edelmiro 2114
 Escobar, Erin-Kate 4619
 Escoffery-Runnels, Veronica 4620
 Esters, Levon 5112
 Eversley, Shelly 4120

F

Faison, Christopher 2104
 Feagin, Joe 3212
 Felder, Zia 3119
 Felipe, Lou Collette S. 1123
 Felton, James A. 3517
 Ferrara, Mel 3611
 Fisher, D'Andre 3607
 Flores, Amanda 4102, 4609
 Flores, David Jesus 3600
 Flores, Griselda 3116
 Flores, Hector 3600

ALPHABETIC LISTING OF ALL PRESENTERS

Flores, Katrina Brook 3507
Florido, Mark Anthony 4616
Fong, Kenneth Uyeda 3601
Fontus, Gregory 5107
Foor, Cindy 2209
Ford, Theresa 2108
Fordham, Traci 4513
Foulis, Elena 4104
Fox, Maloni 4220
France, Monroe 3007
Franco, Catherine 4205
Frank, Jan 4508
Frank, Kerry 4508
Fredenburg, Joshua 2119
French, Daniel Jesus 3600
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SESSION DESCRIPTION CORRECTED – #2204 Approaches and Challenges to Implementing Opportunities for Staff Development in the Areas of Inclusion, Diversity, and Equity in the UW-Madison Division of Enrollment Management

This session should particularly benefit participants who are interested in providing sustainable structures for staff learning and dialogue in the areas of inclusion, diversity, and equity. The Division of Enrollment Management (DEM) Engagement, Inclusion and Diversity (EID) Committee is part of a broad structure of “Equity and Diversity Committees” within individual departments, colleges and units at UW-Madison. Two years ago, the EID Committee created a social justice learning community for colleagues within their campus division. The goal of this session is to highlight the EID Committee approaches and challenges to create space for social justice learning and dialogue across the DEM offices of Admissions and Recruitment, the Registrar, Student Financial Aid, and the Student Information System.

UPDATED DESCRIPTION – #2217 **The Light. The Light. One Will Perish Without the Light.**, Wednesday, May 31 – 10:00-11:30, Room 203B.

We are in a time of grave danger paralleled by great opportunity for imagination, vision and creativity. White supremacy and white nationalism have been legitimized and celebrated. We feel the turmoil, and we must seize the opportunity. We will come together to explore through a film, *Light in the Shadows*, that shows how the conversation on race and inequity breaks down. We will also push our respective communication edges, through a process called strategic questioning, to help us shift communication in ways that we can support equity and inclusion.

SESSION NOTICE -- #2606 **Protesting or Protecting: Language, Culture, and Advocacy in the Standing Rock Sioux Debate**, Wednesday, May 31 – 4:45-6:00 pm, Room 108

The purpose of this session is to provide a holistic and historical understanding what has happened with the Standing Rock Sioux’s case against the U.S. Army Corps of Engineers and the water protection actions surrounding the Dakota Access Pipeline.

This presentation will allow for the audience to deconstruct the history of Native American movements leading up to and including the Standing Rock Sioux’s case against the U.S. Army Corps of Engineers. The presenters will give a brief historical brief of the socio-political movements surrounding Native rights, but also a more in depth understanding of what is happening and has happened within this particular movement. Ideally participants will have a greater understanding that all movements are seen through lenses, and those lenses are informed by the audience’s available knowledge and motivations.

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

Sedelta Oohsahwee, Former Senior Advisor, Office of Tribal Relations, United States Department of Agriculture — Washington, D.C.

SESSION CANCELLED – #2612 **Showing Up in the Comments Section: The Role White Folks Have to Challenge Bigotry, Address Racism, and Dismantle White Supremacy in the Age of Technology**

SESSION CANCELLED – #3119 **It Goes Down in the DM's: Social Media and Music's Desensitization of Sexual Assault**

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SESSION DESCRIPTION CORRECTED – #3213 **A New Set of Standards for Multicultural Affairs: Transformative Education Principles and the Student Affairs Program Review**

The comprehensive program review has long been a major undertaking within the academic arena in higher education, but evidence is also becoming a major priority within the student affairs arena. Over the past decade, universities across the country have engaged in comprehensive program reviews for each student affairs functional unit. As a scholar who is often called to serve as the external reviewer for program reviews within multicultural affairs, the presenter has often found the departments voicing legitimate complaints regarding the required use of CAS standards. The activism that grounds the history of university multicultural affairs calls for these offices to purposefully be different in practice, services, relationships, environment, and community involvement than other student service units. While many of the CAS standards are undoubtedly important and necessary for the assessment of multicultural affairs, some of these departments (and specifically cultural centers) may need to expand on CAS standards during their program reviews/self-studies. This session will share two viable resources that more effectively address the work of multicultural affairs: The Five Point Plan (Programming structure for multicultural centers) and the Principles of Transformative Education (Standards that are specific to issues of racial and social justice, inclusion, and diversity).

SESSION CANCELLED – #3514 **Faculty Reflection as Self Work Praxis**

SESSION CANCELLED – #4109 **From Student Non-Violent Coordination Committee (SNCC) to MIZZOU: Effective Student Activism**

SESSION SCHEDULE CORRECTION – #4519 **The World Is Yours: Reflections of A Global RAPTivist** is scheduled for Friday, June 2, 3:00-4:30 p.m.

SESSION SCHEDULE CORRECTION – #4520 **Is Race a Choice? Continuing the Conversation on MultiRacial Identification Fluidity and Notions of Ethnic Fraud**, Friday, June 2, 3:00-4:30 p.m.

NEW SESSION -- #4600 **A Conversation with Eric Striker: Reflections of an African American Student Athlete Activist** is scheduled for Friday, June 2, 4:45-6:00 p.m. in Room 200

This session will provide insight into the pros and cons of activist involvement on the part of African American student athletes. Participants will seek understanding of the experience of the Black student athlete activist and identify ways to provide support for their efforts. An effort will be made to identify ways to encourage the development of social justice competencies and policies related to student athletes.

Thomas Lionel Hill, PhD, Senior Policy Advisor to the President, Office of the President, Iowa State University—Ames, Iowa

Eric J. Striker, Defensive Recruiting Analyst, Football, Department of Athletics, The University of Oklahoma—Norman, Oklahoma

SESSION CANCELLED – #4611 **For Brothers: Developmental Struggles of Black Male Graduate Students**

SESSION CANCELLED – #4622 **Making a Dollar out of Fifteen Cents: Growing Institutional Diversity in Times of Resource Impoverishment**

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NEW SESSION – #5105 House Bill 174: The Grassroots Campaign to Establish Native American Heritage Day in Texas will be presented Saturday, June 3 – 8:30-9:45 am in room 204 B

In December 2011, Peggy and Larry Larney met with a small group of supporters to discuss the uphill battle of recognizing American Indian Heritage Day in Texas. After nearly two years, Texas Gov. Rick Perry would sign House Bill 174 recognizing the last Friday in September as American Indian Heritage Day. This session will address how Peggy Larney and her small group of supporters built the necessary momentum to nurture HB 174 into Texas law.

This session re-traces the successful grassroots navigation of HB 174. Particular focus will be on the strategic make-up of the original grassroots committee, including the partnership with UT-Arlington. It is our hope that this session will inspire and fuel impactful community efforts. Thus, this session will benefit participants who are interested in grassroots efforts, those who work in community service organizations, those who are interested in University / school community partnerships, and those who are concerned with ongoing Native reclamation efforts at the state level.

Peggy Larney, Dallas Independent School District (retired), Choctaw Nation Citizen – Dallas, Texas

SESSION MOVED – #5118 Diversity Programs: Connecting Diverse Students and Alumni will be presented Wednesday, May 31 – 4:45-6:00 pm in room 202 A.