

NCORE 2018 Conference Sessions and Descriptions

Tuesday, May 29– 9:00 a.m. - 5:30 p.m. Pre-Conference Institutes

If you are registered to attend a Pre-Conference Institute, see session descriptions here:

<https://ncore.ou.edu/en/ncore-2018-nola/programming/pre-conference-institutes/>

Tuesday evening sessions (for all conference participants)

Tuesday, May 29– 6:30 p.m. - 8:00 p.m.

Session Type: Special Feature

1500: NCORE Meeting the Needs of Community College Constituents

Session Track: Intersectionality, Identities and Discussions

Experience Level: All Levels

Since their inception, community colleges have educated and welcomed diverse students with a very broad range of preparation levels and goals. Please join us as we come together to discuss how NCORE has served the interests of community college constituents for over 20* years and how we can continue toward excellence in this area. Session participants are encouraged to share ideas and recommendations of how we can further enrich the NCORE experience for community college constituents and for those in other areas of higher education.

PRESENTER(S):

Veronica Gerace, EdD, Faculty and Honors Program Equity Coordinator, San Diego Mesa College — San Diego, CA

Tuesday, May 29– 8:00 p.m. - 9:15 p.m.

Session Type: Keynote

1600: Post Traumatic Slave Syndrome: America’s Legacy of Enduring Injury and Healing

Session Track: Intersectionality, Identities and Discussions

Experience Level: All Levels

Post Traumatic Slave Syndrome explores the psychological and emotional impact on African Americans after enduring the horrific Middle Passage, over 300 years of slavery, followed by continued discrimination. From the beginning of American chattel slavery in the 1500’s, until the ratification of the Thirteenth Amendment in 1865, African Americans experienced the worst kind of physical, emotional, psychological, and spiritual abuse. Given such history, Dr. Joy DeGruy asked the question, “Isn’t it likely those enslaved were severely traumatized? Furthermore, did the trauma and the effects of such horrific abuse end with the abolition of slavery?”

Emancipation was followed by another hundred years of institutionalized subjugation through the enactment of Black Codes and Jim Crow laws, peonage and convict leasing, and domestic terrorism and lynching. Today the violations continue, and when combined with the crimes of the past, they result in further unmeasured injury. What do repeated traumas visited upon generation after generation of a

people produce? What are the impacts of the ordeals associated with chattel slavery, and with the institutions that followed, on African Americans today?

Dr. DeGruy addresses these questions and encourages her audience to understand African American attitudes, assumptions, and emotions through the lens of history. By doing so, she argues people will gain a greater understanding of the impact centuries of slavery and oppression has had on African Americans and on every race and culture in the country.

PRESENTER(S):

Joy DeGruy, MSW, MS, PhD, Writer, Educator — Oakland, CA

Wednesday, May 30– 8:30 a.m. - 9:45 a.m.

Session Type: Major Workshop

2001: Playing While White: Power and Privilege on/off the Field

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

This session explores the ways in which white athletes are profiled as intelligent leaders, hard workers, underdogs, and role models; it examines the ways that whiteness is imagined as innocent, desirable, and redeemable. To be white in America is to continuously cash in on historically and institutionally produced privilege. It is to reap the benefits of American racism.

PRESENTER(S):

David J. Leonard, PhD, Professor, Department of Critical Culture, Gender, and Race Studies Washington State University — Pullman, WA

Wednesday, May 30– 8:30 a.m. - 9:45 a.m.

Session Type: Major Workshop

2002: New Orleans at 300: History, Public Memory, and Post-Katrina Reality

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

As a port city with a hybridization of Native, African, and European cultures, New Orleans has always attracted visitors titillated by its exoticism and carnival-esque atmosphere. The tourism industry has depended on black culture and labor to promote the city, while relying on black stereotypes and exclusions to perpetuate narratives of New Orleans's racial exceptionalism. Thirteen years after Hurricane Katrina, tourism has rebounded, forming the centerpiece of citywide reforms in education, the economy, and the arts. This lecture pursues the following questions: What stories and histories are effaced in traditional tourism narratives of New Orleans? What avenues are available for communities whose histories have been effaced to research, reclaim, and reproduce those histories? How might these reclaimed histories reshape the physical and ideological landscape of a city with a grossly unequal distribution of resources and power? An analysis of non-traditional sources such as souvenirs, guidebooks, and tours uncovers New Orleans tourism as a complicated site for navigating race, public memory, and public policy.

The impassioned national debates over the removal of Confederate monuments demonstrate that the decisions about which history, whose culture, and what types of diversity are represented are always in process and invariably contested. As New Orleans celebrates its tercentenary, there are new calls to reassess, document, and disseminate a new public history of the city that challenges the official narratives promoted by the tourism industry. This talk will be of interest to those in the higher education community.

PRESENTER(S):

Lynnell L. Thomas, PhD, Associate Professor, American Studies University of Massachusetts Boston — Hyde Park, MA

Wednesday, May 30– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

2003: Pauper to PhD: Financial Literacy

Session Track: Student Interest and Engagement

Experience Level: Intermediate

This session is for all conference attendees curious about how to manage their spending, set a budget, and save for the future. We will primarily share with attendees a variety of experiences and options for managing spending, paying off student loans, and saving for retirement.

PRESENTER(S):

LeManuel Bitsoi, Ed.D., Chief Diversity Officer, President's Office Stony Brook University — Stony Brook, NY

Tepring Piquado, Ph.D., Research and Policy Scientist, RAND Corporation — Santa Monica, CA

Wednesday, May 30– 8:30 a.m. - 9:45 a.m.

Session Type: Major Workshop

2004: Going Back to Go Forward

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

This session will particularly benefit those who experience defensiveness when terminology of “white privilege” or “white supremacy” are used to address culture and society; those who seek understanding of race-based human divides and divisiveness in the U.S.; and anyone who seeks historical knowledge to express clearly the social construction of race.

The presentation covers where, when, how, and why the human category called “white people” was first asserted in law. This legal history begins in the 1600s in the British colonies of North America and reveals the deployment of class and gender hierarchy as essential to the construction of what today is articulated as race. Session attendees will leave with an understanding of the purpose of “white people” and knowledge about the assertion of “white people” as a matter of foundational U.S. law.

This session offers attendees a lens through which to view normative policies and practices and begin to see the workings of white superiority within institutions, communities, and our selves.

PRESENTER(S):

Jacqueline Battalora, PhD, JD, Professor of Sociology & Criminal Justice, Department of Sociology and Criminal Justice Saint Xavier University — Evanston, IL

Wednesday, May 30– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

2005: Creating Racially Just Communities: Mapping Emory's Institutional Process for Social Change

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

This session explores Emory University's experimental efforts to employ our institutional mission, values, and strengths as we develop synergistic responses to racial and social justice issues on campus. In particular, it examines the deployment of Emory's Commission on Racial and Social Justice, a macro-level process of institutional accountability, and the Emory Conversation Project, a micro-level skill-building program to train students to engage about and across their difference, as examples of synergistic interventions employed at the institutional and programmatic level. Participants will engage in an exercise designed to spark social justice innovation within the context of their own institution. This session should particularly benefit participants who are interested in developing multi-level, proactive, and complementary social justice responses uniquely designed for their institution.

PRESENTER(S):

Ed Lee, EdD, Executive Director , Community Emory University — Atlanta, GA

Dona Yarbrough, PhD, Senior Director and Senior Associate Dean , Campus Life Emory University — Atlanta, GA

Wednesday, May 30– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

2006: Police Brutality, Black Lives Matter and Activism

Session Track: Global, Multicultural and Transnational issues

Experience Level: Novice

Over the last several years there has been a surge in involvement and interest by young people around issues of racial justice. This has encouraged an environment where discussions of racial justice have hit the national public mainstream. This workshop will explore the impact that this surge has had, both positive and negative, on the current movement for Black Liberation.

PRESENTER(S):

Dayvon Love, B.A., Political Organizer and Director of Public Policy, Public Policy Leaders of a Beautiful Struggle — Baltimore, MD

Wednesday, May 30– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

2007: #BlackHairMatters: Exploring the Relationship between Black Women Students and Their Hair in Higher Education in the United States

Session Track: Intersectionality, Identities and Discussions

Experience Level: Intermediate

A Black woman's hairstyle is often critiqued by others, which can lead her to feel marginalized and shamed. This session will engage attendees in a research-based presentation that illustrates how hairism (hair discrimination) experiences have influenced the personal, career, and social interactions of cisgendered Black women students in higher education. This session should particularly benefit higher education leaders who provide direct and indirect support in career services, mentorship, and leadership development. It will also encourage practitioners and students who are interested in developing initiatives to combat hairism within their campus community. At the conclusion of the presentation, participants will be provided with strategies to aid in mitigating the effects of stereotype threat experienced by Black women in higher education due to their hair styling choices.

PRESENTER(S):

MaKasha Harris, EdD, Academic Advisor, Office of Academic Advising Southern Illinois University Edwardsville — Edwardsville, IL

Wednesday, May 30– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

2008: I Am, But I Do Not See: Color-blind Racial Ideology in College Millennials

Session Track: Intersectionality, Identities and Discussions

Experience Level: Intermediate

Long-standing research suggests that white Americans largely ascribe to color-blind ideology, doggedly claiming that the U.S. is now a post-racial society. While some research has explored black Americans with regards to color-blind racial ideology, on the whole, racial minorities are missing from narratives on color-blindness. Additionally, we know relatively little about the views of young adults, who have largely come of age during the time of the U.S.' first black-identifying president. Building upon prior research and drawing from literature on racial ideology and racial identity, this session will explore a recent project that seeks to fill these gaps, illuminating the ways in which Millennials of color ascribe to color-blind racial ideology. The project involves 70 racially diverse college students from four universities in the mid-Atlantic region of the U.S., using a combined methodology of personal journaling and individual interviews. Comparisons between white students and students of color help uncover how racial and ethnic identity and hegemonic racial ideology mutually influence each other in contemporary times. This session should particularly benefit individuals who are interested in the operation of racial/ethnic identities and 21st century racial ideology, and how this knowledge can help with teaching, research, and working with college students.

PRESENTER(S):

Jonathan Cox, PhD, Assistant Professor, Sociology University of Central Florida — Orlando, FL

Wednesday, May 30– 8:30 a.m. - 9:45 a.m.

Session Type: Special Feature

2009: From a Native Daughter: The Continuing Relevance of Haunani-Kay Trask in Higher Education

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

The most internationally- and locally-renown Kanaka Maoli scholar of the late 20th-century and of the Hawaiian sovereignty movement, Haunani-Kay Trask, leaves a legacy across numerous fields of scholarship and life. Her visibility has faded since her retirement a decade ago and this book project argues that critical engagement with Trask's work is as necessary and relevant as ever. Against overt threats of violence by white supremacists, Trask carved institutional space for Indigenous knowledge and people. Speaking to liberal articulations of multiculturalist paradise in Hawai'i, Trask introduced a settler colonial analysis and shifted popular dialogue toward Indigenous sovereignty and relationship to land. Wrestling with patriarchy within the Hawaiian movement, Trask insisted on centering gender and gendered forms of violence as sites of analysis. Her work in prose, poetry and politics amplifies the ferocious love of Hawaiian resistance to colonialism.

This book project tentatively titled, *She Goes By Moons: An Intellectual Biography of Haunani-Kay Trask*, explores the political and intellectual battles that forged Haunani-Kay into the formidable and inimitable analyst she became. These struggles include the anti-war and feminist movements at the University of Wisconsin at Madison, the efforts to stop the bombing of Kaho'olawe, the fight to construct a Hawaiian Studies building at the University of Hawai'i at Mānoa, and throughout, the demand for Hawaiians to represent ourselves, whether in writing our own histories or running our own government. This session specifically explores the legacy of Dr. Haunani-Kay Trask in building a "Hawaiian place of learning" at the University of Hawai'i at Mānoa.

PRESENTER(S):

Erin Kahunawaika'ala Wright, PhD, Assistant Professor, Educational Administration University of Hawai'i at Mānoa — Honolulu, HI

Wednesday, May 30– 8:30 a.m. - 9:45 a.m.

Session Type: Special Feature

2010: Intergenerational Conversation of Scholars on Multiracial/Mixed Race Identity

Session Track: Intersectionality, Identities and Discussions

Experience Level: All Levels

After about 25 years of scholarship, Multiracial/Mixed Race identity theories have progressed from being non-linear to being dynamic, fluid, and not monolithic. Scholars in interdisciplinary fields such as Sociology and Higher Education have brought new insights and contributions to identity research that helps us to understand the complexity of Multiracial/Mixed Race identity development. While the literature on Multiracial identity continues to bring more nuanced perspectives on the Mixed-Race experience, this intergenerational conversation will explore the following: Where is the future of mixed race/multiracial identity heading next? How do intergenerational scholars take into consideration previous research and how does this influence present day multiracial identity theories? This session will review past and present Multiracial/Mixed Race Identity theories spanning different generations of multiracial scholars. Through this conversation, we will engage participants in small and large group

discussion. As we wrestle with these questions, we will also consider how multiracial identity theories have not yet connected identity development to systems of oppression and racial justice. Overall, this presentation will benefit any participant who is interested in learning more about where the past and present scholarship on multiracial identity is heading from an intergenerational scholar perspective.

PRESENTER(S):

Victoria K. Malaney Brown, , PhD Candidate & Director of Academic Integrity, Educational Policy, Research, and Administration / Student and Family Support University of Massachusetts Amherst & Columbia University in the City of New York — Tuckahoe, NY

Reginald Daniel, PhD, Professor, Department of Sociology University of California, Santa Barbara — Goleta, CA

Sy Stokes, MSEd, Doctoral Student, Higher Education University of Southern California — Los Angeles, CA

Charmaine Lietzau Wijeyesinghe, EdD, Consultant and Author, Social Justice and Organizational Development — Delmar, NY

Wednesday, May 30– 8:30 a.m. - 9:45 a.m.

Session Type: Special Feature

2011: Expanding Your Career Options: Tenure Track Faculty Positions and Beyond

Session Track: Faculty Interest and Needs

Experience Level: All Levels

This session is intended for emerging and early career scholars interested in learning about various career options within higher education, such as: classroom instructors, researchers, administrators, or a combination of some or all of these roles—and how to prepare for multiple markets. Career flexibility is particularly important given the national trend involving the decrease of available tenure track positions. Presenters will describe faculty employment trends and demographic profiles based on national data, provide information about the range of higher education institutional types and structures, and survey the various kinds of faculty and non-faculty roles that are available within institutions. The workshop will include opportunities for participants to reflect on what kinds of roles best fit their own interests and skill sets, and to share experiences with peers to help clarify what career paths make the most sense for them.

PRESENTER(S):

Tamara Antionette Johnson, PhD, Assistant Chancellor for Equity, Diversity and Inclusion, Office of the Chancellor University of Wisconsin--Eau Claire — Eau Claire, WI

Celina Chatman Nelson, PhD, Director, UChicagoGRAD Development & Diversity, Office of the Provost University of Chicago — Chicago, IL

Wednesday, May 30– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

2013: Empowering Undergraduate Students of Color through Mentoring: Project MALES at UT Austin

Session Track: Student Interest and Engagement

Experience Level: Novice

The Project MALES (Mentoring to Achieve Latino Educational Success) Mentoring Program works with Black and Latino male students in Austin area schools situated in predominantly Black and Latino working class neighborhoods. At the state level, Project MALES also oversees the Texas Education Consortium for Male Students of Color (TECMSC), a state-wide network made up of cross-sector partnerships representing school districts, community colleges and four year universities whose mission is to support our male students of color in Texas to excel academically and socially, and to become more responsible and engaged citizens in our communities.

The mentoring program utilizes a critical lens using social emotional learning principles to help students develop a sense of brotherhood, leadership, college and career readiness as well as address topics in health wellness. Through our one-on-one & group mentoring approaches the Project MALES undergraduate mentors who receive training in our service learning course at UT Austin are able to cultivate important relationships with young men who may not have a traditional mentor in their lives. Our mentors who share similar backgrounds and experiences with these young men function as powerful role models and academic and community leaders. Through ongoing tracking of academic and nonacademic data to assess student progress, the Project MALES Mentoring Program has been able to

measure the impact of these mentoring relationships on these young men's lives. By implementing scaffolding mentoring - utilizing professors, staff, graduate students, and undergraduate students, and middle and high school students, Project MALES provides a successful assets-based model that has impacted over 200 undergraduate students and over 400 middle and high school male students of color succeed.

PRESENTER(S):

Emmet Campos, PhD, Program Director, Division of Diversity and Community Engagement The University of Texas at Austin — Austin, TX

Mike Gutierrez, MEd, Program Coordinator , Division of Diversity and Community Engagement The University of Texas at Austin — Austin, TX

Wednesday, May 30– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

2014: Monument Madness: How to be a Person of Color Among Statues

Session Track: Intersectionality, Identities and Discussions

Experience Level: Novice

In the current heightened state of our election results, confederate statues and flags have gained media traction. While the debates of statues continue to swarm around us, most are still standing and make daily impacts on professionals of color. Using post-traumatic slave syndrome as the framework, this session will take a deeper look at institutions that are surrounded by confederate symbols (i.e statues, monuments, flags, murals, building names) and educate on the trauma that may be caused because of them. People of Color have been resilient throughout history and resiliency continues to be an ongoing requirement for POCs who work at institutions with confederate flare. As a current faculty member of a southern institution near "Monument Avenue", the presenter will discuss the effects statues, flags, and buildings have on POC employees, provide methods to remain resilient at work, and offer opportunities for support and self-care. This session should particularly benefit professionals who have lived experiences around this topic or have interest in effects of the confederacy.

PRESENTER(S):

Ashley Gaddy, M.A., Assistant Director of Residential Life for Multicultural Affairs , Residential Life and Housing & Office of Multicultural Student Affairs Virginia Commonwealth University — Richmond, VA

Wednesday, May 30– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

2015: Muslim, Arab, South Asian and Sikh Students in the Time of Trump

Session Track: Intersectionality, Identities and Discussions

Experience Level: Novice

This session will provide a framework for understanding the effects of policies such as walls, bans and raids and today's vitriolic climate on the lives of Muslim, Arab, South Asian and Sikh communities, including young people. It will provide information, best practices, and tools for participants eager to reach marginalized students. This session should particularly benefit diversity & inclusion professionals, multicultural affairs coordinators, and students interested in creating welcoming and safe campus spaces.

PRESENTER(S):

Deepa Iyer, JD, Senior Fellow, Race Forward — New York, NY

Tabitha Mustafa, , Program Associate, American Friends Service Committee- New Orleans — New Orleans, LA

Arjun Sethi, JD, Adjunct Professor, Law Georgetown University — Washington, DC

Wednesday, May 30– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

2016: Responding to Mental Health Concerns of Minoritized Students at PWI's: An Innovative Partnership between the Diversity Office and Family Clinic

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Novice

In this session, the Chief Diversity Officer, Marriage and Family Therapy graduate students and their clinical supervisor at our PWI will discuss our Diversity Counselors Program, which offers mental health services to students involved in diversity and inclusion programs. As part of an innovative internship program, three graduate student interns provide therapy sessions every day of the week. Graduate students specialize in various aspects of diversity, including race/ethnicity, LGBTQIA, first-generation college students, military veterans, addictions and recovery, learning abilities, and medical challenges. We will share details of the program, how it was implemented as we reached HSI enrollment, its benefits and limitations, ethical considerations, future programming, and ideas for other universities to implement their own programs.

PRESENTER(S):

Lauren Creger, MS, Counselor, Marriage and Family Therapy Texas Tech University — Lubbock, TX

Ryan Nies, BS, Graduate Student, Marriage and Family Therapy Texas Tech University — Lubbock, TX

Elizabeth Sharp, PhD, Interim Vice President, Division of Diversity, Equity, and Inclusion, Division of Diversity, Equity, and Inclusion Texas Tech University — Lubbock, TX

Kiarra Watts, BS, Graduate Student, Marriage and Family Therapy Texas Tech University — Lubbock, TX

Wednesday, May 30– 8:30 a.m. - 9:45 a.m.

Session Type: Major Workshop

2017: Latinx Mental Health: Current Trends, Sociopolitical Factors and Implications

Session Track: Intersectionality, Identities and Discussions

Experience Level: All Levels

Like many other marginalized groups in the U.S., stressors and possible mental health concerns have been on the rise for Latinx college students (cite). In this group workshop and discussion, participants will address and untangle the various layers of barriers, stress, and concerns uniquely experienced by college student with intersecting Latinx identities and how it impacts mental health and wellbeing. Aside from addressing the current trends in mental health of Latinx students, the focus of this session will be threefold:

- First, participants will gain knowledge of the impact of culture as a resource, strength and coping mechanism, but also as a potential stressor. Participants will take away a brief understanding of the complex impact of prejudice, minority stress, bicultural navigation, acculturation gap, and microaggressions on mental health concerns and educational outcomes of Latinx College students.
- Second, barriers for seeking help such as stigma and lack of culturally competent treatment.

•Finally, the presenter will address implications and suggestions for faculty and staff working with Latinx students and how to increase dialogue and care around these topics. Participants of all experiences will gain useful knowledge, awareness and core skills in addressing mental health and referring students to resources.

PRESENTER(S):

Raquel Botello, PhD, Assistant Professor, Psychology Texas A&M- Corpus Christi — Corpus Christi, TX

Wednesday, May 30– 8:30 a.m. - 9:45 a.m.

Session Type: Special Feature

2018: “Reclaiming and Sustaining our Time”: Sharing Key Lessons from the 40th Annual African American Heritage Festival at The Ohio State University

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

This session will provide a guide to success by highlighting the 40th Annual African American Heritage Festival as a promising practice for an effective and long-standing Black cultural program and leadership model for Black college students at a predominantly White institution (PWI). In addition to sharing the structure of this program and the student leadership model, the presenter will also highlight strategies for fundraising, maximizing university resources, as well as navigating institutional racism and politics among key university stakeholders. Drawing on several forms of media and student narratives, college student educators and university leaders will share in the counter-space that was the 40th Annual African American Heritage Festival. Thus, session attendees will walk away with key tools and strategies for resisting institutional racism and sustaining effective large- scale, Black student programming at their respective institutions.

PRESENTER(S):

Christopher S. Travers, MA, Ph.D. Candidate, Educational Studies The Ohio State University — Columbus, OH

Wednesday, May 30– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

2021: Social Justice Pedagogy in the Age of Trumpism: My Experience Developing and Teaching a Course on Social Justice, Urban Policing and Multicultural Youth and Families

Session Track: Faculty Interest and Needs

Experience Level: Novice

On many campuses, professors are discouraged from taking political positions in the classroom, particularly during this time of prolonged political and racial division in the United States. While discouraged professors may avoid the headache of course content inclusive of race and controversial issues, social justice minded faculty must acknowledge that it is impossible to be apolitical in a classroom because our students' very lives are politicized. This session will focus on how to engage in constructive, empathetic dialogue regarding issues of race in our nation without alienating students on either side of the political spectrum. We will explore how to discuss the issues that are sparking local, national, and global unrest that continue to plague how we live and work together. This session is a reminder of the privilege and responsibility educators hold to engage in these critical conversations, and the beginning of a conversation about best practices in these trying times. This session should particularly benefit educators who strive to proactively foster safe and open-minded environments and discussions, and promote intercultural understanding.

PRESENTER(S):

Marinda Harrell-Levy, PhD, Assistant Professor, Human Development and Family Studies The Pennsylvania State University (Brandywine) — Media, PA

Wednesday, May 30– 8:30 a.m. - 9:45 a.m.

Session Type: Major Workshop

2022: White Immunity: Working Through the Pedagogical Pitfalls of ‘Privilege’

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: All Levels

This session will outline and detail the concept of White immunity, a development of the commonly used term White privilege. The concept inverts White privilege by demonstrating how White people’s elevated social status is less about social privileges, and more about basic rights and human decency being systematically denied to People of Color. White people, due to White supremacy, are inoculated from this disparate racial treatment – hence, White immunity. It will dive into the historical development of Whiteness, common misapplications of “privilege,” while demonstrating how White immunity is both a more accurate and more pedagogically sound path forward. This session should particularly benefit those struggling to engage White people in anti-racism, in particular on college campuses.

PRESENTER(S):

Nolan L. Cabrera, PhD, Associate Professor, Educational Policy Studies & Practice University of Arizona — Tucson, AZ

Wednesday, May 30– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

2023: Call Out, Call In (COCI): Model for a Student-Organized Dialogue Group on LGBT+, QTPOC, POC, and FLI Issues

Session Track: Intersectionality, Identities and Discussions

Experience Level: Novice

This session examines a student-organized dialogue model, Call Out Call In (COCI), focused on discussing issues pertinent to first-generation, low- income (FLI), queer and trans people of color (QTPOC) students and within the Latinx community. Through this workshop, we will focus on how our student leaders have navigated dialogue on intersectional issues in an advocacy model that places our student organization, the Princeton University Latinx Perspectives Organization (PULPO), as an intermediate advocate between undergraduate students and student affairs professionals. This session should particularly benefit participants who are interested in reproducing this dialogue model on campus through a student organization or those who would like to mentor students through dialogue programming.

PRESENTER(S):

Arlene Gamio Cuervo, Undergraduate Student, Princeton University — Princeton, NJ

Wednesday, May 30– 8:30 a.m. - 9:45 a.m.

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PRESENTER(S):

Mario Garcia, Undergraduate Student, Princeton University — Princeton, NJ

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PRESENTER(S):

María José Solórzano, Undergraduate Student, Princeton University — Princeton, NJ

Wednesday, May 30– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

2024: Bridging Student and Academic Affairs to Promote Latino Student Success

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

This session will particularly benefit practitioners who are interested in learning strategies for engaging Latino students and the community in order to successfully navigate the college process from high school to college to career. This session will also focus on best practices for increasing the recruitment, retention and graduation of Latino students based on our experiences at Eastern Kentucky University, a predominantly white institution. The session will highlight how the collaboration/partnership between staff, faculty, student leaders, and the community has resulted in doubling the enrollment of Latino students in less than 4 years (from 250-428). We will also share best practices that have resulted in a retention rate that is consistently the highest at EKU (between 70%-80%) and above the national average. Examples to be discussed include high impact service learning, fostering an engaged Latino Student Association, college fairs, summer camps, creating a bridge between community colleges and 4 year institutions, the creation of culturally responsive spaces, and a holistic approach to serving and advocating for our undocumented and DACAmented students, and a curriculum that encourages them to embrace their bilingualism and cultural identities. This session will present strategies that will be useful from novice to administrative levels.

PRESENTER(S):

Gaby Baca, Transfer Admissions and Articulation Coordinator, Student outreach and Transition office Eastern Kentucky University — Richmond, KY

Liliana Gomez de Coss, MA, Associate Director of Latino Recruitment and Retention, Student Outreach and Transition Office Eastern Kentucky University — Richmond, KY

Abbey Poffenberger, PhD, Chair, Associate Professor of Spanish, Languages, Cultures, and Humanities Eastern Kentucky University — Richmond, KY

Martha Cristina Valencia Rueda, BA, Graduate Assistant for Dept. of Languages, Cultures, and Humanities, Languages, Cultures, and Humanities Eastern Kentucky University — Richmond, KY

Socorro Zaragoza, PhD, Chief Diversity Officer for College of Letters, Arts, and Social Sciences, Assoc. Professor of Spanish, Languages, Cultures, and Humanities Eastern Kentucky University — Richmond, KY

Wednesday, May 30– 8:30 a.m. - 9:45 a.m.

Session Type: Major Workshop

2025: Re-imagining Blackness Beyond the Academic Plantation: A Restorative Approach to Critical Mentoring in Higher Education

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Restorative practices are derived from pluralistic models of community building and reconciliation of loss and injury. However, the neoliberal incarnations of these indigenous frameworks of healing and consensus-based governance have disallowed for meaningful decision-making due to the conspicuous

omission of consent and insight from the most important stakeholder on campus--the students attending the institutions. Put otherwise, restorative justice on higher education campuses across the nation operates under a one-dimensional, deficit-based index that aims at “fixing” people rather than places; particularly Black and other historically dehumanized populations. In the wake of heightened racialized, gendered, and class-sanctioned violence across the United States, students from historically colonized communities have mobilized counter-hegemonic protests in solidarity. How can institutions of higher education, particularly at predominantly white campuses, build consensus towards a culture of inclusivity? Based in restorative justice (RJ) research, critical mentoring pedagogy, and racial spaces analyses, our workshop centers Duncan-Andrade’s (2006) concept of *carino* --the Spanish word for caring -- where the educators sees the college students not as subjects of upheaval and resistance but rather as thought partners. The direct aim of our presentation is to positively impact the material conditions of those engaging students in support personnel positions (e.g., TRIO, Financial Aid, Disability Resources, Veterans, Multicultural/Ethnic themed programs/cohorts) in order to create opportunities for equity-themed community action projects that are synthesized 100% by student governance bodies. We will offer a case study as a model of how RJ and Critical Mentoring can uplift student voices towards campus transformation.

PRESENTER(S):

Arash Daneshzadeh, MAEd, Faculty, School of Education, Leadership Studies University of San Francisco — San Mateo, CA

Torie L. Weiston-Serdan, PhD, CEO, Youth Mentoring Action Network — Upland, CA

Wednesday, May 30– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

2026: Let's Get Real: Opportunities and Challenges When Implementing Intergroup Dialogues

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

This session examines the process of implementing pilot dialogues for students, faculty and staff at San Jose State University. Information on how students, faculty, staff and administrators were recruited to be trained as peer facilitators as well as the process used to provide in-depth facilitator training to 20 students, faculty and staff over 5 sessions will be provided. Results from the pre- and post-surveys conducted to evaluate the facilitator training and the pilot dialogue experiences will be provided, including testimonials from the participants. This session should particularly benefit participants who are interested in launching sustained intergroup dialogue experiences for students and/or for faculty and staff, faculty and staff who are interested in developing sustained intergroup dialogue experiences for their peers, faculty and administrators who are interested in strategies to engage their campus communities on issues of equity, diversity or inclusion, and students who have taken intergroup dialogues and are curious to know whether the experiences of faculty and staff in sustained dialogues are similar or different from their own.

PRESENTER(S):

Fernanda Perdomo-Arciniegas, MPA, Deputy Diversity Officer, Office of Diversity, Equity, and Inclusion San José State University — San José, CA

Anna Yeakley, PhD, MSW, Director, Intergroup Relations Program, Bruin Resource Center University of California at Los Angeles — Los Angeles, CA

Wednesday, May 30– 8:45 a.m. - 11:45 a.m.

Session Type: Major Workshop

2104: Developing Multicultural Competence for Inclusion and Social Justice

Session Track: Student Affairs and Affiliated Professionals

Experience Level: All Levels

Given the complex nature of colleges today, it has become increasingly important that higher education professionals develop multicultural awareness, knowledge, and skills to better meet the needs of all students. Through this session, participants will explore multicultural competence as foundational to social justice and multicultural change on campus through the Dynamic Model of Student Affairs Competence. Multicultural competence and social justice are integrated throughout this model: 1) Multicultural Competence/Social Justice and Inclusion; 2) Theory and Translation; 3) Administration and Leadership; 4) Helping, Supporting, and Advising; 5) Assessment, Evaluation, and Research; 5) Ethics, Law, and Governance; 6) Teaching and Training; and 7) Technology, so that all student affairs professionals have the requisite competencies and take responsibility for creating multicultural change on campus. This will be based on work by Pope, Reynolds & Mueller (2004), whose Multicultural Competence in Student Affairs is in preparation for a second edition. The facilitators will utilize small and large group discussions and activities to explore the following topics: 1) how can campuses ensure that all faculty and staff have the requisite multicultural awareness, knowledge, and skills for ethical and efficacious practice; 2) how to become a multicultural leader on campus; and 3) how do we negotiate

the complex organizational and political dynamics on campus to create multicultural change. Finally, participants will also engage in case study analysis as a way to understand multicultural competence and increase awareness of appropriate interventions to create multicultural change on campus.

PRESENTER(S):

Raechele L. Pope, EdD, Dean Fellow and Associate Professor, Education, Leadership, and Policy
University at Buffalo — Buffalo, NY

Amy L. Reynolds, PhD, Associate Professor, Counseling, School, and Educational Psychology University at
Buffalo — Buffalo, NY

Wednesday, May 30– 8:45 a.m. - 11:45 a.m.

Session Type: Major Workshop

2106: Engaging Faculty in Inclusive Teaching Practices and Curriculum Development

Session Track: Faculty Interest and Needs

Experience Level: Novice

This workshop is centered on how whiteness and other forms of privilege are centered in classrooms and curriculum. Participants will learn to identify and analyze the ways that whiteness gets centered in teaching and learning, and learn how to adopt inclusive teaching practices that support student engagement and academic achievement of all students across disciplines.

PRESENTER(S):

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

Sharon J. Washington, PhD, Consultant, Leadership and Organizational Development — Oakland, CA

Wednesday, May 30– 8:45 a.m. - 11:45 a.m.

Session Type: Major Workshop

2107: The Mentoring Institute: A Collaborative Space to Build and Develop NCORE Professional Networks

Session Track: Human Resources

Experience Level: All Levels

This interactive session is designed to engage participants who are interested in serving as mentors and others who wish to receive mentoring. This is also a required session for mentors and mentees of the pilot NCORE Mentoring Program. The presenters will provide practical information about the different purposes and types of mentor experiences, including sponsoring, championing, coaching, and advising roles. Through exercises, participants will fully assess their preparedness to engage in a mentoring relationship and learn from colleagues. Additionally, this session will offer tools to assess individual needs and goals for being a mentor/ee, to identify appropriate mentors/mentees, to establish a strategy for contacting prospective mentors and best supporting a mentee; and to create effective mentor/mentee relationships. 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.

PRESENTER(S):

Marco Barker, PhD, Associate Vice President & Chief Diversity Officer, Office of Diversity, Equity & Inclusion Westminster College — Salt Lake City, UT

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

Natalie Clark Maggitt, EdD, PHR, Managing Director, Soaring Business Solutions — Woodbridge, VA

Ria Vigil, MS, Director of Diversity Education and Training, Office of the Vice President for Diversity Colorado State University — Fort Collins, CO

Wednesday, May 30– 8:45 a.m. - 11:45 a.m.

Session Type: Major Workshop

2108: Breaking the Black/White Binary: La Lucha in Higher Education

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

This session examines the struggle for increased Latinx representation within the ranks of higher education upper administration. At many historically White institutions (HWIs), the Latinx administrative presence lags far behind that of White and African Americans, even when the Latinx student population is the largest minoritized group on campus. The presenters will provide general data regarding structural diversity within student affairs upper administration at a sample of institutions, gathered through website analysis and a Chronicle of Higher Education report. They will then discuss the challenges involved in breaking the Black/White binary in student affairs, and engage audience members in discussion and activities to share experiences, insights, and tools to move forward, including strategies to work with their campus colleagues to address and break the Black/White binary.

PRESENTER(S):

Adele Lozano, PhD, Assistant Professor, Student Affairs Administration University of Wisconsin-La Crosse — La Crosse, WI

Roberto Orozco, MS, Doctoral Student in Higher Education, Rutgers University-New Brunswick — Sioux City, IA

Cristobal Salinas Jr, PhD, Assistant Professor, Educational Leadership & Research Methodology Florida Atlantic University — Fort Lauderdale, FL

Wednesday, May 30– 10:15 a.m. - 11:45 a.m.

Session Type: Major Workshop

2201: A Framework for Excellence and Collaboration: Strategic Diversity Leadership for Inclusive Excellence at Community Colleges

Session Track: Faculty Interest and Needs

Experience Level: Advanced

Numerous colleges and universities have established CDO positions in order 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 & 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. This session will discuss the benefits of the CDO at the community college level.

Participants will receive valuable information, insights, and resources that will assist them in influencing and managing change at their respective institutions.

PRESENTER(S):

James A. Felton III, MS, Chief Diversity Officer, Institutional Equity and Inclusion State University of New York at the College of Cortland — Cortland, NY

Clyde Wilson Pickett, EdD, Chief Diversity Officer, Office of Equity and Inclusion Minnesota State — St. Paul, MN

Michelé E. Smith, Med, Vice President of Workforce Solutions, Workforce Solutions/Continuing Education Harper College — Palatine, IL

Wednesday, May 30– 10:15 a.m. - 11:45 a.m.

Session Type: Special Feature

2202: Feeling Boxed In? Understanding the Paradoxical Nature of Identity Categories

Session Track: Intersectionality, Identities and Discussions

Experience Level: Intermediate

Are social identities are fixed? Are they fluid? This session will utilize a critical framework to examine the social construction of identity in higher education. Using critical trans politic and critical race theory, we will explore fluid gender, racial, and sexual identities by engaging the question of if/when/how identity is a choice. This interactive dialogue will interrogate fluid identity from a theoretical lens and generate practical implications for administrators relating to mattering, marginality, and transformational justice. Participants will explore ways to better utilize intersectionality and critical theory in their work, as well as create opportunities to reflect on their own power, privilege, and social identities as they relate to their work.

PRESENTER(S):

Romeo Jackson, M.Ed, Graduate Student, Educational Leadership and Policy University of Utah — Salt Lake City, UT

Heather Lou, M.Ed., Director of Student Life and Leadership Development, Metropolitan State University — Minneapolis, MN

Finn J. Schneider, M.Ed., Doctoral Student, Organizational Leadership, Policy, and Development University of Minnesota — Minneapolis, MN

Marina Uehara, LGSW, Program Coordinator for Student Engagement and Intercultural Initiatives, International Student and Scholar Services (Global Programs and Strategy Alliance) University of Minnesota - Twin Cities — Minneapolis, MN

Wednesday, May 30– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

2204: Understanding and Resisting U.S Immigration Politics: Stories From the Borderlands in Relation to On-Campus Organizing

Session Track: Global, Multicultural and Transnational issues

Experience Level: Novice

This session traces historical, racial and economic motivations behind the U.S's immigration policy specifically through the mechanisms of detention and border militarization. My material centers the voices of organizers, migrants and other people working within immigration justice in Tucson, AZ as well as interactions I had while providing legal orientation to detained immigrants in the Eloy Detention Center during the Spring of 2017. The session seeks to start a conversation around immigration justice on campuses and how participants are organizing in their particular spaces. This session should particularly benefit participants who are interested in the roots of U.S. immigration policy and the concrete ways it plays out, and students, faculty and administrators interested in incorporating immigration justice materials into their practices or seeking a space to share about such efforts.

PRESENTER(S):

Rubi Vergara-Grindell, , Undergraduate, Spanish Reed College — Portland, OR

Wednesday, May 30– 10:15 a.m. - 11:45 a.m.

Session Type: Special Feature

2205: Uprooting Racism: How White People Can Work for Racial Justice

Session Track: Intersectionality, Identities and Discussions

Experience Level: Novice

In 2018, the president of the United States is openly calling for segregation and deportation based on race and religion. Meanwhile, segregation and inequalities in education, housing, health care and the job market continue to be the norm while increased insecurity and fear have led to an epidemic of violence and harassment of people of color. Yet recent polls have shown that only 31 percent of white people in the US believe racism is a major societal problem. At the same time, resistance is strong as highlighted by Indigenous struggles for land and sovereignty, and organizing by immigrants, Muslims, farm and domestic workers, and the Movement for Black Lives.

This interactive workshop will provide practical tools and guidelines on how white people can show up as allies for racial justice. White people are strongly urged to attend.

PRESENTER(S):

Paul Kivel, , Social justice educator, activist and writer — Oakland, CA

Wednesday, May 30– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

2206: Facing the Elephant in the Room: Communicating about Race

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

This session should particularly benefit anyone who is interested in learning how to navigate conversations about race in educational contexts. This workshop will provide participants with an understanding of why the topic of race usually becomes the elephant in the room and will also equip participants with the knowledge and skills necessary to productively navigate conversations centered on race. Conversations about race and race privilege has become a normal occurrence in today's society- we hear these conversations when we turn on the news or the radio or log onto social media. These conversations have also been making their way into the hallways, classrooms, and meetings of our own academic institutions. Many education professionals feel uncomfortable and under-prepared to talk about issues of race with their students and/or colleagues, and this workshop encourages us to face the elephant and learn to feel a bit more comfortable in our uncomfortability. This experiential workshop will expose participants to skills and knowledge that can guide them in working towards creating an equitable and inclusive campus that values racial justice and can work towards strengthening the interethnic/racial relationships on and off one's campus.

PRESENTER(S):

Cindu Thomas-George, M.A. , Associate Professor of Communication Studies/ Founder of Shakti Communication and Diversity Training , Communication Studies College of Lake County — Grayslake, IL

Wednesday, May 30– 10:15 a.m. - 11:45 a.m.

Session Type: Special Feature

2207: Intercollegiate Athletics as Agent of Social Justice: A Look at the Intersection of Play, Politics, Position and Power

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Intermediate

This session examines the historical and contemporary relationship that intercollegiate athletics has with the advancement of diversity and inclusion, not just in higher education, but society as well. Using the NCAA's 2016 "Resolution Reaffirming the Association's Commitment to Cultural Diversity and Inclusiveness" and the resulting presidential "Pledge and Commitment to Promoting Diversity and Gender Equity in Intercollegiate Athletics," this session will present a case study of a multi-layered and multifaceted approach to organizational change and leadership, specifically with issues of racial/ethnic and gender representation, student (athlete) welfare and support, and corporate inclusive excellence. The presentation will provide attendees with insight into the governance and agency of an organization representing nearly 1,200 colleges and universities, and the complexity around activating organizational power around controversial social issues. The discussion will address the power of sports as a vehicle for social change; the opportunity for collaboration that exists between the athletics department and the greater campus for enhancing diversity and inclusion; and the importance of engaging, educating, and excelling student-athletes.

This session should particularly benefit participants who are interested in the politics around organizational change, policy creation, intercollegiate athletics and those who are developing strategies for engaging diverse entities to act upon an inclusion-related initiative or goal.

PRESENTER(S):

Katrice Albert, PhD, Executive Vice President/ Chief Inclusion Officer, NCAA — Indianapolis, IN

Sonja Robinson, PhD, Director of Inclusion, Office of Inclusion National Collegiate Athletic Association — Indianapolis, IN

Wednesday, May 30– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

2209: Racial Equity Leadership in Community Colleges

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

This session insists upon the central role of community colleges in advancing racial equity in higher education by providing access for students of color. Yet community colleges are themselves embedded within and have often reproduced the racial hierarchies of U.S. society, evidenced by disparities in student success; the demographics of administration, staff, and faculty; non-inclusive pedagogy and curriculum; inequities in professional development and support; and failures of community accountability. This session provides a conceptual map of multiple Diversity-Equity-Inclusion (DEI) initiatives over the last 25 years within the community and technical college (CTC) system in Washington State (comprised of 34 colleges). Within the last five years in particular, several colleges have established Chief Diversity and Equity Officer (CDEO) positions; collaboration across multiple colleges is

transforming hiring practices; programs for the mentorship of faculty, staff, and administrators of color have been implemented; and leadership opportunities for students of color have been enhanced. This session should particularly benefit educational activists interested in collaborative DEI initiatives that impact community college systems, as well as college practitioners and students committed to building a movement for equity in higher education.

PRESENTER(S):

Vik Bahl, PhD, Faculty, English Green River College — Auburn, WA

Tina Young, M.Ed., College Diversity and Equity Officer, Office for Diversity, Equity and Inclusion Seattle Central College — Seattle, WA

Wednesday, May 30– 10:15 a.m. - 11:45 a.m.

Session Type: Major Workshop

2210: How Do We Heal?

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

Trauma is personal; it is collective; it is generational. To live in this world where access to power, justice, peace, health, and basic life necessities is too often determined by the color of your skin, the amount of money in your pocket, the language you speak, the neighborhood/country you live in.....is to know trauma first-hand. World Trust's newest film, Healing Justice, addresses trauma, the meaning of justice, and healing. In this workshop, filmmaker and educator Dr. Shakti Butler, will lead you on a deep dive into healing. We'll talk about how trauma functions and what needs to be done to heal. Then you'll break into small groups and talk about your stories of healing: how have you dealt with trauma and your life and what can we all learn from each other? This session will especially benefit educators at every level of the field who wish to understand the impacts of trauma and the paths to healing, so they may be more powerful and useful "teachers".

PRESENTER(S):

Shakti Butler, PhD, Founder and President, World Trust Educational Services — Oakland, CA

Wednesday, May 30– 10:15 a.m. - 11:45 a.m.

Session Type: Special Feature

2211: Where's the PI in AAPI? Occupying the Margin of the Margins

Session Track: Intersectionality, Identities and Discussions

Experience Level: Novice

AAPI officially stands for "Asian American Pacific Islander," however, within AAPI organizations and leadership, not all groups are represented equally. Most people understand the AA part of AAPI to include ethnic groups whose roots are in East and Southeast Asia, such as Chinese Americans, Japanese Americans, Korean Americans, Filipino Americans, and Vietnamese Americans. The PI includes Pacific Islander groups, such as Samoans and Tongans. In this panel, the presenter will discuss the historical roots of panethnic categories, such as AAPI, drawing on research on social movements and political sociology. The presenter will discuss some of the cultural and political mechanisms that shape the boundaries of AAPI identity, and will explain why Pacific Islander groups are (problematically) forgotten. The panel will close with a discussion of how panethnic organizations and educators can begin to reconceptualize AAPI identity so that it is more inclusive of ethnic populations from the Pacific Islands.

PRESENTER(S):

Anthony Christian Ocampo, PhD, Associate Professor, Sociology Cal Poly Pomona — Pomona, CA

Wednesday, May 30– 10:15 a.m. - 11:45 a.m.

Session Type: Special Feature

2213: From Policy Formation to Implementation: How the Largest Comprehensive System of Higher Education Created a Culture around Diversity, Equity and Inclusion; Leading to the Institutionalization of CDO roles and Diversity and Inclusion Strategic Plans

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: All Levels

In 2015, the Board of Trustees for the State University of New York (SUNY) adopted a Diversity, Equity and Inclusion Policy which led to the hiring of multiple Chief Diversity Officers across its 64-campus system, as well as the creation of comprehensive diversity strategic plans for each institution. This workshop will focus on the dynamic planning process that took place and how it ensured an overarching commitment on making SUNY the most inclusive system of higher education in the nation. The presentation will also include an overview of the policy and the vision for the educational attainment of underserved populations focused on ensuring academic success for 21st century students, closing opportunity and achievement gaps, and building equity in and access to programs that lead to meaningful and timely college completion. The target audience for this session is CDOs, Presidents and Provosts (other senior leaders), faculty and staff.

PRESENTER(S):

Carlos N. Medina, EdD, Vice Chancellor and Chief Diversity Officer, Office of Diversity, Equity and Inclusion The State University of New York — Albany, NY

Edelmira Reynoso, PhD, Diversity Program and Research Associate, Office of Diversity, Equity and Inclusion The State University of New York — Albany, NY

Wednesday, May 30– 10:15 a.m. - 11:45 a.m.

Session Type: Major Workshop

2214: Building on a Legacy of Excellence, Diversity, and Inclusion: 50 Years of the Office of Minority Affairs & Diversity at the University of Washington

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: All Levels

One of the oldest diversity offices in the country, the University of Washington Office of Minority Affairs & Diversity (OMA&D) is celebrating its 50th anniversary in 2018 – a significant milestone for the University and the communities it serves. In this session, OMA&D staff will reflect on how the office was established, share pride points, and discuss the continued struggle to weave diversity, equity, and inclusion throughout the entire university.

PRESENTER(S):

Cristina Gaeta, PhD, Director, Office of Minority Affairs & Diversity, Multicultural Outreach & Recruitment University of Washington — Seattle, WA

Gabriel E. Gallardo, PhD, Associate Vice President, Office of Minority Affairs & Diversity University of Washington, Seattle — Seattle, WA

Rickey L. Hall, MA, Vice President & Chief Diversity Officer, Office of Minority Affairs & Diversity
University of Washington — Lynnwood, WA

Wednesday, May 30– 10:15 a.m. - 11:45 a.m.

Session Type: Special Feature

2215: Islamophobia: More Than a Muslim Problem

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

This panel will discuss the rise of anti-Muslim sentiment and actions and look at what universities can do in response. By naming Islamophobia and its many different forms, communities can begin to share the burden of its crushing weight. Examples of community-building activities will be discussed, including listening exercises, social media responses, and multi-faith prayer vigils. Panelists will share models for higher education, while also bringing perspectives for models of healthy civic engagement from the larger non-profit world. What can universities do so the burden of response does not fall squarely on the shoulders of Muslim students and faculty? How can schools build broader community relations to support this work? This panel is especially relevant to university administrators, campus life leaders, including spiritual life leaders.

PRESENTER(S):

Chloe Breyer, PhD, Executive Director, Interfaith Center of New York — New York, NY

Mona Haydar, Graduate Student, Union Theological Seminary — New York, NY

Serene Jones, Rev.Dr., President of the Faculty, Johnston Family Professor for Religion & Democracy, Union Theological Seminary in the City of New York — New York, NY

Wednesday, May 30– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

2216: Queeribbean: Bridging the Intersections

Session Track: Intersectionality, Identities and Discussions

Experience Level: Novice

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 towards finding ways that persons can be allies, activists, and advocates to queer persons in or of Caribbean descent, this session will apply a multi-disciplinary and comparative lens to the social, cultural and political realities of LGBTQIA+ lives. Paying close attention to the historical background of the Caribbean islands examined in this workshop, the participant will see how the intersections of race, class, gender, ethnicity and age produce the intersections of a Queeribbean. We will look at Queeribbean discourse and examine the next steps of engagement with the Queeribbean subject in relation to reshaping current understandings of transnationalism, social difference, and post-colonial citizenship.

PRESENTER(S):

Robert Taylor Jr., Program Coordinator, Edgar M. Bronfman Center for Jewish Student Life New York University — New York, NY

Wednesday, May 30– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

2217: Insidious Trauma in America: The Impact of Marginalization on Mental Health

Session Track: Intersectionality, Identities and Discussions

Experience Level: Novice

The stigmatization of mental health inhibits access to mental health services and utilization in marginalized communities. Naming mental health concerns, understanding the impact of mental health concerns, and engaging in practices to reduce and process the impacts of marginalization are powerful tools through which resistance to racism, sexism, homophobia, Islamophobia, sizism, classism, etc. can occur. Insidious trauma is the physical and psychological impact of marginalization on disenfranchised bodies. This session will allow participants to gain a historical and modern context of insidious trauma in an alleged post-oppression society. Ideas on how to best support oneself and others who are birthed into marginalized bodes 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 should particularly benefit those who seek to understand the pervasive physical and psychological impacts of marginalization and techniques to dismantle and cope with insidious trauma. The session structure will allow for engagement and is appropriate for individuals and professionals at any knowledge base.

PRESENTER(S):

LaVonya Bennett, MHR, Counseling Psychology Doctoral Student, Counseling Psychology University of Oklahoma — Norman, OK

Wednesday, May 30– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

2218: What Happens After the IE Strategic Plan? Praxis at the University of Denver

Session Track: Human Resources

Experience Level: Intermediate

This session provides essential insights to the University of Denver's approach to diversity, equity and inclusion following its strategic plan, IMPACT 2025, and its Faculty Senate Inclusive Learning Environments Initiative. Furthermore, the session provides a comprehensive look at the way IE traverses critical areas of the University of Denver's organizational structure to permeate its learning environments. Administrators from the institution's academic, student life and human resource sectors will share the initiatives, resources, assessment and pedagogical tools developed to intentionally support faculty, students, and administrators in embodying IE.

PRESENTER(S):

Valentina Iturbe-LaGrave, Ph.D., Assistant Director for Inclusive Teaching Practices, Office of Teaching and Learning University of Denver — Denver, CO

Debra Mixon-Mitchell, Ph.D., Director for Diversity Recruiting , Office of Diversity and Inclusion University of Denver — Denver, CO

Christina Paguyo, Ph.D., Director of Academic Assessment, Office of Teaching and Learning University of Denver — Denver, CO

Frank Tuitt, EdD, Sr. Advisor to the Chancellor and Provost on Diversity and Inclusion, Office of Diversity and Inclusion University of Denver — Denver, CO

Judy Marquez Kiyama, PhD, Associate Professor of Higher Education, Morgridge College of Education University of Denver — Denver, CO

Wednesday, May 30– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

2221: For Us, By Us: Student Initiated and Run Programs and Services

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

This session would benefit students, staff, administrators, and organizers interested in or currently working with programs that deal with access and retention. SPACES, Student Promoted Access Center for Education and Service, is a student run and student-initiated center that executes programs geared towards historically underrepresented and under-resourced K-12 students, community college students and students at the university level. Participants will be given insight into the background and context of the center as a student run entity and how the institution of the University of California San Diego has interacted with the space and its work. Additionally discussing the intricate methodologies and paradigms that inform such a center that tries to decolonize and address educational equity present within the current system for higher education.

PRESENTER(S):

Sky David, B.A., Co-Director of SIPHR, SPACES University of California, San Diego — San Diego, CA

Danielle Llanos, B.A., Co-Director of Internal Affairs, Student Promoted Access Center for Education and Service (SPACES) University of California, San Diego — San Diego, CA

Veronica Sanchez, B.S., Co-Director of Internal Affairs, Student Promoted Access Center for Education and Service (SPACES) University of California, San Diego — San Diego, CA

Wednesday, May 30– 10:15 a.m. - 11:45 a.m.

Session Type: Special Feature

2222: Can My DNA Tell Me Who I Am? Multiple Perspectives on Direct-to-Consumer Ancestry Testing and Implications for Higher Education

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Direct-to-consumer DNA Ancestry testing is becoming increasingly popular. From advertisements enticing consumers to “Discover if you're part Scandinavian, West African, or maybe Native American”, to commercials promising the discovery of one's “true” identity, these tests are undoubtedly being utilized by college students and educators. But can they really tell us who we are? This session engages this question from multiple theoretical and disciplinary perspectives and explores controversies in the usage of these technologies for higher education institutions. Examples of institutions that have actively engaged such testing include researchers at Cornell University, who in February 2011 launched a “Genetic Ancestry Project” where a random sample of 200 undergraduates received DNA testing to learn about “their ancestors' human origins and migrations”, and West Chester University's decade-old “DNA Discussion Project” which uses DNA ancestry testing to engage the campus in discussions of diversity. Yet these tests have also been critiqued for potentially perpetuating biological notions of race. Further, there are dangers of utilizing these tests for supporting fraudulent ethnic claims. Do the potential benefits in being able to claim a particular identity and kinship with a particular group of people outweigh the dangers? Participants will engage in critical reflection on DNA ancestry testing,

which ultimately offers a complicated window into a deep quest for identity, belonging, and authenticity.

PRESENTER(S):

Kathleen Fitzgerald, PhD, Diversity Educator, Sociology Moving Beyond Diversity — New Orleans, LA

Myra Washington, PhD, Assistant Professor, Communication & Journalism University of New Mexico — Albuquerque, NM

Marc P. Johnston-Guerrero, PhD, Assistant Professor, Higher Education and Student Affairs The Ohio State University — Columbus, OH

Reginald Daniel, PhD, Professor, Department of Sociology University of California, Santa Barbara — Goleta, CA

Wednesday, May 30– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

2223: Ain't I A Woman: A Dialogue for Womxn and Femmes of Color on Being "Enough" as Professionals

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

This dialogue-based session will highlight the specific challenges that womxn of color deal with while working in higher education. Through interactive dialogue, storytelling, and reflective activities, we will explore strategies for navigating some of these challenges with particular emphasis on imposter syndrome, boundary setting at work, and creating space for self-care. Participants will have opportunities to learn from one another, along with the facilitators of the session. This session should particularly benefit womxn/femmes of color who are mid-level professionals in higher education, or who aspire to hold positions at this level. We ask that this be a closed space for folx who identify as womxn and/or femmes of color.

PRESENTER(S):

Sara Blair-Medeiros, M.Ed., Assistant Director of Outreach, Women's Resources and Research Center
University of California, Davis — Davis, CA

Cecily Nelson-Alford, MA, Director, Women's Resources and Research Center University of California,
Davis — Davis, CA

Wednesday, May 30– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

2224: Building and Sustaining an Effective Bridge into Engineering for Underrepresented Students at a Predominantly White Institution

Session Track: Student Interest and Engagement

Experience Level: Intermediate

The needs of students from underrepresented backgrounds are based on a variety of factors, particularly when pursuing majors that lead into STEM fields. Differences in opportunities these students have or have not had prior to attending college can have a substantial impact on their preparedness and performance in these majors. Bridge programs, such as the AT&T Summer Bridge Program at the University of Oklahoma, help acclimate students to the rigor of college courses, while building morale, confidence, and resilience amongst the students. This session will explore best practices, including program planning, campus partnerships, advertising, communication, recruitment, retention, assessment, and improvement. We will discuss the Summer Bridge Program as a way to address the challenge of retention rates, especially among minority engineering students at a predominately white institution. From recruitment to graduation, the session will provide metrics that have guided the development and recent improvements in the program and its planning. This session should particularly benefit staff that have created or are looking to create initiatives to recruit and retain a diverse group of students who are pursuing majors in rigorous fields, in which they will be the minority.

PRESENTER(S):

Olivia Caruthers, BS, Graduate Assistant, Diversity & Inclusion, OU Gallogly College of Engineering
Diversity & Inclusion Program University of Oklahoma — Norman, OK

Crystal Garcia, MHR, Director, Diversity & Inclusion, OU Gallogly College of Engineering Diversity &
Inclusion Program University of Oklahoma — Norman, OK

Regennia Johnson, BA, Assistant Director, Diversity & Inclusion, OU Gallogly College of Engineering
Diversity & Inclusion Program University of Oklahoma — Norman, OK

Lisa Morales, MPA, Executive Director, Diversity & Inclusion, OU Gallogly College of Engineering Diversity
& Inclusion Program University of Oklahoma — Norman, OK

Wednesday, May 30– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

2225: People of Color Professionals Navigating Predominantly White Spaces-Panel Discussion & Dialogue

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

This session examines the experiences, stories, and strategies regarding working in systemically dominant environments as higher education professionals. Those who hold systemic power in the context of race typically avoid "people of color" space but people of color, particularly during their work hours, are required to navigate "white space". The purpose of this session is to provide insight, clarification, and tools to navigate white space on developmental, professional, and organizational levels without having to lose one's authentic self. This session will particularly benefit faculty, staff, and administrators working in higher education in public/private, for profit/non-profit, and 2 year/4 year institutions, and anyone interested in retaining people of color populations in the workplace.

PRESENTER(S):

Isaac E. Dixon, PhD, Associate Vice President, Human Resources Portland State University — Portland, OR

Debra (Debi) Jenkins, AAS, BA, MA, MS, PhD, Behavioral Sciences Chair, Head of Early Childhood Education, Faculty in Psychology and Early Childhood Education, Consultant-Owner Share the Flame, LLC, Early Childhood Education and Psychology Clark College — VA

Wednesday, May 30– 10:15 a.m. - 11:45 a.m.

Session Type: Special Feature

2226: Sacred Lands, Sovereignty, and Social Justice

Session Track: Student Interest and Engagement

Experience Level: Novice

Sacred lands such as San Francisco Peaks, Standing Rock, Devil's Tower, Glen Cove, Mount Shasta, Oak Flat, Mauna Kea, Bear Butte, and Bears Ears often headline the Native News circuit. Sacred sites and place are integral to the spiritual foundation of a tribal nation or community and are located throughout the U.S., many on public lands. Protecting and safeguarding these lands against Governmental attacks become the focus of social justice efforts on campus and in our communities. What role does sovereignty play in protecting sites? The enactment of sovereignty and legal protection is not always the answer. This session will address these topics.

PRESENTER(S):

Pua Case, , Kumu — Kamuela, HI

Stacy Leeds, MBA, JD, LLM, Dean of Law and Vice Chancellor for Economic Development, University of Arkansas — Fayetteville, AR

Wednesday, May 30– 10:15 a.m. - 11:45 a.m.

2231: The Enduring Contradiction: Higher Education, Race, and American Ideals

Not since the days of the Civil Rights movement has American society and its higher education institutions faced such a flagrant challenge to the national ideals and values of equality and justice for all residents of the country. Rather than experiencing an era that some observers had optimistically proclaimed as “post-racial” following the election of President Barack Obama, the highly charged political atmosphere that developed after the most recent presidential election has produced episodes of racial and religious intolerance on college and university campuses, in addition to a litany of micro-aggressions directed against members of underrepresented groups.

The spontaneous emergence of the Black Lives Matter movement has challenged the academic community, as a foundational element of the social structure, to examine its complicity in the maintenance of structural racism. Even as institutions of higher education proclaim their interest in being diverse and inclusive environments, a contradictory narrative is evidenced by the discriminatory treatment of students of color, along with the sparse representation of people of color among the faculty and senior administrative ranks.

Behind the rationales of tradition and cultural hierarchy, institutional curricula tend to highlight the historical and contemporary contributions of European and American males and Western societies generally, while minimizing or ignoring the accomplishments of non-Western civilizations and the role that people of color have played in developing the American society.

This session will offer a critical analysis of the American higher education experience and explore whether the academy is prepared to participate in the dismantling of white supremacy, both within its own parameters as well as in the larger society.

Wednesday, May 30– 1:30 p.m. - 2:45 p.m.

Session Type: Keynote

2300: Symone Sanders Keynote

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

PRESENTER(S):

Symone Sanders, Democratic Strategist and CNN Political Commentator — Washington, DC

Wednesday, May 30– 3:30 p.m. - 5:30 p.m.

Session Type: Major Workshop

2402: Diversity is Everyone’s Job: Developing an Institutional Diversity Strategy

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Advanced

As a result of inspired presidential leadership and growth in the student population, Kent State University embarked on an ambitious, institutionally-driven strategy that prioritizes the total success of underrepresented students.

In 2015, the presenters proposed a new diversity plan that clearly shows everyone’s role in the retention, persistence and graduation of underrepresented students, through the launching of “The Dynamic Education and Engagement of Diverse Students (DEEDS)” strategy. DEEDS is a plan that intentionally unifies a holistic strategy including existing and new presidential sponsored initiatives, by incorporating evidenced-based strategies with organizational actions and initiatives to leverage both student-focused and institutional practices to reach intended outcomes.

These University-level commitments provide the foundation and framework to ensure academic success for underrepresented students, however implementing these two approaches will impact all students. In this session, we will present the results and outcomes from these transformative strategies and lessons learned in developing this diversity plan to increase more equitable outcomes for all students and engage the full institution in the work of diversity. Participants should come prepared to discuss their common challenges, opportunities and successes of developing a diversity plan on their campus. Each participant will leave with a skeleton of a diversity plan to take back to their campus to begin engaging their campus stakeholders. This session is great for those mid-level professionals or those individuals responsible for institutional diversity.

PRESENTER(S):

N.J. Akbar, MA, Assistant Dean for Academic Diversity, University College Kent State University — Akron, OH

Dana Lawless-Andric, M.Ed., Associate Vice President, Division of Diversity, Equity and Inclusion Kent State University — Cuyahoga Falls, OH

Wednesday, May 30– 3:30 p.m. - 5:30 p.m.

Session Type: Special Feature

2403: Courageous Conversation About Race: Students Organizing for Racial Equity

Session Track: Student Interest and Engagement

Experience Level: All Levels

Pre-requisite: Attendance at the pre-summit Beyond Diversity 2-day training, and Session 2 Developing the Racial Consciousness and

Literacy of Student Leaders. As we reach the end of another year, institutions of higher education in the United States are at a pivotal juncture in the history of the United States. Situated between a demographically challenged Pre K-12 system, riddled with racial achievement disparities, and a technologically driven economy, fueling racial resentment and student activism, colleges and universities find themselves, experiencing nothing less than the birth pangs of a world in transition. Student activism for more racially just and inclusive environments has not only been a movement among African Americans, though it has largely been cast as such. White, Black, Asian, Latino, Indigenous and Multi-racial student groups have all sought a more unifying experience with their peers, faculty and staff, course of studies and the institution itself. This workshop assists college students in framing their racial experiences of college and university settings in ways that promote considered and effective action across a range of student groups and staff, and administrators.

PRESENTER(S):

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

Wednesday, May 30– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

2404: Why is Climate Change / Environmental Justice a Racial Justice Issue for Our Campuses?

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Many campuses have growing offices of sustainability and academic majors, minors and course work addressing climate and environmental issues, but few do that work through a racial justice lens. Often the response is, "I do not see the connection to campus sustainability", or "we do not have time to do racial justice work as we teach about climate change", or even notions that "environmental justice is racial justice and so we do not need to specifically talk about race". None of these are true, of course, and belief in these ideas severely hamper campus sustainability, environmental and climate justice work.

This session addresses climate, environment and sustainability issues through a racial justice lens and helps participants understand a) the connections, b) the ways to articulate those connections, and c) how to educate, program and organize environmental climate and sustainability work through this lens on our campuses.

PRESENTER(S):

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

Wednesday, May 30– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

2405: Recognizing and Interrupting Micro-aggressions

Session Track: Human Resources

Experience Level: Advanced

This session explores the subtle ways that racial, ethnic, gender, ability and other stereotypes can surface in a diverse culture. Participants will learn about different types of micro-aggressions, explore some of the complexities of intent vs. impact, and learn strategies for both avoiding unintentional micro-aggressions as well as addressing those that do arise. This session should particularly benefit participants who are responsible and/or interested for leading diverse staff and creating inclusive environments. This includes faculty, staff, students, corporate, government and community members.

PRESENTER(S):

Daniel Diaz-Nilsson, M.Ed., Director of Academic Diversity Outreach- EHHS, College of Education Health and Human Services Kent State University — Kent, OH

Lisa Givan, M.A.Ed., I.D.I. Qualified Administrator, Associate Director - Diversity Training, Division of Diversity, Equity and Inclusion Kent State University — Kent, OH

Wednesday, May 30– 3:30 p.m. - 5:30 p.m.

Session Type: Major Workshop

2407: The Promises and Complexities of Integrating Intersectionality into Pedagogy, Classroom Teaching, and Our Responses to Classroom Dynamics

Session Track: Intersectionality, Identities and Discussions

Experience Level: All Levels

Identity and intersectionality are central to our interactions with our students. Essential to any interactions and interventions that occur in the classroom is how students understand themselves within systems of power and privilege. This session will initiate dialogue on the following questions: 1) how to acknowledge and engage with students in ways that honor their complex and continually forming identities; 2) how to create spaces for students in the classroom to express their identities within a larger understanding of sociopolitical contexts; 3) how to work collaboratively across academic and student affairs contexts to develop intersectional teaching methods and strategies; and 4) how to engage with and utilize best practices that incorporate essential theories (e.g., critical race or critical queer theory) and methods in addressing the complexity of intersectionality in course development, teaching, and addressing classroom dynamics. Three discussants that often explore identity and intersectionality in their writing, teaching, and personal work will lead this workshop with structured opportunities to explore the promises and complexities of integrating intersectionality into teaching. After initial remarks from the discussants, participants will have the opportunity to engage in dialogue in large and small groups, as well as explore issues through case studies with the goal of embracing the tenets of intersectionality and developing effective interventions.

PRESENTER(S):

Susan Robb Jones, PhD, Professor, Educational Studies The Ohio State University — Columbus, OH

Raechele L. Pope, EdD, Dean Fellow and Associate Professor, Education, Leadership, and Policy
University at Buffalo — Buffalo, NY

Amy L. Reynolds, PhD, Associate Professor, Counseling, School, and Educational Psychology University at
Buffalo — Buffalo, NY

Wednesday, May 30– 3:30 p.m. - 5:30 p.m.

Session Type: Special Feature

2408: Effective Mentoring of Diverse Faculty: Highlighting Critical Improvements Needed for Faculty and Department Excellence

Session Track: Faculty Interest and Needs

Experience Level: All Levels

This session will examine current practices for faculty mentoring with an eye toward looking at what we have learned about what works and what does not, and consider the reasons why sometimes even the best intentioned programs fail to provide diverse faculty with needed support. Specific areas to be covered will include: a) how issues of implicit bias and institutionalized privilege can damage and distort “good intentions” and result in the design and persistence of ineffective mentoring systems; b) how established mentoring programs can improve to increase effectiveness; c) what some newer programs, such as the one at the Columbia University, do differently; d) how effective mentoring of diverse faculty can enhance department excellence; and, e) how mentors and their sponsoring departments and programs need to prepare for and build on the potentials for transformational change. Data have demonstrated that, despite the large number of faculty mentoring programs in existence today, faculty of color and other faculty from underrepresented and underserved groups fail to survive and thrive in our colleges and universities. This result leads directly to a “brain drain” in our disciplines, as we cannot continue to innovate and create where the majority of those needed are actively or passively discouraged from persisting as scholars. This session should be of particular interest for those administrators and faculty who are dedicated to providing welcoming and meaningfully inclusive mentoring for all faculty.

PRESENTER(S):

Gilda Barabino, PhD, Dean and Berg Professor, Grove School of Engineering City University of New York — New York, NY

Michael Benitez, PhD, Chief Diversity Officer/ Dean of Diversity and Inclusion/Title IX Officer, Office of Diversity and Inclusion University of Puget Sound — Tacoma, WA

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

Hazel Louise Symonette, PhD, Program Development & Assessment Specialist, Emerita, University of Wisconsin — Madison, WI

Wednesday, May 30– 3:30 p.m. - 5:30 p.m.

Session Type: Special Feature

2409: “There is No Hierarchy of Oppression”: Showing Up for Black Queer and Trans Students

Session Track: Intersectionality, Identities and Discussions

Experience Level: Intermediate

“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 (1981) words still ring true today as Black Queer and Trans Students continue to navigate campus resources designed to only understand and support one part of their identity. This workshop asserts that Black-Queer liberation should serve as a foundation from which to

approach social justice work within higher education. We will explore what it means to seek student services that “underline” only parts of a student’s identity, how institutions can meet the needs of Black queer and trans students, and what the future of intersectional student services can look like. This workshop will benefit anyone interested in supporting Black queer and trans students through an intersectional model rooted in meeting the needs of the whole student.

PRESENTER(S):

Romeo Jackson, M.Ed, Graduate Student, Educational Leadership and Policy University of Utah — Salt Lake City, UT

Wednesday, May 30– 3:30 p.m. - 5:30 p.m.

Session Type: Major Workshop

2410: Teaching Privilege to White College Students: Exploring Conceptual, Ideological and Emotional Factors

Session Track: Faculty Interest and Needs

Experience Level: Intermediate

Universities need to develop White college students' cultural competence as part of a comprehensive racial campus climate strategy. While

institutions consider bias reduction workshops to improve race relations among "all students", such curriculum may not promote an accurate understanding of core concepts essential for continued development and social change behaviors. This workshop presents timely qualitative research findings about how White, first-year college students understand privilege conceptually, ideological and emotionally in order to develop their cultural competence via purposefully designed curriculum. Specific findings discuss core conceptual ideas, ideological explanations, and emotional expressions that can support or prohibit student learning about privilege. This workshop will provide an overview of current literature, a brief summary of research findings, and proposed implications for curriculum design and teaching to help educators consider how these findings influence the revision or creation of curriculum and teaching practices. This workshop should particularly benefit educators who teach White students, teach about privilege and oppression, or anyone interested in learning how White college students' vary in their understanding of privilege.

PRESENTER(S):

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

Wednesday, May 30– 3:30 p.m. - 5:30 p.m.

Session Type: Special Feature

2411: Mentorship in the Academy: The Need for Mentoring Programs for African-American Faculty and Staff and in the Pipeline

Session Track: Human Resources

Experience Level: All Levels

The purpose of this workshop is to provide strategies and best practices that focus on the need for/benefit of formal and informal mentoring networks for African-American faculty and staff within the higher education pipeline. Research has shown that mentoring/on-boarding programs play a critical role in the recruitment, retention and success of employees within the workplace, and it is no different within academia. As African-Americans are still underrepresented in various areas of higher education (faculty, administrators, and institutional leadership), it stands to reason that these employees would be well served by having strong mentoring processes in place to assist them in all aspects of their occupational duties, as well as helping them navigate the promotion/tenure process.

The first part of the workshop will focus on the importance of mentorship occurring at the graduate student level, to encourage and prepare African-American graduate students in pursuing positions within higher education. In order to be represented in faculty and administration positions, new

graduates have to possess knowledge of the hiring process and how to present themselves to potential colleges, as well as find the best institutional fit for their professional goals.

The second part of the workshop will focus on two aspects: 1) methods on how to align yourself with a mentor as a younger professional once employed, and 2) methods on how to be a mentor to a younger professional. Mentorship is essential for retaining and growing the number of African-American faculty and staff at our institutions of higher education.

PRESENTER(S):

Richard O'Bryant, PhD, Director, The John D. O'Bryant African American Institute Northeastern University — Boston, MA

LaTashia R. Reedus, PhD, Adjunct Faculty, Franklin University — Columbus, OH

Wednesday, May 30– 3:30 p.m. - 5:30 p.m.

Session Type: Major Workshop

2412: White Followership: A Practice for Cross-Racial Solidarity. The Time is Now!

Session Track: Intersectionality, Identities and Discussions

Experience Level: All Levels

Informed by current movements for racial justice, this participant-centered and practice-oriented workshop will center on the White followership framework, which is constructed upon the experiences, sensibilities, needs and visions of communities of color, actively and critically engaged in racial justice and transformational change efforts. Today across many US college campuses and communities, White supremacist behaviors, assumptions and practices surface from everyday, liberal, well-intentioned White people. Whites, sometimes new to race work, enter into spaces of cross-race organizing and (though at times, unintentionally) cause setbacks, constraints and crises due to their inability to listen, trust and follow the leadership of peoples of color.

During the workshop we plan to:

- Consider limitations of mainstream leadership models and critically engage the “White allyship” and “White antiracist” markers of cultural identity, while exploring the solidarity roles of critical White humility, White co-conspiracy and White followership.
- Lift up voices of Black and Brown, indigenous and other peoples of color participants and offer White followership as an organizing tool for their efforts.
- Share observations and insight of White supremacy at work in all too common scenarios that highlight pitfalls in attempted White/people of color solidarity efforts on campus, offering new approaches to White self-constraint, reflection and community building in our home institutions and communities.
- Apply the principles of White followership in developing White followership practices- both personal and institutional for application inside higher education spaces.

PRESENTER(S):

Lisa Albrecht, PhD, Emeritus Professor, School of Social Work - Social Justice Program University of Minnesota — Minneapolis, MN

Jesse Villalobos, MA, Senior Strategist of Policy & Advocacy, Race Forward/Center for Social Inclusion — Brooklyn, NY

Wednesday, May 30– 3:30 p.m. - 5:30 p.m.

Session Type: Special Feature

2413: UnCommon Bonds: Women Reflect on Race & Friendship

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

Join one of the Editors of UnCommon Bonds: Women Reflect on Race & Friendship Marcella Runell Hall; and contributors Paulette Dalpes and Berenecea Eames to celebrate this brave and authentic collection of essays exploring the joy, pain and labor involved in truly reciprocal friendships across racial lines. The

panel will discuss race, friendship intersectionality and the complexity of intimate relationships in the context of higher education.

PRESENTER(S):

Marcella Runell Hall, EdD, Vice President for Student Life, Dean of Students, Mount Holyoke College — South Hadley, MA

Berenecea Johnson Eanes, PhD, Vice President for Student Affairs, California State University, Fullerton — Fullerton, CA

Paulette Dalpes, EdD, Vice President, Student Affairs Community College of Aurora — Aurora, CO

Wednesday, May 30– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

2414: Collaborative Foundation(al) Partnership for Recruitment, Engagement, Retention, and Underrepresented Student Success

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

This session will explore and examine, a grant-funded pilot program for underrepresented students based in research and assessed practices. The exploration of data about college preparatory program participants led to partnership between a local foundation and an R1/Access campus. This session provides the context, impediments, successes, and future of the MKE Scholars initiative, which saw promising results for its initial cohort, including a retention rate over 10% points higher than the overall first-year cohort, as well as an average credit total of 30 - a key indicator for on-time graduation. During this session, attendees will construct and examine student profiles, identify remedies for the findings of a dignity-based framework infused qualitative evaluation, and map spheres of influence in order to implement a similar program at their institutions. This session should particularly benefit professionals across the spectrum interested in innovative and adaptable avenues to increase retention, as well as success of minoritized student populations as defined by the institution and the students themselves.

PRESENTER(S):

Kay Eilers, MS, Executive Director, Student Success Center University of Wisconsin - Milwaukee — Milwaukee, WI

Ariel Milton, MS, MKE Scholars Success Coach, Student Success Center University of Wisconsin - Milwaukee — Milwaukee, WI

Ebony Phillips, BS, Graduate Assistant, Student Success Center University of Wisconsin - Milwaukee — Milwaukee, WI

Warren Scherer, MPH, Assistant Dean / Director, Gender & Sexuality Campus Center University of Wisconsin – Madison — Madison, WI

Robert Smith, PhD, Harry G. John Professor of Urban Studies and Director of CURTO, History and Center for Urban Research, Teaching & Outreach (CURTO) Marquette University — Milwaukee, WI

Tina Quealy, MA, Executive Director, The Burke Foundation — Milwaukee, WI

Wednesday, May 30– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

2415: Campus NCORE: Organizing, Experiences, and Learning Moments in Bringing Students, Faculty, and Staff to NCORE

Session Track: Student Interest and Engagement

Experience Level: Intermediate

What does it take to bring a group of students, staff, and faculty to a conference like NCORE? Beyond funding, travel logistics, finding and vetting students, this workshop will present experiences, lessons learned, and takeaways for future diversity trip planning for students, staff, and faculty. Participants will address various aspects of identity development including racial identity development, power and

privilege, and intersectionality. Students, staff, and faculty will discuss group dynamics, discuss scenarios, and how to frame difficult conversations regarding race, racial identity development, conflict, and micro-aggressions.

PRESENTER(S):

Natalie Nguyễn, Director Office of LGBT Student Services, Western Michigan University — Kalamazoo, MI

Dave Paul, MEd, Instructor and Director of Undergraduate Studies, Philosophy Western Michigan University — Kalamazoo, MI

Wednesday, May 30– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

2416: Centering the Margins: How an LGBT, Women's & Latino Center support Queer/Trans Students of Color

Session Track: Intersectionality, Identities and Discussions

Experience Level: Intermediate

This session examines Community Centers' support of Trans/Queer Students of Color at Tufts University. Information on the background and rationale for the centers' initiatives to support QTPOC students will be provided. Insights and lessons learned from centering this population at PWIs will also be provided. This session should particularly benefit participants who are interested in the success of QTPOC students, practitioners who provide direct services to LGBTQ students and students of color, and those who are concerned with intersectional student affairs.

PRESENTER(S):

Julian Cancino, B.A., Director, Latino Center, Student Affairs Tufts University — Medford, MA

Wednesday, May 30– 3:30 p.m. - 5:30 p.m.

Session Type: Major Workshop

2417: But I'm NOT Racist: Tools for Well-Meaning Whites

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Given this recent national and international context, it is increasingly critical that white faculty, staff, and administrators consistently demonstrate the capacity to engage other whites, identify racist practices and services, and effectively partner with/follow the leadership of colleagues of color to create increasing inclusive campus environments that advance the personal and academic success of students of color and students who identify as biracial and multiracial.

We must challenge ourselves and other whites to develop the capacity and courage to create greater racial justice; yet, many of us haven't done our self-work to effectively lead change efforts. In this highly interactive, reflective session, participants will identify behaviors and attitudes of whites that maintain the racist status quo on campuses, explore strategies to dismantle internalized dominance, and identify ways to effectively partner with people of color to dismantle racism on campus. They will receive access to Kathy Obear's recent book, *But I'm NOT Racist: Tools for Well-Meaning Whites*, as well as additional resources to facilitate change on their campuses. This session may be particularly useful for Senior Diversity Officers, leaders of Diversity Councils, campus trainers, and facilitators of white affinity groups.

PRESENTER(S):

Kathy Obear, EdD, President, Center for Transformation & Change — Denver, CO

Wednesday, May 30– 3:30 p.m. - 5:30 p.m.

Session Type: Special Feature

2418: Multiracial Aikido: Building a Community for Multiracial Students

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

How do we fight for racial justice in a monoracial campus conversation? How do we heal and understand our experiences as individuals who may identify with two or more races on our campuses? What resources or exercises are available to be more inclusive? In this session we will explore a process of expanding options for students who identify as 2 or more races, having a space to increase understanding of the complexity of multiraciality on our campuses. By highlighting two campus initiatives, the Multiracial Connection group and the Multiracial Aikido program at Oregon State University, this session illuminates the complexity of monoracial dialogues, data, and spaces. We will engage participants using interactive storytelling activities to practice a tool for developing community among multiracial students, staff, and faculty. Our work is grounded in the notion of praxis, or the interplay between reflection/theory and action (Freire, 1970, 2012). We integrate theories of critical mixed race studies and aikido principles with our practical work with students, as well as faculty and staff. How this is manifested in more concrete terms is the use of innovation, deeply listening, engaging creativity, and taking time to think, reflect, and then act. By focusing on the interactions between staff-led initiatives and student-centered approaches to community building, this session highlights what campus culture change could truly look like when reimaged through a multiracial lens. The target audience is intermediate level of experience.

PRESENTER(S):

Sabrina T. Kwist, EdD, Dean of Equity and Inclusion, Los Medanos College — Pittsburg, CA

Charlene Cecilia Martinez, M.Ed., Associate Director of Integrative Learning, Diversity & Cultural Engagement Oregon State University — Corvallis, OR

Stephanie Naree Shippen, PsyD, Licensed Psychologist, Counseling and Psychological Services Oregon State University — Corvallis, OR

Wednesday, May 30– 3:30 p.m. - 5:30 p.m.

Session Type: Major Workshop

2419: Part 1: Doing "The Work" in the Age of White Rage at the Systemic, Interpersonal, and Personal Levels

Session Track:

Experience Level: Advanced

This first of these two sessions (Wednesday) is focused on systemic white rage and how it has been intentionally and deceptively woven into behaviors, laws, legislatures, and systems through which white supremacy is built and maintained. In order to effectively facilitate these conversations we must understand what we need to bring to the conversation as facilitators: our knowledge of what systemic white rage is, how it operates in our institutions, and our internal and external experience of it.

This session will particularly benefit those people who want to enhance their ability to facilitate extremely complicated group conversations that address the sophisticated systems in which white rage is hidden, while understanding that they are acting out of their own experience and privilege.

In this session we will:

- Identify what white rage is and how it is deeply embedded in our policies, systems, and behaviors in our country's history;
- Explore how white rage is showing up on workshop participants' campuses, both in incidents and also in power-holders' responses to them; and
- Gain a deeper knowledge of how to facilitate others' understanding of systems so that they become clear about where to put their energy for change.

PRESENTER(S):

Marquita Chamblee, PhD, Associate Provost for Diversity & Inclusion/Chief Diversity Officer, Wayne State University — Detroit, MI

Francie Kendall, PhD, Consultant — Accord, NY

Wednesday, May 30– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

2420: Healing Justice Workshop

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Intermediate

This workshop is intended to help participants deepen their understanding of the systemic injustices in the "justice" system, consider alternatives, and participate in movements to change public perceptions and public policy. Using clips from her new film, Healing Justice, Dr. Shakti Butler will guide participants through the three major questions that the film asks: how do each of us experience trauma and then pass it on; what is justice; what can healing look like? How can we meet the needs of the victim, the victimizer and their respective communities? How can we embrace both compassion and accountability? What are the words we can speak, the stories we can tell, the experiences we can share that will help us build the public will that is needed to make necessary change? This session should particularly benefit teachers, administrators/executives at all levels, counselors, students trying to change the world, and those who work in the "justice" system. People who have seen the film in its entirety will get a deeper dive into the 3 sections of the film. People who have not seen the film will see key clips and be able to engage in profound dialogue around the issues.

PRESENTER(S):

Shakti Butler, PhD, Founder and President, World Trust Educational Services — Oakland, CA

Wednesday, May 30– 3:30 p.m. - 5:30 p.m.

Session Type: Special Feature

2421: Confronting Islamophobia: Proactive Efforts to Address Hate and Bias on and off Campus

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 towards Muslim people. More recently, the aftermath of the 2016 Presidential election has exacerbated the 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 and on our campuses. In light of this reality, questions remain regarding what administrators and faculty on campuses can do to proactively address these issues.

This workshop will educate and update participants on the current realities related to Islamophobia and will challenge participants to develop practical steps that can be made on their respective campuses to address the issue.

PRESENTER(S):

Amer F. Ahmed, EdD, Director, Institute for Intercultural Teaching and Faculty Development, University of Massachusetts, Amherst — Amherst, MA

Wednesday, May 30– 3:30 p.m. - 5:30 p.m.

Session Type: Special Feature

2423: “Continuing to Lead the Way” Alphas in Higher Education: Preparing the next Generation of Diverse Leaders in the Academy

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

Alpha Phi Alpha Fraternity, Inc. (ΑΦΑ) is the first African-American, intercollegiate Greek-lettered fraternity in the United States. The mission statements reads, “Alpha Phi Alpha develops leaders, promotes brotherhood and academic excellence, while providing service and advocacy for our communities.” Using this as the guiding principle, members all across the world have been leaders in law, politics, science, medicine and of course, education. In fact, there is a long and rich tradition of prominent Alphas serving at every level of teaching and administration throughout the academy dating back over 100 years. Besides being represented in myriad roles at the University, Alphas are increasingly becoming presidents and chancellors, thus influencing educational policy for years to come.

This 2-hour session will create a platform for educational leaders to share their individual insight and collective wisdom on pressing educational issues on college campuses today. The goal would be to provide members who are either entry-level professionals or emerging scholars an opportunity to gain lessons, skills and strategies needed to become higher-education leaders. By outlining the importance of diversity, equity and inclusion, the presenters will provide attendees a roadmap for advancing this work at their respective institutions. This session should be of particular interest to members of the organization, as well as those who work with, or advise members of the organization at various colleges and universities across the country.

PRESENTER(S):

James A. Felton III, MS, Chief Diversity Officer, Institutional Equity and Inclusion State University of New York at the College of Cortland — Cortland, NY

Maurice D. Gipson, JD, Vice Chancellor for Community Engagement and Inclusion, Arkansas State University — State University, AR

Jack Thomas, PhD, President, Western Illinois University — Macomb, IL

Christopher Brown II, PhD, President, Kentucky State University — Frankfort, KY

Wednesday, May 30– 3:30 p.m. - 5:30 p.m.

Session Type: Special Feature

2424: Reclaiming Our Time: Exploring the Power and Persistence of Black Women

Session Track: Intersectionality, Identities and Discussions

Experience Level: All Levels

Black women face daily violence in their everyday lived experiences while negotiating the interlocking systems of oppression at work in higher education and society. Cultural appropriation and exploitation take multiple forms and represent forces of violence that threaten to undermine the vitality, collective well-being, and cultural sovereignty of Black people. In this session, participants will center the lived experiences of Black women to examine the intersectional oppression Black women endure in higher

education and society and explore what bell hooks (2005) describes in *Sisters of the Yam* as “the link between self-recovery and political resistance” (p. xii). Participants will envision a model of engagement that centers Black women’s wisdom and knowledge to reclaim collective power, capacity for self-recovery, and communal solidarity. The session format will feature a moderated panel conversation between Black women engaged in the Movement for Black Lives, individual and group reflection/discussion, as well as practices that promote healing and collective self-recovery. The session is designed to engage Black women involved in justice work and movement-building across their multiple identities and roles in a variety of social settings, including colleges and universities.

PRESENTER(S):

Melina Abdullah, PhD, Professor and Chair, Department of Pan-African Studies California State University, Los Angeles — Los Angeles, CA

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

Tabatha L. Jones Jolivet, PhD, Assistant Professor, Department of Higher Education Azusa Pacific University, School of Behavioral and Applied Sciences — Thousand Oaks, CA

Roslyn M. Satchel, Ph.D., J.D., M.Div., Associate Professor, Seaver College Communication Division Pepperdine University — Malibu, CA

Wednesday, May 30– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

2431: How to Build Safe Campuses for our Undocumented Communities

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

This train the trainer session provides a holistic approach for how to develop a strong infrastructure that supports undocumented students and their communities. This session will examine the types of policies, practices, and processes higher education institutions can adopt to support students, including 1) the mental health support undocumented students and families need to succeed; 2) the ways different higher education stakeholders can work simultaneously to ensure the safety and success of undocumented communities. This session should particularly benefit participants interested in developing support networks for undocumented students, starting UndocuAlly programs, students and practitioners thinking about how to create and implement policies protecting undocumented students, and those who are concerned with retention and recruitment of undocumented students.

PRESENTER(S):

Sandra Guzman, M.A., MFT, Professor/ Counselor, Counseling Sacramento City College — Sacramento, CA

Belinda Lum, PhD, Professor, Sociology Sacramento City College — Sacramento, CA

Wednesday, May 30– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

2433: Standing Up for Social Justice on Campus in Times of Fear and Hatred

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

Today, we are bombarded with daily news about hate crimes or violent acts that are directed towards those that we have been taught to fear. When such incidents happen on campus, each of us is called upon to stand up but many of us do not know what to say or do in response. It is facilitator Lee Mun Wah's belief that every time we stay silent in the face of injustice, someone always pays a price. That price can take the form of the oppressed emotionally-withdrawing from relationships with classmates or co-workers, low self-esteem, hurting themselves or others, expressing rage, dropping out of school... the list goes on.

This session should particularly benefit anyone on campus who wishes to discover ways to more effectively support one another and to find ways to truly be an ally during these troubled times.

PRESENTER(S):

Lee Mun Wah, M.A., M.S., CEO, Master Diversity Trainer, StirFry Seminars & Consulting — Berkeley, CA

Wednesday, May 30– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

2434: Black Leadership in Schools - #Areyouready?

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

As the landscape of school leadership changes from that of a predominantly white space to one which includes people who identify as black across the gender spectrum, the stakes for equitable practices are higher. As we step into this leadership realm and begin to navigate the daily life of schools from the classroom to the administrative table as well as the boardroom, the lenses through which one sees and experiences the school environment shifts and changes. Discuss the concept of black leadership in theory and the manifestation of it in real time by sharing experiences. Share stories of success, tools for navigation, strategies for survival, and methods for self-care.

PRESENTER(S):

Russell Marsh, , Diversity Coordinator, Ethical Culture Fieldston — New York, NY

Eddie Moore, Jr., PhD, Executive Director, The Privilege institute — Green Bay, WI

Orinthia Swindell, Director of Equity and Inclusion, Equity and Inclusion Brooklyn Friends School — Brooklyn, NY

Wednesday, May 30– 3:45 p.m. - 5:00 p.m.

Session Type: Major Workshop

2500: PTSD in the Big Easy: College Matriculation Not-So-Easy for Survivors of Hurricane Katrina

Session Track: Faculty Interest and Needs

Experience Level: Intermediate

Whenever Hurricane Katrina is mentioned, many who did not personally encounter the disaster, and truthfully, some who did, respond with, “It’s been X number of years, everyone should be over it and just move on with their lives”. Well, the reality is, twelve and one-half years post-Katrina, that is easier said than done, especially for those individuals who were adolescents or young adults when the event occurred. According to Netto, et al (2013), “adolescence and early adulthood are the most vulnerable periods of life for exposure to traumatic experiences. Post Traumatic Stress Disorder (PTSD) is characterized by the development of dysfunctional symptoms that cause distress or social, academic, or occupational impairment, as result of exposure to a traumatic event”. This New Orleans-Focused session is primarily intended to increase faculty awareness and sensitivity about the effects of PTSD on individuals who became college students after experiencing the traumatic event that was Hurricane Katrina. Through student interviews and questionnaires, information was obtained and will be shared, that should elucidate the problems these students experienced/are experiencing in successfully completing college, which are related to PTSD. The take-away is for faculty to internalize what will be presented and revise/apply pedagogy and student evaluation to better meet the needs and possibly increase retention of a larger group of students who are experiencing or have experienced PTSD from traumatic events. Given the proliferation of disastrous/traumatic events, just in the last decade, this presentation is warranted and timely.

PRESENTER(S):

Mary Bolton Green, PhD, MN, RN, Director of Nursing/Training Director, Metropolitan Human Services District — New Orleans, LA

Wednesday, May 30– 3:45 p.m. - 5:00 p.m.

Session Type: Concurrent Workshop

2501: Diversity Work at the Local: Research on Academic Diversity Officers

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Intermediate

With recent calls to create more equitable campus climates, institutions have responded by creating organizational structures, strategic plans, and programs to address gaps in support. This research session will present a recent qualitative study investigating the experiences of approximately 12 academic diversity officers (diversity officers that serve academic units) at one institution. These roles are currently understudied, yet are becoming more common as academic leaders are grappling with issues of diversity, equity, and inclusion local to their unit. While these positions are similar to the Chief Diversity Officer (CDO) role, the unique nature of being embedded in academic contexts provides unique perspectives, challenges, and opportunities. The research presenters will discuss emergent themes of skills and experiences necessary for success for this unique middle-management role. In addition to presenting results from the research study, Dr. Robert Sellers, CDO of the University of Michigan, will relate the findings to his work and experiences at a decentralized and complex institution. This will be especially useful for aspiring and current academic or chief diversity officers and those that supervise/support them. CDOs and other university leaders that create, supervise, and support these roles will find this information particularly helpful.

PRESENTER(S):

Tabbye Chavous, Ph.D., Professor & Director, Combined Program in Education and Psychology & National Center for Institutional Diversity University of Michigan — Ann Arbor, MI

Jeffrey Grim, M.A., Doctoral Fellow, National Center for Institutional Diversity University of Michigan — Ann Arbor, MI

Laura Sanchez-Parkinson, M.A., Program Manager for Research and Development, National Center for Institutional Diversity University of Michigan — Ann Arbor, MI

Robert Sellers, Vice Provost, Equity, Inclusion and Academic Affairs University of Michigan — Ann Arbor, MI

Marie Ting, Ph.D., Associate Director, National Center for Institutional Diversity University of Michigan — Ann Arbor, MI

Wednesday, May 30– 3:45 p.m. - 5:00 p.m.

Session Type: Concurrent Workshop

2502: Black Women: Are They Thriving or Just Surviving on Your Campus

Session Track: Student Interest and Engagement

Experience Level: Novice

This session should particularly benefit staff and administrators on college campuses looking for innovative and student focused ways to support women of color on their respective campuses. Black women on college campuses have historically had great academic success and statistically higher graduation rates than their Black male counterparts. However, this statistic has masked the need for

Black women to feel more supported and connected on their college campuses. This presentation will document how one Black student saw a need for the women on her campus and created a peer-support group to validate and support the Black woman experience.

PRESENTER(S):

Antoinette Magee, MA, Implementation Manager, California College Guidance Initiative Foundation for California Community College — Sacramento, CA

TiYuana Morehead, Student Assistant, Black Resource Center, Africana Studies California State University, Dominguez Hills — Carson, CA

Wednesday, May 30– 3:45 p.m. - 5:00 p.m.

Session Type: Concurrent Workshop

2503: Research into Action: Raising the Racial Literacy of White-Identified Faculty

Session Track: Faculty Interest and Needs

Experience Level: Novice

This session will explore the development and implementation of an eight-week professional development series on whiteness and race designed specifically for white-identified faculty. In the interest of putting research (Brooks-Immel & Murray, 2017) into action, under the guidance (and protection) of the Office of Diversity, Equity, and Inclusion, Dr. Murray designed and facilitated this professional development series for white faculty focused on white supremacy, white racial identities, institutional and interpersonal white racism, and anti-racist practice. During fall 2017, twenty white-identified faculty participated in this seminar. Our NCORE presentation will discuss the administrative and pedagogical strategies, challenges, and rewards of designing and implementing this series, and will provide an "active-learning" demonstration of some of the curriculum covered during the series. We will also discuss our ongoing strategies to institutionalize the education of white-identified faculty as an essential component of the university's goal of "inclusive" excellence. The course syllabus, selected curriculum, and assessment data will be made available to participants.

PRESENTER(S):

Susan B. Murray, Ph.D., Professor, Sociology and Interdisciplinary Social Science San Jose State University — San Jose , CA

Kathleen Wong(Lau), PhD, Chief Diversity Officer, Office of Diversity, Equity, & Inclusion San Jose State University — San Jose , CA

Wednesday, May 30– 3:45 p.m. - 5:00 p.m.

Session Type: Concurrent Workshop

2505: Discussions of Privilege, "Dangerous Professors" & White Backlash

Session Track: Faculty Interest and Needs

Experience Level: Intermediate

This session seeks to discuss how acknowledgement of individual and social privilege are under attack within higher education. The session also seeks to explore how colorblind racial ideologies (i.e., I don't see race), have contributed to our inability to recognize and discuss social privileges. In 2014, the Check Your Privilege Campaign at the University of San Francisco garnered domestic and international attention. This session will discuss the development, implementation, and response to the campaign. Also addressed will be the three-year hate mail response to the campaign and how faculty who discuss social inequality and privilege are targeted and profiled in media such as The Professor Watchlist website. This session should benefit participants who want to think deeply about conversations around colorblind racial ideologies and social privilege, maintain academic freedom, and develop language around having difficult conversations, inside and outside of the classroom, at the intersections of social inequalities and social privileges.

PRESENTER(S):

Ja'Nina Garrett-Walker, PhD, Assistant Professor, Psychology University of San Francisco — San Francisco, CA

Sonja Poole, PhD, Assistant Professor, Marketing University of San Francisco — San Francisco, CA

Wednesday, May 30– 3:45 p.m. - 5:00 p.m.

Session Type: Special Feature

2506: Minority Serving Institutions: Asian American and Pacific Islanders Struggle for Inclusion

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: All Levels

Minority-serving institutions (MSI) are federally recognized Title IV colleges and universities based on enrollment criteria set by the federal government and are eligible for federal funding under Title III of the Higher Education Act of 1965 (HEA). Historically Black College/Universities (HBCU), Hispanic Serving Institutions (HSI), and Tribal College and Universities (TCU) were all considered MSIs but Asian Pacific Islanders were left out. The model minority myth camouflaged the needs of Asian Pacific Islanders. The push to disaggregate the data and the fight for inclusion did not come from higher education, but from non-community organizations that saw the discrimination that APIs experienced by not receiving support from the department of education. Based on interviews and review of original documents, this session will discuss the fight for visibility. A coalition of non-profit, private, and government allies worked for over 10 years to address the inequity in providing support for colleges and universities who have underserved Asian Americans and Pacific Islanders. In 2007, APIs were finally acknowledged and a designation was named Asian American Native American Serving Institutions. (AANAPISI). The panel discuss why having a designation is critical for faculty, staff, and administrators who work at an Asian American Native American Serving Institution and why the fight for visibility remains a salient issue.

PRESENTER(S):

Mary Yu Danico, PhD, Director and Professor, Asian American Transnational Research Initiative Cal Poly Pomona — Irvine, CA

May Toy Lukens, MBA, Interim Dean of Instruction, Seattle Vocational Institute/Seattle Central College — Seattle, WA

Wednesday, May 30– 3:45 p.m. - 5:00 p.m.

Session Type: Concurrent Workshop

2507: UndocuJoy: Shifting the Perspective in Undocumented Representation

Session Track: Intersectionality, Identities and Discussions

Experience Level: Novice

As the conversation around immigration has accelerated in the past 10 years, much attention has been placed on the young people affected by proposed legislation and the recent rescinding of DACA. How do we create space for undocumented students? How do we ensure they tell their own stories? How do we regard the intersectionalities and the humanity of this community? How do we hold media, institutions, and ourselves accountable as allies? In this session, we explore the various ways that this country has failed to accurately represent and support the undocumented and immigrant experience. Speaker and poet Yosimar Reyes (who is undocumented himself), takes a critical look at how narratives of undocumented people are often edited and molded to create a moral crisis. His unique approach of allowing this community to exist beyond the "gloom-and-doom" stories of deportation, challenges us all to become more effective allies in advocating for undocumented people. This session should particularly benefit those interested in correcting the narratives of young undocumented people on and off the campus.

PRESENTER(S):

Yosimar Reyes, Nationally-Acclaimed Poet, Speaker, Educator, and Performance Artist, Speak Out & Define American — Oakland, CA

Wednesday, May 30– 3:45 p.m. - 5:00 p.m.

Session Type: Concurrent Workshop

2508: Supporting Underrepresented Faculty through a Holistic Programming Model

Session Track: Faculty Interest and Needs

Experience Level: Novice

This session examines a program model at UC San Diego that seeks to retain and advance underrepresented faculty through holistic programming that provides professional development, community engagement, mentoring, family accommodations, and conflict resolution. The facilitators will share how the Center of Faculty Diversity and Inclusion, a unit of the Office for Equity, Diversity, and Inclusion, is working to address key barriers to faculty success, including the opportunities, challenges, and early impacts of our programming efforts. This session should particularly benefit administrators, diversity officers, and other staff who are looking for ways to expand support for women faculty and faculty of color and improve their experience in academia.

PRESENTER(S):

Frances Contreras, PhD, Associate Vice Chancellor for Faculty Recruitment and Retention; Associate Professor of Education Studies, Center for Faculty Diversity and Inclusion, Office for Equity, Diversity and Inclusion; Department of Education Studies UC

MarDestinee Perez, MS, Director of Faculty Development and Diversity, Center for Faculty Diversity and Inclusion UC San Diego — La Jolla, CA

Wednesday, May 30– 4:00 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

2600: White Fragility

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

White people in the U.S. live in an insular, racially privileged social environment that builds our expectations for racial comfort while at the same time lowering our tolerance for racial stress. I term this lack of racial stamina "White Fragility." White Fragility is a state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves, including argumentation, invalidation, silence, withdrawal and claims of being "attacked" and not feeling "safe." These moves function to reinstate white racial equilibrium. This workshop will overview white fragility and provide the perspectives and skills needed for white people to build their racial stamina and create more racially just norms and practices.

PRESENTER(S):

Robin Jeanne DiAngelo, PhD, Adjunct, School of Social Work University of Washington — Seattle, WA

Wednesday, May 30– 4:00 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

2601: It's On Us: Growing the Justice We Need

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Have you learned that being nice is not enough? Have you realized that asking "Why can't we all just get along?" does little or nothing to shift systems of oppression? Do you feel frustrated that either you or the people around you keep trying these strategies but they don't work? What do we do? What can we do?

Do we give up? No. For people of color, we return to what we have always had to do: survive, resist, and thrive in our communities and our cultures that have kept us alive through centuries of white supremacy even as they too bear the scars of racism. For white people seeking to be in just relationship with us, there is the dual responsibility of dismantling white supremacy and amplifying the resilience of people of color. Undergirding all of these efforts is the question, universally asked but individually answered: What is the racial justice you need to be your whole self?

In this workshop session, we will facilitate a set of storytelling exercises that help us develop our own frameworks for the justice that we, our communities, and our institutions need. In being able to clarify this, we will then provide strategies for calling other people into this work, and for growing collective efforts toward the justice we need. We will conclude by affirming that justice requires both imagination and action, and that the justice we need is on us. This session should particularly benefit those who are seeking to engage in cross-racial conversations, conversations grounded in community and culture, and those who have already experienced the joys and frustration of seeking social justice.

PRESENTER(S):

Jondou Chen, PhD, Project Co-Director, College of Education University of Washington — Seattle, WA

Wednesday, May 30– 4:00 p.m. - 5:30 p.m.

Session Type: Special Feature

2603: Indigenizing College Access: Perspectives on "The Work"

Session Track: Student Affairs and Affiliated Professionals

Experience Level: All Levels

As higher education professionals, Native and non-Native, work to impact graduation rates of Native students, scholarship and promising practices are emerging to support frameworks that allow for professionals to understand how to better serve Native students (Miheuah and Wilson, 2004; Shotton, Lowe, and Waterman, 2013; Minthorn and Chavez, 2105; Waterman, Lowe, and Shotton, 2018). The purpose of this presentation is to discuss the various challenges that Native students face in working to access and navigate their higher education experience. Panelists will present topical issues and solutions in impacting Native student success, while considering social justice and intersectionality theory. This session will highlight perspectives of Tribal Colleges and Universities, scholarship providers, non-profit educational organizations, and Native communities.

Although this session is designed for student affairs personnel, administrators and developing professionals would greatly benefit from attending this panel presentation.

PRESENTER(S):

Bill Blackwell Jr., M.T.A.G, Executive Director, American Indian Resource Center Bemidji State University — Bemidji, MN

Melvin Monette, MEd, President and Executive Director, Indigenous Education, Inc. — Albuquerque, NM

Jack Soto, MSOD, Program Administrator, Student Success Services American Indian College Fund — Denver, CO

Kendra Teague, BS, Program Administrator, Office of Research and Sponsored Programs American Indian College Fund — Denver, CO

Wednesday, May 30– 8:30 p.m. - 10:00 p.m.

Session Type: Special Event

2800: 2018 NCORE Entertainment Showcase

Session Track: Student Interest and Engagement

Experience Level: All Levels

Everyone has a talent. Perhaps you sing, play an instrument, do performance art, are an aspiring poet, spoken word artist or storyteller. Whatever it is, why not share it with the most energetic audience imaginable, NCORE ATTENDEES! This is the annual showcase of talent made up of the registered attendees of NCORE. Show your talent and be in the audience to experience the exciting energy of the talent exhibited by others.

PRESENTER(S):

David B. Biggs, M.A, M.Div., Coordinator of Student Life and Co-Curricular Programs, Cape Cod Community College — West Barnstable, MA

Wednesday, May 30– 8:30 p.m. - 10:30 p.m.

Session Type: Film & Dialogue

2900: Healing Justice: A New Film by Shakti Butler

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Healing Justice explores the causes and consequences of our punitive system of justice, in support of a national dialogue that considers alternatives to this system. It explores these questions:

- What is justice?
- Why is healing such an important component of justice?
- How do our current structures discount and dehumanize young people of color?
- How can we transform our ideas, structures and culture to produce a new story that popularizes the truth of our connected humanity?
- How can we work towards a vibrant future where belonging, not othering, is the norm?

Designed for dialogue, the film addresses the youth-to-prison pipeline, the need for comprehensive criminal justice reform, and highlights various healing methodologies including restorative justice practices.

Healing Justice is meant to open conversations around the necessary work of addressing and changing the racism embedded in the punitive legal systems and its prisons that play out structurally and impact us internally. These conversations are part of developing a new narrative, one which has at its core an understanding of structural oppression but also one with potent energy to move forward with the work to change it.

This session should particularly benefit teachers, administrators/executives at all levels, counselors, and people who work in the "justice" system.

PRESENTER(S):

Shakti Butler, PhD, Founder and President, World Trust Educational Services — Oakland, CA

Wednesday, May 30– 8:30 p.m. - 10:30 p.m.

Session Type: Film & Dialogue

2901: More Than A Word Film Screening and Q and A

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

More Than A Word analyzes the Washington team name 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 cultural appropriation and mascots. After the 70-minute screening, panelists will discuss the impact of mascots on their communities.

PRESENTER(S):

John Little, MA, Historian, History University of Minnesota — Winner, SD

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Special Feature

3001: Cultivating Institutional Capacity to Support Undocumented Students

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

Given the current political climate, it is imperative that colleges and universities find ways to support undocumented students and families. This session will discuss two examples of initiatives that aim to create institutional capacity for supporting undocumented college students at Claremont Graduate University (CGU) and Colorado State University-Fort Collins (CSUFC). In the first example, we will describe CGU's Allies of Dreamers (AOD) graduate-level certificate program. The first program of its kind nationally, it provides the historical context, theoretical framework, and specific knowledge needed by K-12 teachers and administrators, student affairs professionals in higher education, and community leaders to offer mentorship and engage in advocacy with undocumented students. The AOD program seeks to fill the growing demand for trained individuals who are committed to ensuring undocumented students are protected, fully integrated into K-12 schools, and have the necessary support and preparation to access and succeed in college and effectively transition to graduate school and the workforce. In the second example, we will describe the creation of CSUFC's university level committee to address concerns and develop initiatives around the college success, access, and persistence of undocumented college students. These efforts have resulted in several campus wide initiatives including DREAMzone trainings, community partnerships, legal clinics, mental health support for undocumented students, and recommendations to the university administration by the student organization; DREAMERS United. Participants will learn strategies on how to build campus-wide engagement with faculty and staff to forge strategic institutional capacity for cultivating allies and institutional change.

PRESENTER(S):

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

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Special Feature

3001: Cultivating Institutional Capacity to Support Undocumented Students

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

Given the current political climate, it is imperative that colleges and universities find ways to support undocumented students and families. This session will discuss two examples of initiatives that aim to create institutional capacity for supporting undocumented college students at Claremont Graduate University (CGU) and Colorado State University-Fort Collins (CSUFC). In the first example, we will describe CGU's Allies of Dreamers (AOD) graduate-level certificate program. The first program of its kind nationally, it provides the historical context, theoretical framework, and specific knowledge needed by K-12 teachers and administrators, student affairs professionals in higher education, and community leaders to offer mentorship and engage in advocacy with undocumented students. The AOD program seeks to fill the growing demand for trained individuals who are committed to ensuring undocumented students are protected, fully integrated into K-12 schools, and have the necessary support and preparation to access and succeed in college and effectively transition to graduate school and the workforce. In the second example, we will describe the creation of CSUFC's university level committee to address concerns and develop initiatives around the college success, access, and persistence of undocumented college students. These efforts have resulted in several campus wide initiatives including DREAMzone trainings, community partnerships, legal clinics, mental health support for undocumented students, and recommendations to the university administration by the student organization; DREAMERS United. Participants will learn strategies on how to build campus-wide engagement with faculty and staff to forge strategic institutional capacity for cultivating allies and institutional change.

PRESENTER(S):

William Perez, PhD, Professor, School of Educational Studies Claremont Graduate University — Claremont, CA

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

3002: Native American Mascots: Negative Stereotypes, Negative Attitudes, and Negative Experiences for Native College Students

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

Indigenous students are often rendered invisible, and Native experiences in higher education go unheard and unnoticed. When Native students do emerge from invisibility, they are often "othered" by negative stereotypes that are commonplace in media imagery. This othering has real implications and can have significant detrimental effects on Native students in higher education, and those serving Native students can have a difficult time meeting their needs. This session will examine the effect of Native American mascots on negative stereotypes and attitudes towards Native Americans. After a discussion centered on issues surrounding Native American mascots, the presenters will discuss the implications that mascots have when working with Native students on college campuses. The presenters will then offer recommendations on how to support and empower Native students through relationship building

and student-centered advocacy. This session should particularly benefit those working with and advising Native students in student affairs and academic affairs.

PRESENTER(S):

Stephanie Cross, M.A., Doctoral Student, Psychology University of Oklahoma — Norman, OK

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

3002: Native American Mascots: Negative Stereotypes, Negative Attitudes, and Negative Experiences for Native College Students

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

Indigenous students are often rendered invisible, and Native experiences in higher education go unheard and unnoticed. When Native students do emerge from invisibility, they are often “othered” by negative stereotypes that are commonplace in media imagery. This othering has real implications and can have significant detrimental effects on Native students in higher education, and those serving Native students can have a difficult time meeting their needs. This session will examine the effect of Native American mascots on negative stereotypes and attitudes towards Native Americans. After a discussion centered on issues surrounding Native American mascots, the presenters will discuss the implications that mascots have when working with Native students on college campuses. The presenters will then offer recommendations on how to support and empower Native students through relationship building and student-centered advocacy. This session should particularly benefit those working with and advising Native students in student affairs and academic affairs.

PRESENTER(S):

Breanna Faris, M.Ed., Assistant Director, Student Life, Student Affairs University of Oklahoma — Norman, OK

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

3003: Introduction to the Social Justice Model of Disability

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

This session should particularly benefit anyone interested in making higher education more inclusive to people with disabilities. The session will highlight the importance of design, and present the idea that the inclusion of people with disabilities is the responsibility of everyone working in higher education, rather than the exclusive work of disabilities services offices. The most prevalent view of disability is that it is a personal/medical problem and not an issue of social justice. This session is intended to challenge that perspective and to look at disability through a social justice lens. The session will also include a discussion on the messages about disability that come through the media. The media often shows disability as something to be pitied, feared, or used as a source of inspiration for people without disabilities. Given the underrepresentation of people with disabilities in the media, these messages are particularly salient and have a strong impact on society's view of disability. There will also be a discussion on microaggressions toward people with disabilities. The presenter will give examples of these and explain why they are problematic. The intention is to have robust and interactive conversation. Participants should gain deeper understanding of societal attitudes toward disability.

PRESENTER(S):

Julie Alexander, MA, Access Consultant, Disability Resource Center Purdue University — West Lafayette, IN

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

3004: Building Community: The Case of Resettlement of Isle de Jean Charles

Session Track: Global, Multicultural and Transnational issues

Experience Level: Intermediate

This session examines the resettlement efforts of the world's first Climate Refugees from Isle de Jean Charles, an island located along the coast of Louisiana. Louisiana has been granted \$48 million dollars to resettle residents of the island, who claim membership in two Native American tribes, to higher ground as the island is projected to be overcome by water in the next sixty years. Information on the historical background of the island, the residents, and the resettlement efforts to date will be examined. In addition, the complexities of race, identity, culture, and environmental sustainability in working with government officials and tribal leaders will be explored through the lens of a non-indigenous director of an Indian Affairs department. This session should particularly benefit participants who are interested in Native American climate issues, issues of sovereignty, environmental sustainability/justice, and ally work with indigenous communities.

PRESENTER(S):

Chaunda Mitchell, PhD, Director, Office of Indian Affairs Office of the Governor (Louisiana) — Baton Rouge, LA

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

3005: The Art of Mentoring Diverse Professionals

Session Track: Human Resources

Experience Level: Novice

This session should particularly benefit participants who are interested in the retention of full-time faculty and staff from historically underrepresented racial and ethnic groups. The Harper College DREAM Mentoring Program has successfully mentored thirty-seven diverse faculty and staff since August 2010. New diverse professionals will identify ways to coalesce support and guidance in navigating the organizational and political landscape on a predominantly white campus. The presenters will offer information on the history and rationale for "mentoring our own". A distinctive component of this program is the intersectionality of race and ethnicity of its members, which include: Africans, African-Americans, Asians, Native Americans and Hispanics. In addition, comprehensive workable strategies, insights and lessons learned from the program's implementation will be highlighted. Finally, the session addresses the influence of the DREAM Mentoring Program on institutional-wide efforts.

The purpose of this session is to provide participants with the skills necessary to implement a successful mentoring program for faculty and staff of color. The presenters will provide insight as well as lessons learned when creating infrastructure to support the professional development and retention of underrepresented faculty and staff. After attending this session, participants should understand:

- How to develop a comprehensive mentoring and training program for faculty and staff of color
- How to support the professional development of faculty and staff of color

- Possible roadblocks faced when advocating for faculty and staff of color
- How to gain buy-in from upper administration to support these efforts
- How to acclimate new faculty and staff to predominantly white institutions

This session will also leave participants with detailed steps to follow when creating a mentoring program. In addition, after attending, we hope to instill the energy and excitement needed to increase the support of underrepresented professionals at predominantly white institutions.

PRESENTER(S):

Veronica Mormino, M.S., Associate Professor, Geography William Rainey Harper College — Palatine, IL

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

3005: The Art of Mentoring Diverse Professionals

Session Track: Human Resources

Experience Level: Novice

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PRESENTER(S):

LaVonya Williams, MS, Associate Professor/Adjunct Librarians and Counselors, Student Development
William Rainey Harper College — Palatine, IL

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

3006: Reaching the Resistant: Innovative Inclusion Infusion in Curricula

Session Track: Faculty Interest and Needs

Experience Level: Novice

In response to the changing face of postsecondary education, efforts have been made to provide faculty with training in inclusionary perspectives. This session will present an innovative model mentioned in "INSIGHTS for a Diversity", used for inclusion training for faculty across colleges.

Findings, both qualitative and quantitative, revealed that faculty participation in the Institute was beneficial in the sense that instructors' personal growth was most frequently evidenced through attitudinal and curricular changes. Students experienced a greater sense of community, personal growth, and conflict resolution skills by being in the classes taught by faculty trained in cultural course development.

PRESENTER(S):

Gloria D. Campbell-Whatley, EdD, Associate Professor, Special Education and Child Development
University of North Carolina at Charlotte — Charlotte, NC

Ozalle Toms, PhD, Associate Professor/Diversity Coordinator, Special Education University of Wisconsin-
Whitewater — Whitewater, WI

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

3008: What Can White Do For You: Strategies for Identifying and Mobilizing Majority Support for Diversity and Inclusion Efforts on Your Campus

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

For those working at PWIs (primarily white institutions), leveraging the privilege of White colleagues can be instrumental in the efforts to promote racial justice and create a truly inclusive climate on your campus. But how do you identify which White colleagues you can count on? And once identified, how do you convert their potential energy into positive momentum for structural change? This session is for faculty and staff of color who believe their jobs could be made easier if they could only get their White colleagues to do more than passively support from the sidelines the work necessary to achieve racial justice. As such, the session will focus on methods for identifying White accomplices and tactics for training and motivating them to be the agents of change that can facilitate improvement for students and employees of color on your campus.

PRESENTER(S):

Michael Hester, PhD, Director of Debate, and Special Assistant to the Senior Diversity Officer, Center for Diversity & Inclusion University of West Georgia — Carrollton, GA

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Special Feature

3009: A Conversation with Dr. Cutcha Risling Baldy: Coming-of-age Ceremonies, Adolescent Development and Native Identity

Session Track: Global, Multicultural and Transnational issues

Experience Level: Novice

This session will tie contemporary Indigenous theories of developmental psychology to the revitalization of women's coming-of-age ceremonies. Dr. Cutcha Risling Baldy will discuss the importance of ceremony to address issues of historical trauma, gender violence and ongoing settler colonialism. This session will explore ceremonial practices and epistemologies as theory and knowledge and embodied practices of Native feminisms and decolonization. Dr. Risling Baldy's forthcoming book with the University of Washington Press (Spring 2018) is an in-depth analysis of the revitalization of women's coming-of-age ceremonies. This discussion will focus on the young women interviewed as part of this book, who were the first young women to participate in the cultural revitalization of the women's ceremony for the Hoopa Valley Tribe in Northern California. In discussions with both the young women and the Medicine people of the tribe, it becomes clear that these ceremonies are grounded in an Indigenous developmental psychology that centers gender equality and autonomy, while providing adolescent developmental experiences that solidify Native identity and spirituality. By exploring this ceremonial revitalization, the session will provide an in-depth case study as to how adolescent development through Indigenous coming-of-age practices supports youth success and resiliency.

PRESENTER(S):

Cutcha Risling Baldy, PhD, Assistant Professor, Native American Studies Humboldt State University — Mckinleyville, CA

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Major Workshop

3010: The Revolt of the Black Athlete 2.0: Refusal and Resistance

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

Colin Kaepernick's decision to kneel during the anthem embodies the resurgence of protest from today's Black athletes. Yet, he's not alone in fighting for Black Lives on and off the field. Arguing that his protest is part of a larger movement of Black athletes leveraging their visibility and institutional power, this session looks at how Kaepernick, alongside of Missouri student-athletes, members of Miami Heat, several WNBA players, and many other Black athletes are collectively refusing to fulfill their ascribed roles as symbols of racial progress, demanding both justice and a rethinking of how we see them as athletes, celebrities, and people.

PRESENTER(S):

David J. Leonard, PhD, Professor, Department of Critical Culture, Gender, and Race Studies Washington State University — Pullman, WA

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Major Workshop

3011: Maximizing on Your Students' Experience at NCORE

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

This session brings together individuals from varying institutions that 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. Campus representatives who have student participants at the conference are encouraged to attend and share their wisdom. Participants will leave this session with tangible examples and techniques for working with your student delegations once they return to campus. This session will assist those considering establishing student delegations for NCORE.

PRESENTER(S):

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

Quantá Taylor, MA, Assistant Director, Student Involvement, Office of Student Life - Student Activities The Ohio State University — Columbus, OH

Vernon A. Wall, MS, Director, Business Development LeaderShape, Inc. — Champaign, IL

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Major Workshop

3012: The (In)Between Space: QTSOC Experiences in Cultural Centers

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Advanced

This interactive session will help attendees improve their existing advocacy and planning skills around serving queer students of color on campus. In this session participants will gain a deep understanding of QTSOC needs and how whiteness is pervasive even in well-intentioned spaces and actions. Together we will explore the history of minority student services and how it morphed into cultural centers. Participants will be presented data from the Make the Road by Walking: QTSOC experiences at a PWU research study. This study focuses on the experiences of QTPOC within the cultural centers and queers the use of Critical Race Theory and Queer Critical Perspective. Additionally, we will trouble shoot common issues that occur regularly on campuses across the country as it relates to the data. This workshop is for people ready to dive into the work of serving queer and trans students of color, with that in mind this session is for advanced folks working in higher education and have already been engaged in this work.

PRESENTER(S):

Sheltreese McCoy, PhD, CEO, Executive Leadership Radical Higher Education Innovations (RHedI), LLC — Madison, WI

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

3013: Black on Both Sides: Cross Institutional Perceptions between Black Students at HBCUs and PWIs

Session Track: Intersectionality, Identities and Discussions

Experience Level: Intermediate

Relatively few scholars of black identity have intentionally explored and theorized black identities-the plurality of identities within the black race-unintentionally perpetuating pervasive scripts for black monolithicism. Additionally, most scholarly work on black racial identity focuses on theoretical understanding; as a result, the ways in which blackness operates remains largely unclear. As research more intentionally expands to consider blackness in different contexts, historically black colleges and universities (HBCUs) and predominantly white institutions (PWIs) provide unique locations for exploring differences in black racial identities across social context. This session will highlight results from a study investigating how the differing social contexts of HBCUs and PWIs impact black students' racial identities, and their subsequent perceptions of one another across institution. This session should particularly benefit administrators and faculty members who work closely with black students and are concerned with understanding how these students' racial identities impact their experiences on college campuses, and their perceptions of the black peers.

PRESENTER(S):

Jonathan Cox, PhD, Assistant Professor, Sociology University of Central Florida — Orlando, FL

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Special Feature

3014: For the Graduate Affairs Professional: Preparing Students for Multiple Job Markets

Session Track: Student Affairs and Affiliated Professionals

Experience Level: All Levels

This presentation is intended for faculty and administrators who advise graduate students and postdocs about their scholarly and career development. The session will provide resources and tips for advising students about a broad range of options for a career in academe, including but not limited to the tenure track, such as full-time instructors, researchers, administrators, or a combination of some or all of these roles. The session will also describe useful practices in preparing students and postdocs to be competitive applicants for multiple markets, including outside the academy. The presenters will contextualize these practices by describing faculty employment trends and demographic profiles based on national data, information about the range of higher education institutional types and structures, and the various kinds of faculty and non-faculty roles that are available within institutions. As graduate students of color tend to leave academe at greater rates than their white peers, and as the landscape for tenure-track positions continues to change, it is important that we prepare them to incorporate flexibility in their career preparation and job search. This session will inform graduate advisors in educating their students about options on and off the tenure track, within and outside the academy, and how to plan their trajectory accordingly.

PRESENTER(S):

Tamara Antionette Johnson, PhD, Assistant Chancellor for Equity, Diversity and Inclusion, Office of the Chancellor University of Wisconsin-Eau Claire — Eau Claire, WI

Celina Chatman Nelson, PhD, Director, UChicagoGRAD Development & Diversity, Office of the Provost University of Chicago — Chicago, IL

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

3015: Balancing Acts: Navigating Free Speech Controversies and Supporting Vulnerable Student Populations Through Proactive Responses

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

In the current political climate, many public universities have become soft targets for those who feel emboldened to intimidate students from racial, religious or sexual minority groups in an attempt to negatively impact campus diversity initiatives. This session examines a program that the University of California, Santa Barbara initiated to manage controversial speakers and to counter divisive national rhetoric. These practices included a (1) campus community council, (2) a series of programs and workshops to build skills and capacity among students, faculty, and staff, and (3) alternative programming to provide counter-narratives. Each of these strategies will be discussed, as well as case studies that tease out the boundaries of free speech law and the space for innovative work to support campus ideals of diversity, equity and inclusion. This session should particularly benefit students, staff, faculty and administrators who are interested in: proactive responses to free speech issues on college

campuses, alternative programming grounded in positive values of love and empathy, and strategies for bringing faculty into these vital conversations.

PRESENTER(S):

Melissa Barthelemy, J.D., M.A., Graduate Student Mental Health Peer Intern at Counseling and Psychological Services , Student Affairs (and History Department) University of California, Santa Barbara — Santa Barbara, CA

Aaron Jones, M.A., Assistant Director for Community Affairs, Student Engagement and Advocacy, Student Affairs University of California, Santa Barbara — Santa Barbara, CA

Zaveeni Khan-Marcus, M.A., Director Multicultural Center, Student Affairs University of California, Santa Barbara — Santa Barbara, CA

Margaret Klawunn, Ph.D., Vice Chancellor of Student Affairs, Student Affairs University of California, Santa Barbara — Santa Barbara, CA

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

3016: Undocumented and United: Establishing the UCLA Undocumented Alumni Association

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

This session examines the creation and purposes of the Undocumented Student Program as well as the Undocumented Alumni Association at the University of California, Los Angeles. Particular focus will be given to social and political climate on campus, the work of alumni, current students, and community members regarding advocacy and access to higher education for the Undocumented Community, as well as the federal timeline concerning recent changes to immigration policies which all helped to spark the creation of the Undocumented Alumni Association. Guiding research, theories, and frameworks used for the formation of the association as well as its mission will also be discussed. Finally, the association's foremost objectives, future directions and the challenges it currently faces will be discussed. This session should particularly benefit attendees who are interested in supporting Undocumented students and alumni of their institutions, individuals who are interested in starting Undocumented Alumni Associations of their own, and practitioners who provide direct support services to Undocumented and any other minority student groups.

PRESENTER(S):

Valeria Garcia, M.A., Undocumented Student Program Director, Bruin Resource Center University of California, Los Angeles — Los Angeles, CA

Yadira K. Hernandez Perez, B.A., Undocumented Student Program Coordinator, Bruin Resource Center University of California, Los Angeles — Los Angeles, CA

David Sun, M.A., Assistant Director, Diversity Programs, Alumni Affairs University of California, Los Angeles — Los Angeles, CA

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

3017: A Theory of Programmatic Influences on Doctoral Student Success: An Environmental Perspective

Session Track: Faculty Interest and Needs

Experience Level: Intermediate

Utilizing data from a national research study on the experiences of Black women in doctoral programs, we present an emergent framework of programmatic influences on Black women doctoral students' satisfaction, persistence, and degree attainment. This session should particularly benefit educators committed to the support and retention of women of color within doctoral programs, researchers examining the experiences of graduate students in pursuit of the doctorate, as well as individuals currently seeking to either complete their doctoral degree or apply for entry into a doctoral program.

PRESENTER(S):

Tonisha Lane, PhD, Assistant Professor, Leadership, Counseling, Adult, Career and Higher Education (LCACHE) University of South Florida — Tampa, FL

Shawna Patterson-Stephens, PhD, Director, The Davis Center, Office of Institutional Diversity and Equity
Williams College — Williamstown, MA

Devona Foster Pierre, EdD, Assistant Director, Office of Diversity, Inclusion, and Equal Opportunity
University of South Florida — Tampa, FL

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

3018: How to Build a Diverse Student-led Advisory Council on a College Campus

Session Track: Intersectionality, Identities and Discussions

Experience Level: Novice

This session should particularly benefit participants who are interested in learning the basics of creating a student diversity advisory council within your department. Jasmine will discuss the importance of making sure that the goals of your department align with the mission and objectives of the council. This interactive session is a unique opportunity to learn about the ways in which the ODCE Student Diversity Advisory Council is helping to tell the story of the university and can provide vital feedback/support to the Office of Diversity and Community Engagement at UT Dallas. Jasmine Johnson will give examples of the council's lunch and learn style, student-led, student-focused conversations on Race, Ethnicity and Intersectional Identities and their governing structure that can be used as tools to develop your own advisory council.

PRESENTER(S):

Jasmine Johnson, B.A., Program Coordinator, Office of Diversity and Community Engagement University of Texas at Dallas — Dallas, TX

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

3019: Making Visible a Crisis of Representation: The Absence of Women of Color in STEM

Session Track: Human Resources

Experience Level: Intermediate

The current state of affairs regarding people of color in STEM has global implications for the US economy. Critical scholars argue what started as a national concern has now escalated to crisis point. The crisis is more pronounced when we examine participation in STEM by race and gender and explore how these two primary identity dimensions privilege some and marginalize others within academia, business and industry. Addressing the underrepresentation of women and racial minorities in STEM is not only an economic issue, but also a social justice issue. This presentation will examine the STEM pipeline for Black and Hispanic women, tracing it from early childhood, through public education, higher education institutions, and the workplace. It will make visible the challenges they encounter and identify organizational support systems for women's career development and advancement. This session should particularly benefit participants who are interested in advancing the careers of women in STEM fields. Career development begins at the early stages of life and, therefore, educators and administrators from K12 to higher education, as well business and industry leaders will find this session helpful in gaining insights to the problems and solutions for developing and advancing STEM careers among women of color.

PRESENTER(S):

Mary Alfred, PhD, Professor of Adult Education and Executive Director, Texas Center for the Advancement of Literacy & Learning (TCALL), Educational Administration & Human Resource Development Texas A&M University — College Station, TX

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

3020: When your Gas Tank is on E: Perspectives of Marginalized Higher Education Professionals and Narratives of Resiliency

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

It is widely understood that we're experiencing tumultuous times across the country that have brought to light race relations, the nuanced struggle of combating legacies of white supremacy, immigration reform, and various other social justice issues that have contributed to the current climate.. While we have progressive conversations centered on the issues as well as what needs to be done to interrupt the status quo within the realm of higher education, often times those conversations lack an essential piece of the puzzle: how are higher education and student affairs professionals coping both personally and professionally? Students and colleagues turn to professionals in times of emotional crisis and need and rely on them for support and affirmation--but how are professionals enduring when one or several of their marginalized identities are also being attacked? Who has their backs? In this session, presenters will examine the emotional and physical affects that higher education professionals who hold marginalized identities are experiencing within the current political climate. This session will benefit participants who are interested in furthering the discussion on self-care and ways in which we can be intentional about supporting individuals with marginalized identities.

PRESENTER(S):

Azucena Pruitt, M.Ed., Coordinator of Diversity Education, Multicultural Center University of Texas at Dallas — Richardson, TX

D'Andrea Young, M.Ed., Coordinator of Cultural Programs and Events, Multicultural Center University of Texas at Dallas — Richardson, TX

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

3021: You're So Poised and Well-Spoken: Unpacking Microaggressions and Other -Isms Towards Female Professionals of Color and Predominantly White Institutions

Session Track: Intersectionality, Identities and Discussions

Experience Level: Intermediate

Women of color must navigate every single aspect of the higher education landscape through a lens of unconscious and conscious bias. In this session, the presenters will share their experiences with working at the intersections of race, gender, ethnicity and a host of other minoritized identities. In addition, allies across identities will gain insight into their allyship role in leveling the field for us all.

PRESENTER(S):

Nicole Madonna, LCSW, Director, Counseling Services Johnson and Wales University-Charlotte Campus — Charlotte, NC

Neudy Carolina Nunez, M.Ed., Program Director, Academic Initiatives and Living Learning Communities University of South Florida — Tampa, FL

Denise Balfour Simpson, PhD, Chief Student Affairs Officer, Dean of Students Johnson and Wales University-Charlotte Campus — Charlotte, NC

Carol Taylor-Shim, MSW, Director, Bias Incident Support Services University of Kentucky — Lexington, KY

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

3022: The Lost Voices of Latinx Students on Campus

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

There are existing studies on the campus climate at Predominate White Institutions (PWI) that Latinx students are more likely to experience prejudicial treatment, isolation, financial concerns, and language barriers than their White Peers (Pérez II, & Sáenz, 2017; Harper & Hurtado, 2007; Hurtado & Ponjuán, 2005). At the University of M, Latinx students represent about 6%, making Latinx students the second highest marginalized population. As a student attending the University of M, it is apparent to me that the lack of presence of both Latinx students and a Latinx community is a detriment to the campus. Most literature regarding these issues focus on the sustainability and maintenance of Latinx-base student organizations, student advising, and understanding cultural norms of Latinx students as well as the oppression Latinx students face while in higher education (Flink, P. J., 2017), as opposed to the creation of a Latinx community. This session will be based on ongoing research of the principles needed for the creation of a Latinx community at the University of M.

PRESENTER(S):

Angel Raymundo, B.S., Master's Student at Miami University of Ohio, Educational Leadership Miami University of Ohio — Oxford, OH

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

3023: No Student of Color Left Behind: A Proposed Model to Promote College Success for African-American and Latino Male Students of Color at Tarrant County College

Session Track: Global, Multicultural and Transnational issues

Experience Level: Novice

The session covers a research-based and results-driven intervention program designed to assist primarily African-American and Latino male students of color to be successful at two-year Tarrant County College District in Texas. An engaging discussion examines the proposed College Men of Color (CMC) Scholars Program. According to research, this population consistently lags behind those of other student group populations. The intention of the CMC is to close this achievement gap. Many factors contribute to the disparity including lack of financial resources, lack of college readiness, difficulty in assimilating, microaggressions, and work and family obligations. Most revealing is that members of this population are first generation college students, making the transition to college arduous without outside support. The program is designed to engage First-Time-in-College (FTIC) male students of color during the critical first year, with emphasis on critical success factors and connections with the campus and its faculty and staff. During the second and subsequent years, program participants will continue to receive academic support, with emphasis on leadership development and academic and career transition. College instructors, counselors, and mentors who work closely with men of color and practitioners who are interested in their well being will find the information beneficial.

PRESENTER(S):

Charles E. Smith, MA, Coordinator of the Learning Center, Business and Technology Tarrant County
College District — Fort Worth, TX

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

3024: Campus Culture and Climate Assessment Data: Can it Inform a Change in Institutional Culture?

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Intermediate

This session will provide participants with an in-depth examination of using data to facilitate institutional change towards diversity and inclusivity. Information on the history and processes put into place to make data meaningful and accessible to university constituents will be provided. This session will benefit researchers and administrators who have an interest in driving institutional change in collaboration with faculty, staff and students.

PRESENTER(S):

Nathalia Jaramillo, PhD, Deputy Chief Diversity Officer and Professor of Interdisciplinary Studies, Office of Diversity and Inclusion Kennesaw State University — Kennesaw, GA

Linda Lyons, Ed.D., Director of Strategic Initiatives/Associate Professor, First-Year and Transition Studies Kennesaw State University — Kennesaw, GA

Erik Malewski, PhD, Chief Diversity Officer and Professor of Curriculum Studies, Office of Diversity and Inclusion Kennesaw State University — Kennesaw, GA

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

3025: International Student Identity Development: For Small Town or Big Ten Schools

Session Track: Student Interest and Engagement

Experience Level: Intermediate

What does it take to support your international student's career goals and identity development? How do you informally create engaged international alumni? There have been limited research and publications available on international student identity development and assessment.

Join us in learning how case management can be applied effectively in your institution, regardless of population size. This session should particularly benefit staff and administrators working directly with international students in any program settings.

PRESENTER(S):

Alison Champeaux, BLE, Director, International Programs College of St. Scholastica — Duluth, MN

Marina Uehara, LGSW, Program Coordinator for Student Engagement and Intercultural Initiatives, International Student and Scholar Services (Global Programs and Strategy Alliance) University of Minnesota - Twin Cities — Minneapolis, MN

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

3026: "Achieving Peak Wokeness": Working With Ourselves and Our Students in the Era of Growing Consciousness

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

Many higher education institutions emphasize preparing students to live, work, and contribute to our diverse society. To further institutional missions, well-intended educators and administrators attempt to increase cultural competence through efforts, both in and outside of the classroom, that continuously refine the attainment of students' skills, attitudes, and knowledge of others different from one's self. Simultaneously, students come to our campuses with a myriad of experiences, individual and group, that lead to dramatic levels of difference in understanding self. The intersection of lived-experience and learning about others can leave ourselves and our students unwilling to push beyond simply being competent with difference into more critical consciousness about race within a greater context. This presentation will focus on developing past "woke" as the pinnacle of understanding through pedagogy and strategies used in a course on race and ethnicity in the United States as the foundation for moving beyond cultural competence to critical consciousness and social change. This session should particularly benefit participants who are interested in working to create educational spaces that maximize self-learning and development of students as social justice change agents.

PRESENTER(S):

Ashley Garrin, PhD, Assistant Director, ISU McNair Program, Graduate College Iowa State University — Ames, IA

Evan Knoespe, MS, Residence Hall Director, Residence Life Iowa State University — Ames, IA

Thursday, May 31– 8:30 a.m. - 9:45 a.m.

Session Type: Special Feature

3027: Leading Without Fear: Lessons Learned as a CDO

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: All Levels

With an interviewer, Rickey Hall will discuss key lessons learned from serving as a Chief Diversity Officer at two flagship institutions. Many are aware of Hall's battle with a state legislature that ultimately led to the defunding of a diversity and inclusion office. That experience will be discussed; how he survived and is thriving; how he protected his reputation, and more. The session will end with Q&A.

PRESENTER(S):

Rickey L. Hall, MA, Vice President & Chief Diversity Officer, Office of Minority Affairs & Diversity University of Washington — Lynnwood, WA

Eddie Moore, Jr., PhD, Executive Director, The Privilege institute — Green Bay, WI

Thursday, May 31– 8:45 a.m. - 11:45 a.m.

Session Type: Major Workshop

3101: Seeking Cultural Consciousness and Competence in Hiring: Practical Strategies for Hiring the Faculty, Administrators and Staff We Need

Session Track: Faculty Interest and Needs

Experience Level: All Levels

While colleges and universities regularly assert, in their webpages and strategy plans, that they are committed to increasing the diversity of their faculties, administration and staff, it is rare that they include any serious attempt to ask for what they claim they need in the knowledge, skills and experience from candidates. Position descriptions and advertisements rarely go beyond making vague statements on seeking and valuing diversity, and candidate knowledge, skills and experience requirements set a very low or even non-existent bar for cultural consciousness and competence. Interview questions and reference checks often make little or no attempt to assess real knowledge, skills and experience in applying cultural competence in the classroom and/or workplace. We have to do better than this if we are serious about hiring who we need to move our institutions forward. In other words, if we are seriously interested in what new and diverse members – faculty, administrators, staff - would bring, we need to select candidates who add cultural consciousness and competence to our disciplines, classrooms, policies and practices. This workshop will offer practical and adaptable methods and strategies for ensuring we are hiring all positions with these needs in mind. The four presenters will share approaches and strategies for both implementing and institutionalizing this process across different academic and educational environments.

PRESENTER(S):

Caroline G. Blackwell, MSW, Vice President, Equity and Justice National Association of Independent Schools — Washington, DC

Emma Coddington, PhD, Associate Professor, Biology, Neuroscience, and Women & Gender Studies Willamette University — Corvallis, OR

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

Christopher West, PhD, Assistant Professor, History Pasadena City College — Pasadena, CA

Thursday, May 31– 8:45 a.m. - 11:45 a.m.

Session Type: Major Workshop

3102: Making Sure Your Written & Oral Communication Reflects Your Excellence: A Hands-On Workshop for All Student Leaders Striving For Success.

Session Track: Student Interest and Engagement

Experience Level: All Levels

Selecting students to take on new roles and responsibilities on and off campuses, including early leadership opportunities, happens more often each year. For a positive outcome, one must first be able to ‘pass’ the test of ‘first-level communication’ i.e. the application process, which includes how well you can communicate in writing-- often the first “foot” in the door of leadership. It is expected that today’s student leader can effectively present her/his ideas in a cohesive and engaging way to diverse audiences—faculty and staff, administrators, as well as fellow students. This major workshop targets

Student Leaders at all levels. Join two presenters dedicated to the pursuit of excellence through writing and coaching; use time well-spent at NCORE, brushing up on the basics of communicative writing and oral skills fundamental to leadership successes in our diverse world.

PRESENTER(S):

Janice D. M. Mitchell, CDP, CEO, Editing Across Borders and Intercultural/International Diversity & Inclusion — Washington, DC

Kamakshi P Murti, PhD, Professor (retired), German Department Middlebury College — Fairfax, VA

Thursday, May 31– 8:45 a.m. - 11:45 a.m.

Session Type: Major Workshop

3103: Indigenizing the Classroom

Session Track: Student Interest and Engagement

Experience Level: All Levels

Place-based learning is beneficial for all people, not only those who identify as Native American. In this hands-on session, participants will engage in experiences that honor place through the creation, exploration, and interpretation of cultural items, arts, stories and protocol. At the end of the session, participants will be encouraged to further explore the rich cultural histories of their local area and identify avenues for opportunity to bridge knowledge gaps between the classroom and local Native communities, thus creating an inclusive learning environment for all students.

PRESENTER(S):

Tiffany Tyre Adams, AFA, Artist — Santa Fe, NM

Sage La Pena, Ethnobotany Instructor, Clinical Herbalist, Cultural Consultant, — ,

Thursday, May 31– 8:45 a.m. - 11:45 a.m.

Session Type: Major Workshop

3104: Designing Social Justice Education Workshop Curriculum: A Step-By-Step Process for Practitioners

Session Track: Student Affairs and Affiliated Professionals

Experience Level: All Levels

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 you 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 you can begin using when you return to campus. This workshop should particularly 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.

PRESENTER(S):

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

Thursday, May 31– 8:45 a.m. - 11:45 a.m.

Session Type: Major Workshop

3105: The Journey to Administration: Moving Forward from Tenure-Track Faculty to Chairs, Deans, and Beyond

Session Track: Human Resources

Experience Level: Intermediate

Colleges and universities bear a responsibility to reflect the diversity that is now a part of the academic landscape. This responsibility extends to administrative roles at all levels. However, while the paths to leadership are changing, many of the challenges faculty encounter related to ethnicity, gender, language and other cultural influences remain the same. This session will explore the ways in which underrepresented faculty can uniquely craft their academic administration experiences and position themselves to move into leadership roles in the academy. The presenters will highlight their journeys through higher education from tenure-track faculty members to their current roles as chair and dean. Attendees will have the opportunity to interactively engage in simulations, group work, and reflective dialogue. This session will benefit faculty members who are interested in academic administration and leadership.

PRESENTER(S):

Beth Durodoye, EdD, NCC, Professor and Chair, Leadership, Technology, and Human Development
Georgia Southern University — Statesboro, GA

Kandi Hill-Clarke, EdD, Dean, College of Education University of Memphis — Memphis, TN

Thursday, May 31– 8:45 a.m. - 11:45 a.m.

Session Type: Special Feature

3106: Mobilized Actions: The Impact of the Growing National and International Right-Wing Movement on Anti-Racism Activities in Higher Education

Session Track: Global, Multicultural and Transnational issues

Experience Level: All Levels

Over the past year or more, the growth of right-wing political movements have made possible Trump's presidential US election (and Charlottesville), Brexit in the UK, Le Pen's popularity and challenge to Macron in the French election, and the election of the Alternative for Germany (AfG) parliamentarians. These occurrences signal a push back against the assertions of racialized people – particularly on issues pertaining to immigrants, refugees and Muslims. In North America and the Americas, Black Lives Matter (BLM) – among other groups – has been instrumental in taking up issues of inequity, and providing leadership in countering the offensive speeches and actions of right-wing movement members. In many cases, the leadership of the counter-movements and protests are university and college students who have been subjected to the right-wing claims of their peers: listening to them and debating their cruel assertions. In this workshop, we bring together four young scholars from Durham, U.S., Toronto, Canada, London, England, and São Paulo, Brazil to discuss the historical and contemporary circumstances that have given rise to the social, cultural, political and educational conditions in their respective societies noting the interconnectedness of global activities. In doing so, presenters will reference the role of BLM – and other social activists – in scrutinizing and protesting the policies, regulations, discourses and practices of institutions in a bid to bring about more equitable and

progressive schooling and educational conditions for people of colour. All members of a university community will find this discussion presented by a panel of young international scholars engaging.

PRESENTER(S):

Zoila Airall, PhD, Associate Vice President, Student Affairs for Campus Life Duke University — Durham, NC

Katucha Bento, MSc, PhD Researcher, Sociology and Social Policy University of Leeds — Birstall, UK

Layla Brown-Vincent, PhD, Postdoctoral Fellow, Africana Studies Department Bucknell University — Lewisburg, PA

Carl James, PhD, Faculty of Education, York University — Toronto, ON

Remi Joseph-Salisbury, PhD, Senior Lecturer, Carnegie School of Education Leeds Beckett University — Leeds, UK

Samuel Ogbazghi Teclé, PhD candidate, Department of Sociology York University — Toronto, ON

Thursday, May 31– 8:45 a.m. - 11:45 a.m.

Session Type: Special Feature

3107: So Who is Intersectional?: Exploring the Use of Intersectionality in Our Work with People from Privileged Groups

Session Track: Intersectionality, Identities and Discussions

Experience Level: Advanced

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. This work and recent literature on intersectionality bring into focus the questions: 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, social location and core tenets of intersectionality to explore these key questions, as well as others related to privilege, identity, and intersectionality.

These questions include: How important is it to connect work on multiple identities (that resonates with so many people) with the historical origins and core tenets of intersectionality grounded in the experiences of marginalized groups? Does intersectionality address identity at the individual level? To what extent does intersectionality apply to the experiences of social groups that receive privilege (e.g. Whites, men, heterosexuals, able bodied people)? Since most people embody social locations that reflect both marginalization and privilege, is anyone truly intersectional? How can we use intersectionality in our social justice work with people from privileged groups? Through presentation, small and large group discussion, case studies, and personal sharing, we wrestle with these questions, increase our awareness of intersectionality and some of the tensions related to implementing it in social justice practice, and identify areas for our own ongoing work associated with identity and privilege.

PRESENTER(S):

Susan Robb Jones, PhD, Professor, Educational Studies The Ohio State University — Columbus, OH

Francie Kendall, PhD, Consultant — Accord, NY

Charmaine Lietzau Wijeyesinghe, EdD, Consultant and Author, Social Justice and Organizational Development — Delmar, NY

Thursday, May 31– 8:45 a.m. - 11:45 a.m.

Session Type: Major Workshop

3108: Creating Institutional and Cultural Change: MCOA A Model for Strategic Change and Development

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: All Levels

This is a 2-part session. Well-intended diversity initiatives often fall short of desired outcomes. While increasing awareness, most don't create significant, sustainable organizational change - much less dismantle the institutionalized racism and white supremacy inherent in most organizations. How can change agents with super powers create inclusive organizations through systemic, long-term culture change? Come explore promising practices and lessons learned from strategic organizational change efforts to create inclusive, socially just organizations. Participants will receive a workbook of materials to use as they create systemic, sustainable change in their organizations.

PRESENTER(S):

Kathy Obear, EdD, President, Center for Transformation & Change — Denver, CO

Jamie Washington, M.Div. Ph.D., President, Founder The Washington Consulting Group & Social Justice Training Institute — Baltimore, MD

Thursday, May 31– 8:45 a.m. - 11:45 a.m.

Session Type: Major Workshop

3109: Understanding Colorism and ‘Machismoism’ within Latino Culture in Transnational Contexts: Becoming Latino/a/x and the Invisible Lines that Divide & Unite Us in America

Session Track: Global, Multicultural and Transnational issues

Experience Level: All Levels

This workshop is geared towards professionals who are committed to self-examination and reflexivity in a collective space. They are focused on the effort to understand the complexity of a collective/political identity, Latina/o/x, that cuts across socially constructed categories in ways that acknowledge and move beyond the role of historical trauma in shaping the experiences and identities of the Latina/o/x communities. This session creates a space for participants to better understand how to identify possibilities to be effective leaders and educators, and should particularly benefit decision makers & practitioners whose focus is the identified group Hispanic/Chicano/a/Latin@/ Latina/o/x etc. The intended outcome includes a personal development and leadership transformation that will manifest in a professional network to move equity agendas that serve Latina/o/x communities forward.

Identity development in Latin American culture is complicated by the intensifying political climate and intersections of nationality, gender, language, class, and race, etc., which significantly impacts how students and professionals are viewed in this country, particularly those who are labeled or identify as Latina/o/x. Wherever we are across the spectrum of identity, whatever we may call ourselves, we collectively encounter critical choices and continue to engage in the intra-personal & inter-personal identity tensions, or embrace the dominant U.S. narrative in its "colorblind" and/or essentializing stances. Success for Latina/o/x cannot be based solely on the U.S. paradigm of wealth, educational status, and light-skin 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.

These two linked 3-hour sessions intend to unpack, name and heal, through a process associated with praxis (historicization and reflection exercises), some of the issues outlined above, including deeper engagement with intersections of whiteness, anti-blackness and ‘machismoism’ within Latino cultures. This workshop invites participants into a collective space of deep self-inquiry in order to examine our identities and professional practices in ways that generates empowerment and transformation that will lead to actions that will foster our success from a de-colonized mind perspective as well as the success of the next generation of students. We will consider the implications of these experiences on the socialization and identity formation/development of Latina/o/x students, colleagues, and community members as we work toward achieving transformation. You do not need to identify as Hispanic, Chicano/a, Mestiza/o/x, Latina/o/x, etc., but the focus is specifically on the holistic understanding of this groups in order that we more effectively support their academic success.

PRESENTER(S):

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

Michael Benitez, PhD, Chief Diversity Officer/ Dean of Diversity and Inclusion/Title IX Officer, Office of Diversity and Inclusion University of Puget Sound — Tacoma, WA

Jacquelyn (Jackie) Valerie Reza, EdD, MFT, Professor & Director - Emeritus, Office of Professional Development De Anza College — Newark, CA

Thursday, May 31– 10:15 a.m. - 11:45 a.m.

Session Type: Special Feature

3201: Reclaiming Spaces to Indigenize Higher Education

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

Institutions of higher education reside on the ancestral homelands of Indigenous peoples, yet continue to marginalize Indigenous people through colonial structures and systems. There is movement among Indigenous scholars and allies to reclaim place and space within institutions that reside on Indigenous lands. What does it mean to reclaim space? What do acts of reclamation of Indigenous space in academia look like? What does it mean to Indigenize higher education? This session will explore the various ways Indigenous scholars are reclaiming space for Indigenous communities in institutions of higher education. In this work, we recognize the importance of building with a multitude of people within, across, and beyond the institution. Participants will engage in dialogue with six Indigenous scholars who are thoughtfully enacting efforts of reclamation guided by Indigenous Knowledge Systems and Native Nation Building. Presenters will explore the opportunities and challenges of reclaiming Indigenous spaces within colonial systems of higher education. This session will prove beneficial for emerging and established scholars, as well as administrators and community members invested in advancing Indigenous issues in higher education.

PRESENTER(S):

Bryan McKinley Jones Brayboy, PhD, President's Professor and Borderlands Professor of Indigenous Education and Justice, Arizona State University — Tempe, AZ

Shelly C. Lowe, Executive Director, Native American Program Harvard University — Cambridge, MA

Robin Starr Minthorn, PhD, Assistant Professor, Educational Leadership and Native American Studies University of New Mexico — Rio Rancho, NM

Heather J. Shotton, PhD, Associate Professor, Native American Studies University of Oklahoma — Norman, OK

Amanda R. Tachine, PhD, Postdoctoral Research Associate, Center for Indian Education Arizona State University — Phoenix, AZ

Thursday, May 31– 10:15 a.m. - 11:45 a.m.

Session Type: Special Feature

3202: Know Thyself, Create Thy Brand

Session Track: Student Interest and Engagement

Experience Level: Novice

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 your life and 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 90-minute activity-driven workshop, begin the process of discovering and uncovering your personal drive, your unique perspectives, and the gifts only you can offer. Then, shift focus to learn 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.

PRESENTER(S):

Aouie Rubio, Program Manager for Technology Services, Division of Information Technology Services
University of San Francisco — ,

Thursday, May 31– 10:15 a.m. - 11:45 a.m.

Session Type: Major Workshop

3203: “Lessons Learned from the Field” - Surfacing Challenges CDO’s Have and How They Respond, Successful or Not!

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: All Levels

CDO’s play many roles and wear many hats. These days, one of their most important and challenging roles involves providing leadership and mentoring to students organizing and participating in campus demonstrations while providing consultation to campus administrators regarding how to handle student protests. This will be an interactive presentation and discussion with Northern California CDOs intricately involved in student activism and campus protests.

PRESENTER(S):

Shirley Strong, M.Ed., Chief Diversity Officer, — ,

Kathleen Wong(Lau), PhD, Chief Diversity Officer, Office of Diversity, Equity, & Inclusion San Jose State University — San Jose , CA

Thursday, May 31– 10:15 a.m. - 11:45 a.m.

Session Type: Special Feature

3204: A People's History of Chicago Workshop led by Kevin Coval

Session Track: Intersectionality, Identities and Discussions

Experience Level: All Levels

A People's History of Chicago flips to the B-side of history in the tradition of Howard Zinn, Ida B. Wells, and the counter-narrators to American terror and mainstream whitewashing. This country employs erasure to the histories of People of Color and seeks to revise the progressive and radical history of the working class in America. I'm out to set the record straight, remix it and dig in the crates to rescue and retell some of the best, most radical, real, celebratory and difficult parts of our Chicago story that we often times forget or didn't know in the first place. In this time especially, we need look back at the progressive legacies we inherit, the radical stream we swim in and be emboldened to create and fight for a city/country that is more just, equitable and more fresh for all.

PRESENTER(S):

Kevin Coval, Poet, Community Builder, and Founder, Louder Than A Bomb, Young Chicago Authors — Chicago, IL

Thursday, May 31– 10:15 a.m. - 11:45 a.m.

Session Type: Major Workshop

3205: Microaggressions, the Workplace, & You

Session Track: Intersectionality, Identities and Discussions

Experience Level: Novice

This session will focus on defining microaggressions and exploring how they manifest in educational workplaces. Participants will develop strategies to recognize, dispel, and overcome cultural stereotypes and myths regarding work ethic, professional dress, and other issues by discussing best practices and coalition-building. Methods to record, address, and begin to systematically bring light to microaggressions will be considered. This session will recognize the empowerment and agency of every individual to make positive change at work. This session will particularly benefit attendees experiencing microaggressions.

PRESENTER(S):

Temple Jordan, M.Ed., Assistant Director, Office of Social Justice, Inclusion & Conflict Resolution Rowan University — Glassboro, NJ

Olivia Muñoz, MFA EdD, Director, Residential Life Mills College — Oakland, CA

Thursday, May 31– 10:15 a.m. - 11:45 a.m.

Session Type: Special Feature

3206: It's Not Just about Guilt and Shame: The Joy of Unlearning Racism (and other forms of oppression) for Whites and others from Privileged Groups

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

Many white people (or men or heterosexuals) see unlearning racism (or sexism or heterosexism) as something to be feared and avoided. They assume it will only make them feel blamed, shamed, or guilty. However, people from a privileged group who have actually participated in meaningful experiences to unlearn racism or other forms of oppression have in fact, found it to be a freeing and healing process which enhances their well-being and improves their lives. In this experiential workshop, we will explore the specific ways unlearning racism/oppression can be liberating and enriching for people from privileged groups. We will discuss how to use this perspective in our work with others and our own development to engage and sustain involvement in social justice issues. This session is particularly valuable for educators who work with people from privileged groups.

PRESENTER(S):

Diane J. Goodman, EdD, Diversity and Social Justice Trainer/Consultant — Nyack, NY

Thursday, May 31– 10:15 a.m. - 11:45 a.m.

Session Type: Special Feature

3208: Should I Check that Box? Categorical Imperatives within Changing Sociopolitical Landscapes

Session Track: Intersectionality, Identities and Discussions

Experience Level: Intermediate

Demographics are collected on college students from admissions to graduation, and everywhere in between. A common question for multiracial students when encountering these questions is “Which box(es) should I check?” But increasingly, there are questions about whether a question should even be asked/answered. While “post-racial” fantasies might envision a time when racial and data questions would not be necessary, we know their importance for continuing to document and track racialized disparities in access and outcomes. But what about other identities? Alongside increasing numbers of racially “unknown” students who opt out of identifying, there are movements to add more boxes to better capture diverse students across gender and sexual orientation. This session explores contentions around “box-checking” for multiple identities and backgrounds. From documenting sexual orientation identities to the “ban the box” movement around criminal records, there continue to be debates about the need to identify students while also not wanting to “box” students into categories that do not reflect the complexities of lived experiences. Yet some categories are necessary for designations (like Hispanic-Serving Institutions and Asian American Native American Pacific Islander-Serving Institutions). We examine these issues from multiple institutional and theoretical perspectives and also explore what happens when we can't capture particular groups, like transracial adoptee students. Through the sharing of panelists' expertise across various populations and institutional types, participants will have the opportunity to engage in critical conversations on various forms of “box-checking” in changing sociopolitical landscapes.

PRESENTER(S):

Aeriel Anderson Ashlee, M.Ed., Doctoral Candidate, Educational Leadership Miami University — Cincinnati, OH

Gina Ann Garcia, PhD, Assistant Professor, Administrative and Policy Studies University of Pittsburgh — Pittsburgh, PA

Courtney Johnson, M.S.Ed., Program Coordinator, Office of Diversity and Inclusion Ohio State University — Columbus, OH

Marc P. Johnston-Guerrero, PhD, Assistant Professor, Higher Education and Student Affairs The Ohio State University — Columbus, OH

Charles S. Sasaki, AM, Dean of Academic Affairs, University of Hawaii - Windward Community College — Honolulu, HI

Finn J. Schneider, M.Ed., Doctoral Student, Organizational Leadership, Policy, and Development University of Minnesota — Minneapolis, MN

Thursday, May 31– 10:15 a.m. - 11:45 a.m.

Session Type: Special Feature

3209: Queering Interracial Intimacy while Advancing as Queer Women of Color in Higher Education

Session Track: Intersectionality, Identities and Discussions

Experience Level: All Levels

Micshel's (2016) study explored whether discrimination occurs against queer* women (relative to straight women) when they apply to jobs in the

U.S. It revealed that the women with LGBT indicators on their resumes were discriminated against and received 30% fewer job callbacks. Additionally, only 14% of women of color hold senior administrator positions at four-year colleges and universities (Johnson, 2016). This session brings to life the narratives of queer women of color (QWOC) and how they have navigated the culture of whiteness, patriarchy and heteronormativity while advancing in Higher Education and holding space for their interracial intimacy. Our speakers represent mid-level to executive leaders from diverse institutions, and understand that although there are lived commonalities for QWoC while in an interracial intimacy in higher education, no singular trajectory for a "QWoC's experience" of leadership or interracial intimacy exists, nor is there one path to advancement or sustaining that intimacy.

Johnson, H.L. (2016). Pipelines, Pathways, and Institutional Leadership: An Update on the Status of Women in Higher Education. Washington, DC: American Council on Education

Mishel, E. (2016). Discrimination against queer women in the U.S. workforce: A resume audit study. Sociological Research for a Dynamic World, 2, 1- 13.

PRESENTER(S):

Sharon Chia Claros, MS, Associate Director for Diversity & Inclusion, Residence Education and Housing Services Michigan State University — East Lansing, MI

Debra Griffity, EdD, Associate Vice President for Transition and Retention, San Jose State University — San Jose, CA

Heather Lou, M.Ed., Director of Student Life and Leadership Development, Metropolitan State University — Minneapolis, MN

Christine Mata, MA, Associate Dean of Students, Student Affairs Humboldt State University — Arcata, CA

Risë Nelson, MA, Assistant Dean of Yale College & Director of the Afro-American Cultural Center, Yale University — New Haven, CT

Thursday, May 31– 10:15 a.m. - 11:45 a.m.

Session Type: Major Workshop

3210: Explicitly Intersectional: Pornography as Case Study of Gender, Race, Class, and Nation

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

Intersectional analyses examine the connections among different systems of power, especially patriarchy, white supremacy, capitalism, and globalization. The contemporary pornography industry is a

classic example of these intersections: the brutal effects of misogyny, racism, exploitation, and imperialism, both in who is used sexually and the nature of the images produced. In this presentation, Robert Jensen will analyze these patterns and explore why the pornography industry is so rarely critiqued in progressive politics.

PRESENTER(S):

Robert Jensen, PhD, Professor, School of Journalism, Moody College of Communication The University of Texas at Austin — Austin, TX

Thursday, May 31– 10:15 a.m. - 11:45 a.m.

Session Type: Special Feature

3211: Don't Call Me a Millennial: Asian American and Latinx College Students' Identities, Politics, and Use of Social Media

Session Track: Intersectionality, Identities and Discussions

Experience Level: All Levels

How do Asian American and Latinx college students construct their identities on social media? Sociologists have long been interested in the presentation of self, especially in its relation to mechanisms of social connection, community building, and social mobility. With the advent of social media, in particular the birth of the smartphone, the processes of how people present their real selves and virtual selves have emerged.

This session draws on multiple sources of data to advance understandings of how a specific demographic--Asian Americans and Latinxs in their twenties and early thirties--conceptualize, reconstruct, and present identity, especially during moments when their social identities are under threat. During the 2016-2017 academic year, our research team conducted seven focus groups and followed the Instagram accounts of 85 mostly Asian American and Latinx undergraduate students, followed by surveys to over 200 students from January to March of 2018 at Cal Poly Pomona.

Our initial findings revealed that respondents overwhelmingly avoid controversial issues in their social media lives. However, they opt to engage them in other spaces, such as classrooms, intimate family conversations, and other sites where they feel there is room to convert opinions. The survey findings, however, are more nuanced and deconstruct the views of Asian Americans and Latinx who challenge the millennial label by sharing what really matters to them.

PRESENTER(S):

Mary Yu Danico, PhD, Director and Professor, Asian American Transnational Research Initiative Cal Poly Pomona — Itvine, CA

Anthony Christian Ocampo, PhD, Associate Professor, Sociology Cal Poly Pomona — Pomona, CA

Thursday, May 31– 10:15 a.m. - 11:45 a.m.

Session Type: Special Feature

3212: RACE (STILL) MATTERS: Advancing Collective Understanding of Intersectionality as a Tool for (Re)Centering Race in a Post-Racial Era

Session Track: Intersectionality, Identities and Discussions

Experience Level: All Levels

No matter what some people say, we do NOT, and never will, live in a post-racial era, a point in time when race won't matter in structuring one's opportunity for access and success in education and society. Whether studying race-based achievement gaps in STEM fields, or differences in media coverage of senseless shootings of Black men, trans youth, or kids in schools, one message is very clear: Race (still) matters in America and the same holds true in higher education. Not only has the significance of race persisted—or increased—over time, but so too has our lexicon about race and racial/identity categories, our knowledge about multiple forces that structure social conditions and hierarchy, especially the role of power and oppression in race experiences. Given these advances, what's needed

are models and theories like intersectionality that serve as useful tools for advancing our collective understanding of race and its role in race-conscious scholarship and practice. In this invited panel session, researchers and scholar-practitioners join forces to share keen insights about intersectionality—what it is, what it’s not, and how they have used it effectively to (re)center race in their work at a time when some people want to “turn the page” on race or declare a post-racial era. Come to learn, to be challenged, provoked, and inspired; leave ready to enact what’s learned in social justice work, to make a difference for students, and to create change as a race-conscious educator! This session particularly benefits higher education professionals charged with developing, managing, or carrying out a race or social justice agenda like faculty researcher, chief diversity officers, multicultural services staff, graduate students, and K-20 outreach workers.

PRESENTER(S):

Royel M. Johnson, PhD, Assistant Professor, Education Policy Studies Pennsylvania State University — State College, PA

Brittany H. Ota Malloy, M.Ed., ABD, Student Assistance Specialist, Dean of Students Office University of Wisconsin - Madison — Madison, WI

Ebony McGee, PhD, Associate Professor of Diversity and STEM Education, Teaching and Learning, Peabody College Vanderbilt University — Nashville, TN

Terrell L. Strayhorn, PhD, Professor and Founding CEO, Do Good Work Educational Consulting, LLC — Nashville, TN

Leonard Taylor, Ph.D., Assistant Professor, Higher Education, Mississippi State University — Starkville, MS

Thursday, May 31– 10:15 a.m. - 11:45 a.m.

Session Type: Special Feature

3213: What's Religion Got to Do With It? Intersectional Faith vs. Evangelical Activism

Session Track: Intersectionality, Identities and Discussions

Experience Level: All Levels

Too often on our campuses, where a commitment to reason is the rule, religion is imagined as the enemy of free inquiry and is thus relegated to the margins. Even more pointedly, religion is frequently figured as a problem for progressive politics; as it relates to race, gender identity, sexual orientation, and more. In contrast, “Intersectionality” is celebrated for bringing these issues together, yet, in large part, it fails to consider religion as a social force (for good or bad). This panel brings these two positions—the evangelical and intersectional, the religious and the secular, the personal and political, the spiritual and the social—together with the aim of providing theoretical and practical resources for campus leaders (i.e. students, faculty, and administrators) who want to create new spaces for dialogue about the place of religion/spirituality in imagining, organizing and working for social justice.

At the same time, we know that many college students are eager to think through questions of religion and spirituality as it relates to personal experience and social commitments, and with regards to religion’s influence in contemporary politics and society. This session focuses on a set of questions about how religion organizes our world, not only privately and personally but also publicly and politically. Recent conservative political movements have looked to religious communities for votes and support. This panel hopes to place in conversation questions of religion and spirituality with the politics of intersectionality, which is typically understood as a “secular” logic of organizing and activism.

PRESENTER(S):

Serene Jones, Rev.Dr., President of the Faculty, Johnston Family Professor for Religion & Democracy, Union Theological Seminary in the City of New York — New York, NY

H. Scott Matheney, M.Div., Chaplain and Dean of Religious Life, Chaplain's Office Elmhurst College — Elmhurst, IL

Josef Sorett, PhD, Professor, Religion Columbia University — New York, NY

Thursday, May 31– 10:15 a.m. - 11:45 a.m.

Session Type: Special Feature

3214: Critical Mixed Race Studies Comes of Age: Building Multiracial Inclusion into the Curriculum

Session Track: Global, Multicultural and Transnational issues

Experience Level: All Levels

As a nascent field, Critical Mixed Race Studies is concerned with transdisciplinary, transnational, and transracial analyses of institutionalization of social, cultural, and political orders based on dominant conceptions of race. CMRS addresses local and global systemic injustice rooted in systems of racialization. This session discusses whether there is, or should be, a need to incorporate multiraciality more explicitly in the classroom. If there is a need, how then can educators, administrators, and researchers build more inclusive classrooms and curricula around multiraciality?

PRESENTER(S):

Mitzi Uehara Carter, PhD, Visiting Professor, Global Sociocultural Studies Florida International University — Palmetto Bay, FL

Ashley Howard, PhD, Assistant Professor/Director of African and African American Studies, Loyola University — New Orleans, LA

Nalayah Kaya, PhD, Assistant Professor, Sociology Montgomery College — Bladensburg, MD

Myra Washington, PhD, Assistant Professor, Communication & Journalism University of New Mexico — Albuquerque, NM

Thursday, May 31– 10:15 a.m. - 11:45 a.m.

Session Type: Special Feature

3215: Emergent Strategies For Social Change

Session Track: Intersectionality, Identities and Discussions

Experience Level: All Levels

This session is inspired by adrienne maree brown’s groundbreaking 2017 book, Emergent Strategy. “Inspired by Octavia Butler’s explorations of our human relationship to change, Emergent Strategy is radical self-help, society-help, and planet-help designed to shape the futures we want to live” (AKpress.org). In this session a panel of artists, organizers, cultural innovators and writers will explore ways in which we can use lessons about how to adapt to change in order to amplify our work as changemakers. More specifically, we will explore creativity, futurism and emergent strategies as a means of resistance and liberation building. Discussion and interactive activities will help ensure that we are able to explore these themes in a way that amplifies the knowledge in the room. This session is open to all levels of interest and experience.

PRESENTER(S):

Aisha Fukushima, BA, Singer | Speaker | RAPtivist, RAPtivism | Artist — Philadelphia, PA

Nikkita Oliver, J.D. (Esq.), M. Ed., Community Organizer, Writer, Performance Artist, Attorney, Creative Justice — Seattle, WA

Gabriel Teodos, DJ, Programming KEXP 90.3 FM- Seattle — Seattle, WA

sage crump, Cultural Strategist/ Creative Producer, Complex Movements — New Orleans, LA

Thursday, May 31– 10:15 a.m. - 11:45 a.m.

Session Type: Major Workshop

3216: CDO Without the Title: Strategic Flexibility in Leadership

Session Track: Faculty Interest and Needs

Experience Level: Advanced

Individuals at higher education institutions often find themselves animating the role of a Chief Diversity Officer while holding other organizational positions throughout the institution. How do we overcome the challenges or obstacles that prevent us from doing the work without the title?

PRESENTER(S):

James A. Felton III, MS, Chief Diversity Officer, Institutional Equity and Inclusion State University of New York at the College of Cortland — Cortland, NY

Tyrone Powers, PhD, Director, Homeland Security and Criminal Justice Institute Anne Arundel Community College — Arnold, MD

Thursday, May 31– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

3217: Utilizing Tinto's Academic and Social Integration Theory to Facilitate the Enrollment and Academic Success of Black and Latino Students at a Predominately White Selective institution of Higher Education

Session Track: Human Resources

Experience Level: Intermediate

This session examines the twenty-five year collaborative relationship between Syracuse University and Operation Link-Up, a community-based organization working with black and Hispanic students from Paterson, NJ and surrounding communities. Incorporating Tinto's theoretical concept of academic and social integration to secondary schools, it provides the framework for the pre-college initiatives designed to foster academic and social integration as well as institutional and goal commitment. This session should be of interest to individuals involved in recruitment, admission enrollment and retention of minority students. This session will be conducted in two parts: Part I: A discussion of Tinto's paradigm and an overview of the OLU model developed to facilitate transition from high school to college, enhance admission, enrollment and retention, and parental involvement, and; Part II: Audience participation: What and How? What research is being conducted to assess program's success and lessons learned? How can a successful relationship be established (with a questionnaire/exercise to determine if institution is ready for a relationship)? How to get participation of institutional stakeholders and conduct fundraising and PR activities? Participants will also receive a template for writing a statement of agreement and student contract.

PRESENTER(S):

Lonnie Morrison, Ph.D., Adjunct Faculty/Consultant, Maxwell School of Citizenship and Public Affairs
Syracuse University — Syracuse, NY

Thursday, May 31– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

3218: Solidarity? Issa Myth: Performative Allyship in the age of Trump

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

The white supremacist rally and deadly attack in Charlottesville again reminded millions of white Americans that racism did not end with the 2008 election of Barack Obama. The foundation of Donald Trump's presidency is the negotiation of giving voice to white supremacy while marginalizing that of underrepresented populations. On college campuses, many white students, faculty, and staff perform solidarity, but are they truly allies or are some of their attempts contrived? This session looks to challenge the White ally model, address policy assumptions, and provide a framework on how White allies can stand beside marginalized populations in solidarity. This session should particularly benefit participants who are interested in understanding the complexities around allyship, practitioners who provide direct services to marginalized populations, and those who influence policy decisions.

PRESENTER(S):

Brandon Quiles, M.S., Student Engagement Coordinator, College of Education and Human Development
George Mason University — Fairfax, VA

Alex Wilson, BA, Overdose Response Specialist , Outreach HIPS — Washington, D.C.

Thursday, May 31– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

3219: The Aftermath: A Strategic Symposium For Students, Faculty & Staff Post Election Cycle 2016

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Borrowing from the title of the highly acclaimed Hip Hop Album produced by Dr. Dre "The Aftermath Symposium" was specifically created to help institutions provide debriefing and discussion opportunities for their campus community members who are looking for help in navigating what they expect will be difficult times ahead. It was also designed to help those same institutions and community members to strategize best practices in creating and maintaining civility on campus since the 2016 Presidential election cycle. This interactive workshop will use a multimedia approach including real world examples as case studies for discussion prompts to help individuals and institutions identify best practices, policies, and programming around issues of difference, inclusion and diversity, social justice, freedom of speech, political impact and fallout, as well as community and student activism. Attendees will use a critical thinking lens to combine theory with historical context in order to develop appropriate personal and institutional protocols for moving forward as great global citizens, and institutions post election. The "Aftermath" symposium will conclude with attendees being given ten immediately actionable steps for repairing fractured campus communities and community members. This session should particularly benefit student activists, campus advisors and administrators, and faculty members who are looking for ways to create learning opportunities and host dialogues around issues such as racism, ethnocentricity, Islamophobia, and white supremacy.

PRESENTER(S):

Bryant Smith, MS, President/CEO, Smith Consulting And Networking — Clemson, SC

Thursday, May 31– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

3220: A Pedagogy of Possibility: Exploring an Intergroup Dialogue Facilitator Training Model and its Postgraduate Impact

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Intergroup Dialogue (IGD) is a nationally recognized model that fosters critical reflective conversations about issues of difference and social justice in a small facilitated co-learning environment. Skilled facilitation is crucial to support these meaningful dialogues across differences. Over the last 20 years, graduate students at the UMass Amherst have been trained to facilitate IGD through the Social Justice Education (SJE) program. This session will provide an overview of the training model used to build graduate student's capacity for facilitating dialogues across race/ethnicity, gender, and other social identities. Participants will engage in a series of activities that draw from SJE's IGD facilitation model to highlight the extensive knowledge and skill sets that students gain from completing the IGD training and facilitation experience. Our current research study examines how IGD training and facilitation impacts the personal and professional post-graduate roles and experiences of IGD facilitator alums. Our initial findings show how alums are using IGD-related skills and knowledge in their workplace and personal lives to engage in difficult conversations, work across difference, and advance social justice initiatives.

This session will particularly benefit pre-practitioner educators, student affairs practitioners, higher education administrators, and IGD researchers.

PRESENTER(S):

Nina Tissi-Gassoway, Ed.S, Ed.M, PhD Student, Student Development, Social Justice Education Concentration University of Massachusetts Amherst — Amherst, MA

Amari Boyd, MA, PhD Student, Student Development, Social Justice Education Concentration University of Massachusetts Amherst — Amherst, MA

Thursday, May 31– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

3221: The Creation of a Black Women's Sister Circle

Session Track: Intersectionality, Identities and Discussions

Experience Level: Novice

This session highlights the presenters' journey in the creation of a Sister Circle and the subsequent relationships, programming, and research that emerged out of their initial and ongoing research. This format we present can be used in the creation of "Circles" devoted to empowering any minority group regardless of sex, gender, race, or ethnicity.

This session should particularly benefit conference participants looking to: 1) Create/enhance safe, sustainable spaces for exploring the challenges of managing intersectionality as Black women using Conversation; Education; and Community (CEC). 2) Strengthen communication between Black women. 3) Equip Black women with the tools to navigate a variety of social and academic challenges. 4) Identify strategies that increase retention rates among employees, faculty, staff and students.

PRESENTER(S):

Joni Clark, Ph.D., Program Coordinator, College Prep Institute Center for Leadership Development — Indianapolis, IN

Elonda Ervin, Ph.D., CDP, Executive Director, Office of Multicultural Services & Programs Indiana State University — Terre Haute, IN

Venita Stallings, MHR, Academic Advisor, University College Indiana State University — Terre Haute, IN

Thursday, May 31– 10:15 a.m. - 11:45 a.m.

Session Type: Major Workshop

3222: The Open Mic Night: Campus Programs that Champion College Student Voice

Session Track: Student Interest and Engagement

Experience Level: All Levels

This symposium will explore the use of spoken word as a tool for activist-minded civic awareness among youth. Spoken word has become a global creative venue for young adults to speak out about subjects that matter to them. Yet, not much has been done in the field of education to critically understand these programs beyond their entertainment value. From our personal experiences of creating spoken word programs on college campuses in the United States and conducting research on spoken word within educational settings, we have found that open mic nights purposefully transform “quiet” “scholarly” spaces into loud venues of activism, social awareness, and cultural community. Campus spaces must be radically transformed into truth-telling venues where students can remember and speak their dreams and contest those forces that stand in their way. This session will present completed research on the role of spoken word and hip-hop culture in advancing dialogue, critique, and assessment of societies among youth. Paramount to our research has been the need to privilege student voice and to transform educational approaches to ideas of “community” “learning” “inclusivity” and “student leadership.”

PRESENTER(S):

Toby S. Jenkins, PhD, Assistant Professor, Educational Leadership Georgia Southern University — Statesboro, GA

Crystal L. Endsley, Assistant Professor, John Jay College of Criminal Justice — New York, NY

Marla L. Jaksch, Associate Professor, The College of New Jersey — ,

Anthony R. Keith, Jr., Innovation Chief Dream Director, The Future Project — New York, NY

Thursday, May 31– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

3223: The Equity in Mental Health Framework: A Comprehensive Model for Addressing Mental Health of College Students of Color

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

This session examines an innovative framework for addressing the mental health needs of college students of color. Given the existing rates of mental health compromises among students of color, the need for culturally competent mental health providers is needed. The Equity in Mental Health Framework (EMHF) has been developed by the Steve Fund in collaboration with the JED Foundation and with support from the McLean College Mental Health Program. It is based on a systematic literature review, a survey of existing evidence-based programs, expert input from mental health and higher education leaders, and a survey of more than 1,000 students. This session should particularly benefit and support college leaders, mental health professionals, student services leaders and the entire college community with guidance on the actions they can take to best support the wellbeing of college students of color.

PRESENTER(S):

Alfiee Breland-Noble, PhD, Director, The AAKOMA Project/Assoc. Prof Psychiatry and Sr. Scientific Advisor The Steve Fund, Psychiatry Georgetown University Medical Center & The Steve Fund — Washington , DC

Jan Collins Eaglin, PhD, Associate Dean for Wellness, Dean of Students Pomona College — Claremont, CA

LeAnna Rice, MA, JED Campus Advisor, JED Campus The Jed Foundation — New York, NY

David Rivera, PhD, Associate Professor, Educational & Community Programs Queens College, City University of New York — Queens, NY

Thursday, May 31– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

3224: Now You are in (Or, Interrogating) "The Sunken Place": Creating Transformative Learning Through Reading Popular Culture Using the Film, "Get Out"

Session Track: Global, Multicultural and Transnational issues

Experience Level: Novice

Based upon the newly-published, "The Woke Person's Guide to 'Get Out,'" this workshop will model a set of powerful, easy-to-use approaches to teaching and learning about the important social issues of our time through "reading" popular culture. We will be using Jordan Peele's groundbreaking film, "Get Out," as an exemplary cultural phenomenon. Engaging in collaborative critical reflection around the potent themes and memes found in this film and other creative works of art and culture can generate profound insights as well as richer "entertainment value." Participants will learn useful frames and perspectives, and iconic scenes such as "the sunken place," and "the garden party" will be explored in depth. Conversational "trailheads" and reflection questions will be identified and engaged in the service of increasing critical and historical awareness.

Diverse themes including internalized oppression, white "cultures of resentment," the history of colonialism, eugenics, slavery and its aftermath will be addressed as related to the film and the current cultural climate. This workshop is appropriate for all people seeking to teach or "read" popular culture in order to "rewrite" our world.

PRESENTER(S):

Victor Lee Lewis, M.A., Founder/Director, Radical Resilience Institute, Curriculum Development Specialist SpeakOut - The Institute for Democratic Education and Culture — Oakland, CA

Thursday, May 31– 10:15 a.m. - 11:45 a.m.

Session Type: Major Workshop

3225: Latinx/o/a Leadership Development: Theory, Practice & Innovation

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

The current political climate has placed a spotlight on the Latinx community while impacting the experience of Latinx students in higher education. Latinx account for the largest minoritized group enrolling into four-year universities and colleges and number 54 million, (16.5%) of the U.S. population. This session will feature current research and best practices via a panel of experts, including Dr. Adele Lozano's research on Latinx social activism featuring her book *Latino/a College Leadership Development*, Dr. Cristobal Salinas' Latino male leadership development research, and Director of El Centro Chicano, Billy Vela, who will highlight best practices in programming and services that support leadership development of the Latinx community. The session will benefit individuals who are seeking information on most current theory, research and best practices in Latinx leadership development ultimately leading to a more successful graduation rate. We will also provide an opportunity for Q&A while providing examples of the importance of strategy, positionality, coalition building on and off campus including connecting academic and student affairs, community efforts, and leadership.

PRESENTER(S):

Adele Lozano, PhD, Assistant Professor, Student Affairs Administration University of Wisconsin-La Crosse — La Crosse, WI

Cristobal Salinas Jr, PhD, Assistant Professor, Educational Leadership & Research Methodology Florida Atlantic University — Fort Lauderdale, FL

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

Thursday, May 31– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

3226: All Learners Welcome: Designing Inclusive Learning Experiences

Session Track: Faculty Interest and Needs

Experience Level: Novice

Transforming the classroom from a space where the professor is the deliverer of knowledge into to a facilitator of learning, offers authentic opportunities for all learners to deeply engage with content and the learning process. Yet, universities and colleges struggle to design inclusive learning spaces to embrace diversity in its many forms. What elements do you need to consider? What are your learners' identities, histories, and goals? What are your teaching and learning goals, learning outcomes, and institutional goals? How might the physical learning space and techniques be intentionally designed? This session should particularly benefit faculty, staff, and administrators seeking approaches to intentionally design inclusive classrooms. After a brief introduction, participants will engage in a series of diverse exercises to explore practices that demonstrate inclusive, democratic classroom engagement. Techniques will be drawn from evidence-based practices such as Transparency and Project-based Learning (AAC&U), Inclusion By Design (Brantmeier, Broscheid & Moore, 2017), Liberating Structures (Lipmanowicz & McCandless, 2014) and Parker Palmer's classic text, *The Courage To Teach* (2007).

Participants will leave this session with a toolkit of participatory techniques to encourage inclusive outcomes - sensitivity to individual difference, deep engagement with content and diverse perspectives, intrinsically-motivated participation, connectedness, and more.

PRESENTER(S):

Savannah Jane Griffin, MA, Director of Community Engagement & Inclusive Excellence, Campus Life and Student Success Stetson University — Deland, FL

Julia Metzker, PhD, Executive Director, Brown Center for Faculty Innovation and Excellence, Brown Center for Faculty Innovation and Excellence Stetson University — Deland, FL

Pegjohngy Moses, JD, Associate Athletics Director for Student Services, Athletics Stetson University — Deland, FL

Rosalie Richards, PhD, Associate Provost for Faculty Development, Office of the Provost and Academic Affairs Stetson University — Deland, FL

Thursday, May 31– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

3227: Mauna Kea Education and Awareness - Sustaining a Movement in Motion

Session Track: Global, Multicultural and Transnational issues

Experience Level: Novice

What does it take to sustain a movement? For seven years the native and local people of Hawai'i have been involved in a movement to safeguard and protect Mauna Kea, the world's highest mountain from the sea floor, from over-development, desecration and destruction. The movement is in response to the approval of building of an 18-story telescope on its northern plateau. This session will examine the unifying efforts of the people to maintain their cultural rights and traditional practices as they challenge the court system and continue to stand for environmental justice. This session will offer strategies and guidance on the steps taken by the Mauna Kea Movement to ensure that Mauna Kea is always a presence in the community, including social media tactics used. It will be particularly beneficial for those who are involved in sustaining their movements, programs and actions to protect their ways of life, culture, traditions, resources and Mother Earth.

PRESENTER(S):

Pua Case, Kumu, — Kamuela, HI

Thursday, May 31– 1:30 p.m. - 2:45 p.m.

Session Type:

3300: And Justice for All . . . someday.

Session Track:

Experience Level:

Indian Education for All: Race, Poverty, and Politics in our Education System. Lessons learned from Montana's implementation of culturally relevant curriculum in all academic content areas. How politics and policy intersect to create positive change in education systems.

PRESENTER(S):

Denise Juneau, JD, Former State Superintendent of Public Instruction, U.S. State of Montana — Missoula, MT

Thursday, May 31– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

3401: How to Explain White Privilege to a Skeptic

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

This session should particularly benefit those wanting to better understand privilege and power in order to interrupt it. Using a series of pointed questions, Debby works with participants to build a graphic map of the groups in which people belong, due to 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, Debby 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 presentation is highly interactive and works for those new to the topic as well as those who have experience with these issues.

PRESENTER(S):

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

Thursday, May 31– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

3402: The Guide for White Women Who Teach Black Boys

Session Track: Faculty Interest and Needs

Experience Level: Novice

This workshop will introduce *The Guide for White Women Teaching Black Boys* (2017), which was created to support White Women to engage in concentrated, focused inquiry around their relationships with Black male students and the impact on those relationships of race and racism. This guide requires the reader to work through activities that may challenge them, ask them to honestly reflect on who they are and where they come from, and to reflect on what their role is in possibly perpetuating an inherently white and privileged society. It will support White teachers in their search for opportunities of personal growth as educators and the academic achievement of their black male students. By engaging in personal and professional introspective work, this guide takes the readers through works by experts, stories by educators and students, and videos that will help personalize the educational lives of black males.

PRESENTER(S):

Eddie Moore, Jr., PhD, Executive Director, The Privilege institute — Green Bay, WI

Marguerite Penick-Parks, PhD, Professor, Chair, Educational Leadership and Policy University of Wisconsin Oshkosh — Oshkosh, WI

Thursday, May 31– 3:30 p.m. - 5:30 p.m.

Session Type: Special Feature

3403: Courageous Conversation About Race: Racial Consciousness and Literacy Development for Campus Leaders

Session Track: Student Interest and Engagement

Experience Level: All Levels

Pre-requisite: Attendance at the pre-summit Beyond Diversity 2-day training. Students are not the problem in our schools, they are the potential. Student voice is essential to the work of eliminating the barriers to achieving racial equity that are often unseen or overlooked by educators, and their leadership must be a significant force in accelerating racial equity in college and university campuses. Students will practice the courageous conversation protocol introduced in the pre-conference while discussing issues of racial diversity, social inclusion and academic achievement. Special interest will be shown in intersectionality, the social construction of racial identity, and cross-racial alliances. This workshop begins to develop the necessary racial consciousness and literacy of students that will enable them to engage in racial topics and projects that will be the subject of Session 3. Purpose, Objectives, Learning Outcomes, Takeaways, Call to Action: The purpose of this session is to develop students' competence in using the protocol for Courageous Conversation™ in order to develop a racial equity project in a college or university setting. The objective of this session is for students to PRACTICE strategies for identifying and addressing the policies, programs, and procedures that negatively impact people of color's achievement and engagement in college and university settings. Also, it aims to prepare students for Session 3 in which they will develop a racial equity project.

PRESENTER(S):

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

Thursday, May 31– 3:30 p.m. - 5:30 p.m.

Session Type: Special Feature

3404: When the ##### Hits the Fan: Reactionary Programming Toolkit

Session Track: Student Interest and Engagement

Experience Level: All Levels

Annually, higher education professionals and student leaders approach the upcoming academic year with grand plans for timely programming and community engagement. These plans are often disrupted and “trumped” by a series of unexpected and ever unfortunate occurrences. Whether we find our communities facing the planned invasion of Neo-Nazis, consistent struggles with sexual assault, mass shootings, or the ever-present uncertainty of the next presidential tweet, higher education practitioners and student leaders must remain alert and prepared to build programming that supports their communities appropriately. This 3 hour workshop intermingles case studies, simulations, and group dialogue in effort to provide participants a substantial tool kit for crafting impactful reactionary programming to suit their campuses needs in time of division, crisis, or direst.

PRESENTER(S):

Rory Gregg James, MPH, Director of Student Diversity & Inclusion, School of Public Health Indiana University School — Bloomington, IN

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

Brian Richardson, MS.ED., Assistant Director for Diversity and Inclusion, School of Public Health Office of
Student Diversity and Inclusion Indiana University-Bloomington — Bloomington, IN

Thursday, May 31– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

3405: Creating a Culturally Competent and Responsive Campus Community

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

Often professors, staff and administrators want to have 'culturally responsive' classrooms and schools, but are stuck trying to answer some very familiar questions, such as, "How do we create a campus climate where every student and staff member feels seen and valued? What if I'm part of the problem?"

Through personal stories, diversity exercises, role-plays, and other experiential modalities, we will explore not only the ways we have become mired, but also what is still needed to truly make use of the cultural richness inherent in the gifts and contributions of our students, staff, administrators and professors. We will openly discuss what makes it safe and unsafe for people to truly be 'themselves', what they leave at the door each and every day and why.

The Buddhists say that we do not learn from experience, but rather by our willingness to experience. In the Western culture, which often boasts of being multicultural, there is still so much to learn about each other and so much that is taken for granted. And so, the journey that is needed begins with first acknowledging what we don't know and being open to what it is that we need to learn.

PRESENTER(S):

Lee Mun Wah, M.A., M.S., CEO, Master Diversity Trainer, StirFry Seminars & Consulting — Berkeley, CA

Thursday, May 31– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

3406: Beyond Boxes and Buzzwords: Teaching Equity from its Radical Roots

Session Track: Intersectionality, Identities and Discussions

Experience Level: Intermediate

Equity has become an easy buzzword-- the fashionable way to talk about social justice--but many folks use it without understanding what it means. Equity is the new equality, but we don't really talk about the radical differences between them. The sad part is that when folks DO hear examples of Equity, they get scared or defensive and call it reverse oppression. It's time we were all on the same page so we can have a good conversation about how we want to use equity. I'll be providing concrete examples I use in my class to walk my students through a confusing concept, as well as their usual objections and responses. We'll discuss models like: colorblindness, reverse racism, redress, restitution, preferential structures, targeted solutions, affirmative action, prevention, and structural systems of oppression. The session will be interactive, allowing participants to experience an approximation of a flipped classroom. This will allow beginners to grasp a difficult concept and educators to observe the facilitation and pedagogical choices of the lesson.

PRESENTER(S):

Jimena Alvarado, PhD, Full time faculty, Women's and Gender Studies Portland Community College — Portland, OR

Thursday, May 31– 3:30 p.m. - 5:30 p.m.

Session Type: Major Workshop

3408: Why Understanding Intersectionality Matters in the Workplace

Session Track: Human Resources

Experience Level: Intermediate

This session will introduce intersectionality as a lens, perspective, theory, and tool for studying the relationships among multiple dimensions of social relationships and subject formations (McCall, 2005). The session will explore the multiple ways in which race, class, gender and other aspects of identity interact with classroom, workplace and educational experiences for students and faculty/staff. Using Lynn Weber's model, facilitators will lead small group discussions to delve into assessing our daily practices and recognizing bias. The session will culminate with action steps to achieve inclusion within our work and classroom spaces using cultural responsiveness and cultural humility as tools.

PRESENTER(S):

Aouie Rubio, Program Manager for Technology Services, Division of Information Technology Services
University of San Francisco — ,

Sharbari Kamal Dey, MSW, Assistant Director, Education and Special Initiatives, University Office for
Diversity and Inclusion University of North Carolina at Chapel Hill — ,

Thursday, May 31– 3:30 p.m. - 5:30 p.m.

Session Type: Special Feature

3409: Homophobia and Multicultural Centers : A Deep Examination

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Multicultural centers have long been a site of transformative potential within higher education. Often called to support students of color within historically white institutions, multicultural centers are understaffed, under resourced, and undervalued. Within this context, this workshop serves as a call for Multicultural centers to embrace a clear commitment to supporting queer and trans students of color. What is the role of multicultural centers in relation to queer and trans politics on campus? How can multicultural centers engage anti-queer/trans discourses within our centers?

These questions and more will allow for a deep examination of the interplay of multicultural centers and LGBTQA student supports. This workshop will be particularly useful for educators working in multicultural support/affairs offices.

PRESENTER(S):

Romeo Jackson, M.Ed, Graduate Student, Educational Leadership and Policy University of Utah — Salt
Lake City, UT

Michael Akeem Riley, MS, Coordinator LGBTQA Resource Center, Office of Multicultural Student Success
DePaul University — Chicago, IL

Thursday, May 31– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

3410: Cracking the Codes as a Teaching Tool

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

This World Trust film has been used on hundreds of campuses to get people talking about the causes and consequences of systemic inequity. Designed for dialogue, transformative learning and change, the film works to disentangle internal beliefs, attitudes and pre-judgments within, and builds skills to address the structural drivers and social and economic inequities. The film contains three sections corresponding to World Trust's framing of the self-perpetuating system of racial inequity: Social Determinants: History, Identity & Culture, Internal Components: Bias, Privilege, Internalized Racism, External Relationships: Interpersonal, Institutional, Structural-all driven by Power and Economics. Filmmaker and educator Dr. Shakti Butler will present clips from the film and work with participants to develop their ability to use the film as a powerful teaching tool. Practical tools include addressing challenges and envisioning pathways for facilitators to connect and expand capacities for change. This session should especially benefit teachers wanting their students to understand how the system of racialization works, and to be able to have authentic dialogues about race. Attendees are encouraged (not required) to view Cracking the Codes in advance.

PRESENTER(S):

Shakti Butler, PhD, Founder and President, World Trust Educational Services — Oakland, CA

Thursday, May 31– 3:30 p.m. - 5:30 p.m.

Session Type: Special Feature

3411: Facilitating Discussions about Diversity and Social Justice Issues

Session Track: Intersectionality, Identities and Discussions

Experience Level: All Levels

Effectively facilitating discussions about diversity and social justice issues is an essential skill for social justice education and leadership. In this workshop, participants will learn the “Straight A’s Model” for facilitating diversity discussions and ways to deal with common group dynamics. There will be the opportunity to briefly practice some of these strategies. Participants will gain practical skills they can use and share with others. This session is valuable for anyone who wants more tools for having difficult dialogues and discussing diversity issues in a variety of contexts.

PRESENTER(S):

Diane J. Goodman, EdD, Diversity and Social Justice Trainer/Consultant — Nyack, NY

Thursday, May 31– 3:30 p.m. - 5:30 p.m.

Session Type: Major Workshop

3412: Understanding Colorism and ‘Machismoism’ within Latino Culture in Transnational Contexts: Becoming Latino/a/x and the Invisible Lines that Divide & Unite Us in America

Session Track: Global, Multicultural and Transnational issues

Experience Level: All Levels

This workshop is geared for professionals who are committed to self-examination and reflexivity in a collective space. It focuses on the effort to understand the complexity of a collective/political identity, Latina/o/x, that cuts across socially constructed categories in ways that acknowledge and move beyond the role of historical trauma in shaping the experiences and identities of the Latina/o/x communities. This session creates a space for participants to better understand how to identify possibilities to be effective leaders and educators, and should particularly benefit decision makers & practitioners whose focus is the identified group Hispanic/Chicano/a/Latin@/ Latina/o/x etc. The intended outcome includes a personal development and leadership transformation that will manifest in a professional network to move forward equity agendas that serve Latina/o/x communities.

Identity development in Latin American culture is complicated by the intensifying political climate and intersections of nationality, gender, language, class, and race, etc., which significantly impact how students and professionals are viewed in this country, particularly those who are labeled or identify as Latina/o/x. 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 and continue engaging in the intra-personal & inter-personal identity tensions or embrace the dominant U.S. narrative in its "colorblind" and/or essentializing stances. Success for Latina/o/x cannot be solely on the U.S. paradigm of wealth, educational status, and light-skin 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.

These two linked 3 –hour sessions intend to unpack, name and heal, through a process associated with praxis (historicization and reflection exercises), some of the issues outlined above, including deeper engagement with intersections of whiteness, anti-blackness and ‘machismoism’ within Latino cultures. This workshop invites participants into a collective space of deep self-inquiry in order to examine our identities and professional practices in ways that generates empowerment and transformation that will lead to actions that will foster our success from a de-

colonized mind perspective as well as the success of the next generation of students. We will consider the implications of these experiences on the socialization and identity formation/development of Latina/o/x students, colleagues, and community members as we work toward achieving transformation. You do not need to identify as Hispanic, Chicano/a, Mestiza/o/x, Latina/o/x, etc., but the focus is specifically on the holistic understanding of this groups in order that we more effectively support their academic success.

PRESENTER(S):

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

Michael Benitez, PhD, Chief Diversity Officer/ Dean of Diversity and Inclusion/Title IX Officer, Office of Diversity and Inclusion University of Puget Sound — Tacoma, WA

Jacquelyn (Jackie) Valerie Reza, EdD, MFT, Professor & Director - Emeritus, Office of Professional Development De Anza College — Newark, CA

Thursday, May 31– 3:30 p.m. - 5:30 p.m.

Session Type: Major Workshop

3415: Student Equity through the Faculty Equity Action Institute

Session Track: Faculty Interest and Needs

Experience Level: All Levels

Over the last two years, the NCORE Major Workshops on the Student Equity initiative in the California Community College System have created the space to share information and engage in practical and productive conversations about student equity programs.

This year, American River College (ARC), in Sacramento, CA will share its experiences equitizing programs, policies, and procedures. Through inclusive strategic planning, our college has rewritten its Mission Statement, redesigned our governance structure, created three new student success strategy teams, and established the Equity Action Institute (EAI).

The EAI is an intensive two-semester program designed for full-time faculty who want a dedicated cohort experience focused on improving disproportionately impacted student population success rates at ARC. In this Institute, we establish a foundation to understand equity and its intersections. In collaboration with fellow faculty, we support each other as we engage in reading, reflection, dialogue, group work, and other transformative processes that expand our equity tool kit. We also grow the skills necessary to be Equity Coaches and provide resources to interested ARC faculty members.

Join our Vice-President of Instruction, Dean of Planning and Research, Faculty Coordinator of the EAI, and EAI participants as we share practical advice and insights about our institutional redesign and EAI design and implementation. Join us in this panel presentation and interactive discussion. Our goal is to radically improve the success rates of disproportionately impacted student populations. All educators will benefit from this session.

PRESENTER(S):

Pamela Huang Chao, MA, Professor and Chair, Sociology American River College — Sacramento, CA

Marianne Harris, MILS, Public Services Librarian, American River College — Sacramento, CA

Adam Karp, PhD, Dean of Planning, Research, and Technology, American River College — Sacramento, CA

Jennifer Laflam, MA, Assistant Professor, English Reading American River College — Sacramento, CA

Lisa Aguilera Lawrenson, PhD, Vice President of Instruction, American River College — Sacramento, CA

Jesus David Valle, MA, Professor of English/Director, Native American Resource Center, American River College — Davis, CA

Thursday, May 31– 3:30 p.m. - 5:30 p.m.

Session Type: Major Workshop

3417: Making Our Work Intersectional: Re-imagining Strategies for Promoting Student Engagement, Inclusion and Success through Multicultural Centers

Session Track: Intersectionality, Identities and Discussions

Experience Level: All Levels

This workshop will introduce practical strategies for how multicultural centers (MCCs) can intentionally situate intersectional engagement practices within an emerging college success model called the Cultural Engaging Campus Environments (CECE) as a way to create the conditions that allow for educational attainment, retention and degree completion for students from historically marginalized backgrounds.

In addition, the workshop presenters will discuss challenges and opportunities associated with employing interventions that work to holistically develop diverse students, with the goal of enabling them to bring their full selves to the college learning environment and prepare them to participate effectively as citizen-leaders in an increasingly interdependent, global society.

The workshop attendees will examine single-axis identity initiatives and programs at their respective institutions that may unintentionally essentialize cultural identity, resulting in students' disengagement from the learning process and lowering their sense of belonging. Finally, this interactive session will explore ways to interweave opportunities for intersectional learning and engagement for students into the ethos of multicultural centers and other campus activities-based programs, policies and practices with the goal of more fully validating and affirming the myriad of intersecting social identities and experiences that constitute the lives of students.

PRESENTER(S):

Naliyah Kaya, PhD, Assistant Professor, Sociology Montgomery College — Bladensburg, MD

James McShay, PhD, Assistant Chancellor for Equity & Inclusion, Office of the Chancellor University of Washington, Tacoma — Bowie, MD

Thursday, May 31– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

3418: "The Long Shadow" Film and Discussion with Director Frances Causey

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

This session features the screening of "The Long Shadow" (run time 84 minutes) followed by a discussion/Q & A with filmmaker Frances Causey.

In this powerful documentary, Causey investigates the roots of our current racial conflicts. A daughter of the South, raised with a romanticized vision of America's past, Causey is haunted by slavery's legacy. She passionately seeks the hidden truth and the untold stories that reveal how the sins of yesterday feed modern prejudice, which burns undiminished despite our seeming progress. From the moment of America's birth, slavery was embedded in institutions, laws, and the economy, and yet even as slavery ended, racism survived like "an infection." By telling individual stories, Causey movingly personalizes the costs and the stakes of continued inaction, echoing one scholar's warning: "We're still fighting the Civil War, and the South is winning."

PRESENTER(S):

Frances Causey, Producer, Director, Writer, SpeakOut — Tubac, AZ

Felicia Gustin, B.A., Co-Director, SpeakOut - The Institute for Democratic Education and Culture — Oakland, CA

Thursday, May 31– 3:30 p.m. - 5:30 p.m.

Session Type: Special Feature

3420: Is Hate Speech Free Speech?

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: All Levels

Since the 2016 presidential election, university campuses and community organizations have seen an increased social media presence of "alt-right" groups speaking up in favor of conservative views. Conversely, there has been heightened tension as anti-fascist groups have stood up to resist the hate speech that has negatively impacted their communities. The question of whether hate speech is free speech is not new, however. The rise in hate speech has a long history, yet recently, social media has made it more visible to the mainstream communities. This panel tackles the challenges that face college campuses and community as they navigate the sensitive terrains of what is free speech. The Supreme Court unanimously reaffirms that "speech that demeans on the basis of race, ethnicity, gender, religion, age, disability, or any other similar ground is hateful"; but the proudest boast of our free speech jurisprudence is that we protect the freedom to express "the thought that we hate." Such rulings have directly impacted university campuses and community organizations in their efforts to provide space for divergent communities to express and articulate their views, while protecting the safety of those being attacked. How do we condemn hate speech while supporting their constitutional/legal right to free speech? The answer is not clear, yet the panelists will share some of their strategies and efforts that universities and communities may want to use to tackle the challenges that are sure to continue.

PRESENTER(S):

Lecia Brooks, Outreach Director, Southern Poverty Law Center — Montgomery, AL

Kathleen Wong(Lau), PhD, Chief Diversity Officer, Office of Diversity, Equity, & Inclusion San Jose State University — San Jose , CA

Thursday, May 31– 3:30 p.m. - 5:30 p.m.

Session Type: Special Feature

3423: Towards Collective Liberation: Vision and Strategy for White People Working for Racial Justice

Session Track: Intersectionality, Identities and Discussions

Experience Level: All Levels

What is a vision of racial justice that can resonate and move white people into action? How can white people take effective action that builds racial justice consciousness and commitment in white communities, while also advancing the goals and agendas of people of color-led, multi-racial racial justice campaigns and organizations nationally and locally? Join us for an interactive discussion and presentation from Ash-Lee Henderson, a leader in the Movement for Black Lives and the first Black woman director the Southern-based Highlander Center and Chris Crass who has been organizing in white communities for over 25 years. We will be coming away with a deeper understanding of how to galvanize white students, faculty and staff for racial justice, at a time when right-wing white supremacists have targeted white people in institutions of higher learning for recruitment into a growing racist movement of hate.

PRESENTER(S):

Chris Crass, Educator and Author — Louisville, KY

Ash-Lee Woodard Henderson, BA, Co-Executive Director, Highlander Research & Education Center — New Market, TN

Thursday, May 31– 3:30 p.m. - 5:30 p.m.

Session Type: Major Workshop

3424: A Comprehensive Approach to Inclusivity in the Classroom

Session Track: Faculty Interest and Needs

Experience Level: Advanced

Anne Arundel Community College (AACC) has taken an explicit approach to inclusive practices in the classroom, while establishing systemic changes in teaching, student outcomes analysis, curricular changes, and teaching evaluations. The centerpiece of this work is a focused approach, in which faculty from high-enrollment/low success courses are selected and charged with creating Model Courses. Faculty from these courses examine course success rates at the aggregate level as well as data disaggregated by race and Pell Status. Strategies are devised regarding teaching practices, not only support services, as a result of this data. Deliverables include ensuring that course outcomes are written with an equity lens, content, including assessment practices, are written from an inclusive perspective, online and face-to-face sections are accounted for, and that all faculty teaching the course are oriented to course changes as a result of this work. AACC coupled the above new system, in which 10,000 students (duplicated headcount) a year are affected, with a new faculty evaluation process that assesses faculty in their ability to engage students with a hallmark of inclusive teaching practices. The course redesign process along with inclusivity included in the evaluation process are major changes that focus the institution's classrooms toward equity and social justice.

PRESENTER(S):

Kathleen Bolton, MPA, Special Assistant to the Vice President for Learning, Office of Vice President for Learning Anne Arundel Community College — Arnold, MD

James A. Felton III, MS, Chief Diversity Officer, Institutional Equity and Inclusion State University of New York at the College of Cortland — Cortland, NY

Kellie M McCants-Price, PhD, Assistant Professor, Psychology Anne Arundel Community College — Arnold, MD

Lori Kathleen Perez, EdD, Professor and Department Chair, Psychology Anne Arundel Community College — Pasadena, MD

Thursday, May 31– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

3430: Developing Internal Capacity at Colorado State University: Deepening Competencies of Leaders and Change Agents to Create Inclusive Campus Environments

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Intermediate

After all the time, energy, and herculean effort to develop an Inclusion Strategic Plan, many campus change initiatives fail due to the lack of capacity and competency of leaders to actually take responsibility and lead successful change efforts. All too often, CDOs and mid-level campus staff with diversity-focused roles are expected to do all the work and are held accountable when large-scale change efforts predictably stall without the necessary involvement and ownership from executive leaders and their teams.

In this engaging, interactive session, participants will identify many critical components and strategies to develop the internal capacity of leaders and managers to assume responsibility for creating greater equity, inclusion, and social justice in their spheres of influence. The facilitators will share specific strategies and accountability structures that the President at Colorado State University implemented and supported to move responsibility for achieving meaningful campus change into the lines of supervision of executives and their direct reports. Group discussions and activities will explore the common pitfalls to avoid, as well as innovative training programs facilitated by campus staff and external consultants to mobilize and empower leaders and teams to infuse equity and inclusion into their daily practices.

Participants will receive access to a packet of materials including many of the resources used in training sessions to deepen internal capacity of leaders and managers. This session may be particularly useful for Chief Diversity Officers, Leaders of Diversity Councils, and Campus Trainers.

PRESENTER(S):

Kathy Obear, EdD, President, Center for Transformation & Change — Denver, CO

Ria Vigil, MS, Director of Diversity Education and Training, Office of the Vice President for Diversity Colorado State University — Fort Collins, CO

Thursday, May 31– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

3433: This is Us: Improving Student Outcomes Using Innovative Internal and External Collaborative Approaches

Session Track: Student Interest and Engagement

Experience Level: Intermediate

During this session, participants will examine the convergence of inclusive excellence and student thriving evidenced in various unit-wide programming models designed to affirm cultural identity, promote academic excellence, and cultivate healthy relationship development to assist students in the process of reaching optimal functionality in a university setting. This session will explore how developing programs that support the establishment of a psychological sense of community can foster an environment where students do more than just survive college, they thrive.

Through an examination of multiculturalism, institutional collaboration, and strategic program design, this session will offer participants an opportunity to review promising practices that promote positive student success outcomes for multicultural and diverse students. This session should particularly benefit practitioners who are directly, or indirectly, responsible for developing or implementing programs or initiatives that promote student retention, success, and/or leadership.

PRESENTER(S):

Taffye Benson Clayton, EdD, Associate Provost and Vice President for Inclusion and Diversity, Office of Inclusion and Diversity Auburn University — Auburn, AL

Timothy Fair, PhD, Chief of Staff/Special Assistant for Strategic Initiatives, Office of Inclusion and Diversity Auburn University — Auburn, AL

Garry Morgan, M.Ed, Special Assistant, Inclusion and Diversity, Office of Inclusion and Diversity Auburn University — Auburn, AL

Edward Reynolds, B.A., Major Gifts Officer, Office of Development/ Office of Inclusion and Diversity Auburn University — Auburn, AL

Ada Katherine Wilson, JD, Assistant Vice President, Access and Inclusive Excellence, Office of Inclusion and Diversity Auburn University — Auburn, AL

Thursday, May 31– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

3434: More Than a Synonym for Gay: What Administrators and Aspiring Allies Should Consider When Incorporating Two Spirit Into LGBTQ+ and Native American Student Programs

Session Track: Intersectionality, Identities and Discussions

Experience Level: Intermediate

Two Spirit is an attempt by Indigenous communities to communicate the unique experience of LGBTQ+ Native Americans who stand in a liminal space between multiple politicized and radical identities. The term is not a synonym, though, as it extends beyond sexuality and gender and into the nuanced ceremonial and community experiences (past, present, and future) of people from over 500 tribes across North America. This session examines contextual and cultural dynamics that administrators should consider if they want to incorporate Two Spirit experiences into their programs and support Two Spirit students. A special emphasis will be placed on how to take a critical eye to current literature written about Two Spirit identities, a primer on Tribal Critical Theory, and a critique of the term itself. Using storytelling of well-known Montana Native Americans who were Two Spirit and/or created their own gender roles within their tribes, the presenters will showcase how thoughtful research, accountability, and truth in storytelling are vital elements in supporting our Two Spirit students and in incorporating Two Spirit identity into programs as a strategy for decolonizing our work in the academy. This session should particularly benefit participants who are interested in the success of Indigenous students, LGBTQ+ students, and in providing programs that push back on colonized ideas of sex and gender.

PRESENTER(S):

Terry Bradley, Student Director of Diversity and Inclusion, Associated Students of Montana State University Montana State University — Bozeman, MT

Jyl Shaffer, MA, Director and Title IX Coordinator, Office of Institutional Equity Montana State University — Bozeman, MT

Thursday, May 31– 3:45 p.m. - 5:00 p.m.

Session Type: Concurrent Workshop

3501: Understanding Jim Crow: Using Racist Memorabilia to Promote Racial Justice in Higher Education

Session Track: Global, Multicultural and Transnational issues

Experience Level: Novice

For many people, especially those who came of age after landmark civil rights legislation was passed, it is difficult to understand what it was like to be an African American living under Jim Crow segregation in the United States. Most young Americans have little or no knowledge about restrictive covenants, literacy tests, poll taxes, lynchings, and other oppressive features of the Jim Crow racial hierarchy. Even those who have some familiarity with the period may initially view racist segregation and injustices as mere relics of a distant, shameful past. A proper understanding of race relations in this country must include a solid knowledge of Jim Crow - how it emerged, what it was like, how it ended, and its impact on the culture.

This session will introduce people to the Jim Crow Museum of Racist Memorabilia, a collection of more than twelve thousand contemptible collectibles that are used to engage people in intense and intelligent discussions about race, race relations, and racism. The items in the Jim Crow Museum served to dehumanize Blacks and legitimize patterns of prejudice, segregation and white supremacy. This session will illustrate how to use racist objects as teaching tools to help overcome our collective trepidation and reluctance to talk about race. The objects force us to realize that race relations grew worse in the first several decades of the twentieth century-something many Americans never knew or now want to suppress.

This session allows us to see, even feel the racism of just a generation ago and connect to elements that continue into the present.

PRESENTER(S):

David Pilgrim, PhD, Founder and Director of the Jim Crow Museum and Vice President for Diversity and Inclusion, Office of Diveristy & Inclusion Ferris State University — Big Rapids, MI

Thursday, May 31– 3:45 p.m. - 5:00 p.m.

Session Type: Concurrent Workshop

3502: "Your Agenda Item, Our Experience": Two Administrators' Insights On Campus Unrest at Mizzou

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

Practitioners working within identity-focused centers are often called upon to address campus unrest, even if their opinions and insights are not always valued. This reality can be challenging for practitioners who may work in spaces where they share the marginalized identities of their students. This session will present research findings from a duo-ethnography study on two campus administrators' experiences during times of campus unrest at the University of Missouri. Presenters will also share the implications of their research for institutional leaders, practitioners working in identity centers, those who supervise them, and colleagues who work alongside them. This session should particularly benefit practitioners working in identity centers, as well as those who supervise and work with them.

PRESENTER(S):

Jonathan McElderry, PhD, Assistant Dean of Students and Director of Intercultural Center, Intercultural Center Wake Forest University — Winston-Salem, NC

Stephanie Hernandez Rivera, MA, Doctoral Student, Educational Leadership and Policy Analysis University of Missouri — Columbia, MO

Thursday, May 31– 3:45 p.m. - 5:00 p.m.

Session Type: Concurrent Workshop

3503: The Struggle is Too Real: Cultivating a Spirit of Resilience for the Long Haul of Diversity Leadership

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Advanced

We are exhausted. The storms seem relentless. The work never ends. How do we continue to bring our best selves to the work we do for more just and equitable communities? In this workshop, participants will learn techniques to deepen their resilience while growing as agents for change. This session should particularly benefit those who wish to reconnect with their deep purpose at the intersection of social justice work and higher education.

PRESENTER(S):

Rahuldeep Gill, PhD, Associate Professor and Campus Interfaith Strategist, Religion California Lutheran University — Thousand Oaks, CA

Thursday, May 31– 3:45 p.m. - 5:00 p.m.

Session Type: Concurrent Workshop

3504: Interlocking Inequity: A Critical Look at Diversity in Faculty Searches

Session Track: Faculty Interest and Needs

Experience Level: Intermediate

A history of exclusionary recruitment, participation, and retention of diverse faculty has contributed to disproportionate representation in institutions of higher learning. Research indicates that inclusive faculty search processes can play a central function in increasing diversity among faculty. Accordingly, this session will discuss research that investigated how search committee chairs mobilized their understandings of diversity through recruitment of diverse candidates at a predominantly White New England public university. This session will highlight barriers faculty search chairs experienced in recruiting diverse candidates, as well as a critique potentially exclusive mythology used during faculty searches. The session will conclude with a discussion of strategies that support the goal to diversify faculty in equitable and sustainable ways. This session is designed for individuals who may serve on faculty searches and are interested in challenging their own assumptions while considering ways of incorporating social justice into their work in higher education. This session should particularly benefit participants interested in learning more about tackling exclusive mythology that perpetuates inequitable hiring practices through the lens of critical theory and liberatory praxis.

PRESENTER(S):

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

Thursday, May 31– 3:45 p.m. - 5:00 p.m.

Session Type: Concurrent Workshop

3505: "People like me": Student Perspectives on Identity and Inclusion in Classroom Spaces

Session Track: Intersectionality, Identities and Discussions

Experience Level: Novice

Students with disabilities are pursuing postsecondary degrees in growing numbers, yet are still experiencing disparate educational outcomes when compared to their peers. Academic accommodations are vital in supporting students with disabilities, but not all students choose to disclose and seek out these formal supports. As such, colleges and universities are challenged to create spaces that are inclusive and accessible to students with disabilities, whether or not they identify themselves to the institution. This session will explore the research findings of a study on perceptions of identity and classroom experiences of students with disabilities through the narratives of 13 college students. Attendees will gain an understanding of how students' identities, including race, sexual orientation, and gender identity, intersect with and shape the experience of having a disability in postsecondary environments. Attendees will also engage in discussion around how postsecondary institutions can become more inclusive of students with disabilities, and particularly those who have other marginalized identities. This session should particularly benefit practitioners and faculty members who are interested in better understanding the experiences of multiple-minoritized college students and, informed by that understanding, are committed to creating supportive and inclusive classroom climates.

PRESENTER(S):

Emily Ehlinger, Ph.D., Manager of Student Access, Disability Resource Center University of Minnesota — Minneapolis, MN

Rebecca Ropers-Huilman, Ph.D., Professor and Vice Provost for Faculty and Academic Affairs, Office of the Executive Vice President and Provost University of Minnesota — Minneapolis, MN

Thursday, May 31– 3:45 p.m. - 5:00 p.m.

Session Type: Concurrent Workshop

3506: 10 Myths of Social Justice

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

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 & privilege fit into the social justice paradigm? In this program, the 10 myths of social justice will be shared as well as a questionnaire that can be used to measure your campus' commitment to inclusion, equity and social justice. "Injustice anywhere is a threat to justice everywhere!"

PRESENTER(S):

Vernon A. Wall, MS, Director, Business Development LeaderShape, Inc. — Champaign, IL

Thursday, May 31– 3:45 p.m. - 5:00 p.m.

Session Type: Concurrent Workshop

3507: Sexual Assault on Campus

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

When Loretta Ross was 16 years old, she was raped on a college campus. The experience inspired her to volunteer at the Washington DC Rape Crisis Center in 1979, the first rape crisis center in the country. Yet 35 years later, rape and sexual harassment on campus are still widespread. One in four women are sexually assaulted in college. Most colleges and universities have yet to forge a consistent and strong response to this crime against women. Speaking out as the issue permeates the headlines, Ross is a powerful voice on behalf of women's human rights. She urges us to start a new conversation about campus rape and assault, which does not blame young women for their clothes or drinking, and counters the narrative that sanitizes these brutal realities through the schools' media machines.

PRESENTER(S):

Loretta Ross, BA, Teacher, Writer, Scholar, Activist, Women's Right and Human Rights SpeakOut - Institute for Democratic Education and Culture — Oakland, CA

Thursday, May 31– 4:00 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

3600: Deep Diversity: How Neuroscience Supports & Challenges Racial Justice Education

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

What if racial justice education has an incomplete understanding of the problem it is trying to fix? Participants will explore this provocative

question using the award-winning Deep Diversity framework. Neuroscience research not only supports our work by demonstrating how predominant the unconscious mind is in racial interactions, but also challenges the basic assumptions about how we teach racial justice. Shakil Choudhury spent the first decade of his work life studying anti-racism, and the second decade exploring psychology. His personal story, which includes activist burnout, helps outline both the strengths as well as failures of teaching about power and privilege using traditional strategies rooted in sociology and history. Successful workshop design factors integrating psychology and neuroscience will be shared that help reduce resistance in learners, especially by those with the most privilege. Furthermore, participants will learn how to avoid common activist traps that unwittingly support oppression, cynicism and burnout. This session should particularly benefit educators, facilitators and organizational leaders who are weary of dogma and interested in being more effective when tackling issues of power and privilege. Ideas drawn for this presentation are based on Shakil's book, Deep Diversity: Overcoming Us vs. Them (2015).

PRESENTER(S):

Shakil Choudhury, BPE, BEd, MES, Co-founder, Senior Management Anima Leadership — Toronto, Ontario

Thursday, May 31– 4:00 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

3601: The World Is Y/ours: Reflections of a Global RAPtivist

Session Track: Global, Multicultural and Transnational issues

Experience Level: Novice

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 travelled to over 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.

PRESENTER(S):

Aisha Fukushima, BA, Singer | Speaker | RAPtivist, RAPtivism | Artist — Philadelphia, PA

Thursday, May 31– 4:00 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

3603: Preparing for the Role of a CDO

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Intermediate

This session should particularly benefit persons seeking to move into the role of Chief Diversity Officer. Presenters will outline qualifications, characteristics and experience that institutions of higher education look for as they evaluate candidates.

PRESENTER(S):

Ellen Heffernan, B.A., President, Spelman Johnson Leadership Search for Higher Education — Easthampton, MA

Samuel T. Lopez, DPT, Assistant Vice President for Diversity Initiatives, Division of Diversity, Equity and Inclusion West Virginia University — Morgantown, WV

Thursday, May 31– 4:00 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

3604: Self-Care and Self-Preservation: Space for Healing and Conversation for QTPOC Working in Higher Ed

Session Track: Intersectionality, Identities and Discussions

Experience Level: Novice

This session will create space and give voice to the experiences of Queer and Trans* People of Color (QTPOC) working in the field of higher education. We will specifically focus on the often challenging intersections of supporting and advocating for underrepresented students needs, all while balancing our own identity based triggers and attempting to practice self-care. Lastly, this session will foster a space for community building and sharing of actionable ways to move forward with conviction. This session should particularly benefit Queer and Trans* People of Color working in higher education who are seeking a space to dialogue about the complications of being QTPOC professionals, build upon their community, and find empowerment from within to continue doing this work.

PRESENTER(S):

César Delgadillo, M.Ed., Greek Life and Cultural Programs Coordinator, Student Life and Leadership Programs California State University, East Bay — Hayward, CA

Jessika Murphy, M.Ed., Coordinator, Diversity and Inclusion Student Center California State University, East Bay — Hayward, CA

Thursday, May 31– 4:00 p.m. - 5:30 p.m.

Session Type: Major Workshop

3605: Self Care: A Critical Practice for Institutional and Cultural Change

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

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. What do we do to 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. If you sometimes feel like there is NO space for you to deal with what's going on around you, join us in this session. Participants will have a space for real engagement around the challenges and opportunities for self-care.

PRESENTER(S):

Jamie Washington, M.Div., Ph.D., President, Founder The Washington Consulting Group & Social Justice Training Institute — Baltimore, MD

Thursday, May 31– 7:30 p.m. - 9:00 p.m.

Session Type: Special Feature

3700: Bayou Speaks & Beats Spoken Word Lounge

Session Track: Student Interest and Engagement

Experience Level: All Levels

Bayou Speaks & Beats is an Intimate Spoken Word Lounge that will offer NCORE participants an opportunity to engage the power of performance poetry. The lounge emcees and feature poets will include scholar/artists Toby Jenkins, Crystal Leigh Endsley, and Tony Keith, Jr. co-authors of the “The Open Mic Night: Campus Programs that Champion College Student Voice” (a 2018 AERA Division B Outstanding Book Award Winner). DJ & Beat Doctor Shaun Harper will spin the latest in the DJ booth. And of course, the mic and stage will be open to the audience to share, speak and inspire!

Grab a cup of coffee and enjoy the creative genius of our NCORE community!

PRESENTER(S):

Toby S. Jenkins, PhD, Assistant Professor, Educational Leadership Georgia Southern University — Statesboro, GA

Crystal L. Endsley, Assistant Professor, John Jay College of Criminal Justice — New York, NY

Marla L. Jaksch, Associate Professor, The College of New Jersey — ,

Anthony R. Keith, Jr., Innovation Chief Dream Director, The Future Project — New York, NY

Thursday, May 31– 7:30 p.m. - 10:00 p.m.

Session Type: Film & Dialogue

3800: Dolores: Film Screening and Discussion with Director Peter Bratt

Session Track: Intersectionality, Identities and Discussions

Experience Level: All Levels

Dolores Huerta is among the most important, yet least known, activists in U.S. history. An equal partner in co-founding the first farm workers union with César Chávez, her enormous contributions have gone largely unrecognized. Tirelessly leading the fight for racial and labor justice, Huerta evolved into one of the most defiant feminists of the 20th century - and she continues the fight to this day, in her late 80s. With unprecedented access to this intensely private mother of 11, Peter Bratt's film Dolores chronicles Huerta's life from her childhood in Stockton, California to her early years with the United Farm Workers, from her work with the headline-making grape boycott launched in 1965, to her role in the feminist movement of the '70s, and to her continued work as a fearless activist.

Executive produced by Carlos Santana and featuring interviews with Gloria Steinem, Luis Valdez, Angela Davis, Dolores' children and more, Dolores is an intimate and inspiring portrait of a passionate champion of the oppressed and an indomitable woman willing to accept the personal sacrifices involved in committing one's life to social change.

AWARDS

2017 Critics Choice Documentary Award, Most Compelling Living Subject of a Documentary Official Selection, US Documentary Competition, Sundance Film Festival 2017

Audience Award, Best Documentary Feature, San Francisco Intl. Film Festival Audience Award, Best Documentary, Denver Women + Film Festival Audience Award, Best Feature Film Houston Latino Film Festival

Golden Space Needle Award, Best Documentary Feature, Seattle Intl. Film Festival

PRESENTER(S):

Peter Bratt, , Producer, Writer, and Director — Oakland, CA

Thursday, May 31– 8:00 p.m. - 9:30 p.m.

Session Type: Film & Dialogue

3801: Film Screening: A Village Called Versailles

Session Track:

Experience Level:

Public screening of Emmy-nominated film A Village Called Versailles with post-screening Q+A with director/producer S. Leo Chiang. Synopsis: Versailles, a tight-knit neighborhood on the edge of New Orleans, is home to the densest ethnic Vietnamese population outside of Vietnam. In the aftermath of Hurricane Katrina, residents rebuild their homes – only to have them threatened by a toxic landfill planned in their neighborhood. As the community fights back, it turns a devastating disaster into a catalyst for change.

PRESENTER(S):

S. Leo Chiang, MFA, Filmmaker, "A Village Called Versailles" Walking Iris Media — San Francisco, CA

Thursday, May 31– 8:30 p.m. - 10:00 p.m.

Session Type: Special Event

3900: Jazz, Love, and Justice

Session Track:

Experience Level: All Levels

The spirit of New Orleans Jazz and D.C. Go-Go Music unite for a night of musical harmony that will make you dance til' you sweat. Bravo Reds and Brian Lenair will deliver an array of melodic and percussion driven songs, this will include original recordings as well as cover tunes. "Go-Go" music started in Washington, D.C. and its heavy percussion sound has been THE UNDERGROUND HEARTBEAT of D.C. for over 40 years. Brian Lenair's superior jazzy saxophone skills combined with the singing, and thought provoking rap lyrics of Bravo Reds mix into a treat you will not soon forget. Bravo n' Brian will be joined by their musical brothers "The Brass-a-Holics", an award winning Brass/Funk Band from right here in NOLA. The B.A.H. nation will tell you this band's sound is full and intoxicating, "The Brass-a-Holics" will take you from your seat to Bourbon Street and back!!! It's all love y'all!!!

PRESENTER(S):

Ron Dixon, Artist, Performer — Lanham, MD

Brian Williams, Artist, Performer — Upper Marlboro, MD

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Special Feature

4001: Open Space for Multiracial/Multiethnic Student Discussions

Session Track: Intersectionality, Identities and Discussions

Experience Level: All Levels

This open space session invites participants to engage in an organic conversation about Multiracial/Multiethnic students. The facilitators represent a variety of identities and invite participants to create a safe space for collective activities in the conversation. The open space conversation allows for creativity and leadership among the participants in attendance. Furthermore, open space generates a conversation that is rooted in inquiry, reflection, and learning, which allows individuals to contribute to the collective conversation based on current participant questions/concerns. The facilitators will also assist in guiding the conversation. In this interactive session, participants will bring their voices into this group-guided conversation that will provide spaces for caucus groups, resource sharing, and action planning in support of Multiracial/Multiethnic students. This open space session will benefit any participant who is interested in discussing contemporary issues and challenges for Multiracial/Multiethnic students.

PRESENTER(S):

Victoria K. Malaney Brown, PhD Candidate & Director of Academic Integrity, Educational Policy, Research, and Administration/Student and Family Support University of Massachusetts Amherst & Columbia University in the City of New York — Tuckahoe, NY

Staci Gunner, M.A., M.Ed., RYT-500, Assistant Dean/Residence Dean, Residential Education Stanford University — San Jose, CA

Sabrina T. Kwist, EdD, Dean of Equity and Inclusion, Los Medanos College — Pittsburg, CA

Charmaine Lietzau Wijeyesinghe, EdD, Consultant and Author, Social Justice and Organizational Development — Delmar, NY

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Major Workshop

4002: Black Girl Burden, #BlackGirlMagic, #InvisibleIranian

Session Track: Intersectionality, Identities and Discussions

Experience Level: All Levels

When CaShawn Thompson started the #BlackGirlMagic, she wanted to find a way to celebrate black women's accomplishments. As black women often only receive help from other black women to overcome challenges, their accomplishments seem "magical." There is a personal and immediate problem with this. Compared to other groups, black women are the least likely to seek and engage in self-care. This is especially true of black women who have internalized the myth of the "strong black woman." In this session, Dr. Melton discusses why we should be circumspect of the recent phenomenon of "black girl magic." If black women's tenacity and effort is magical, and thus illusory, it could (1) function like the myth of the strong black woman and contribute to black women's failure to practice self-care, (2) discourage black women from claiming their successes as their own and, (3) discourage others from recognizing the challenges black women face. Dr. Alavi will end this presentation with drawing on the challenge of navigating the space between being invisible and hyper-visible. There is no magic in this space. This is the space of struggle. It is in that space that the black and brown women live, love, work, raise children, succeed and fail. The session will end with suggestions for how to go forward, make the invisible be seen, and how to create the space to acknowledge and appreciate the struggles.

PRESENTER(S):

Roksana Alavi, PhD, Assistant Professor in Interdisciplinary Studies, College of Professional and Continuing Studies The University of Oklahoma — Edmond, OK

Desiree Melton, PhD, Associate Professor, Department of Philosophy Notre Dame of Maryland University — Baltimore, MD

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Major Workshop

4003: Why We Putting This On The Students? A Critical Self-Reflection: Staff and Faculty Come Clean on How Identity/Positionality Influence Pedagogy and Praxis

Session Track: Student Interest and Engagement

Experience Level: All Levels

During this session for students, we seek to provide insights into how students from minoritized groups manage to productively navigate college and university environments that are often racist. In addition, we seek to engage current students in the process of co-creation and the exchange of knowledge with elder professors and staff members. It is imperative that we pass the knowledge on to prepare our current and future students for the potential exhaustive, oppressive, and racist journey ahead. Participants can expect to walk away with tangible strategies to navigate spaces within higher education, practices of self-care, and exposure of personal narratives from staff and faculty that can be leveraged as they continue the academic journey.

As colleges and universities continue to diversify the recruitment of students, an increasing number of students from minoritized backgrounds are subject to experiences of hate, racism, sexism, and other

types of overt and covert acts and -isms including systemic and institutional policies. There is a gap between the rhetoric of including some form of diversity, equity, and inclusion within institutional mission; and supporting the students being recruited to the institutions. College and university hiring practices of staff and faculty do not mirror the increasingly diverse student body and people hired are often unprepared to teach and facilitate in the current climate where racism, sexism, and other --isms are present within classrooms and throughout institutions.

The staff and faculty in this session will be engaging in vulnerable dialogue grounded in what they have learned over the years, including how they balance equity/inclusivity and power/privilege in their teaching and facilitation of conversations/dialogue in and out of the classroom. More specifically, they will seek to validate the spaces and places where knowledge is co-created, taking into consideration that we are in an era where higher education is intentionally diversifying its student body while simultaneously balancing the dance between Equity and Inclusion and Hate Speech vs. Free Speech. The staff and faculty will pass along narratives, yet creating meaning will be left to the participants as they are the experts in themselves and the institutions in which they attend.

The target audience is students.

PRESENTER(S):

Kem Gambrell, PhD, Assistant Professor of Leadership Studies, Gonzaga University — Spokane, WA

David Hugo Garcia, M.Ed., Assistant Dean, Office of Student Diversity, Equity, and Inclusion Whitworth University — Spokane, WA

Samuel T. Lopez, DPT, Assistant Vice President for Diversity Initiatives, Division of Diversity, Equity and Inclusion West Virginia University — Morgantown, WV

Roberta Wilburn, EdD, Associate Dean for Graduate Studies in Education & Diversity Initiatives, School of Education Whitworth University — Spokane, WA

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Special Feature

4004: Understanding and Addressing Resistance to Social Justice Issues from People from Privileged Groups - PART 1

Session Track: Faculty Interest and Needs

Experience Level: All Levels

Many educators find resistance from students (and others) from privileged groups to be one of the more challenging aspects of educating about diversity and social justice issues. When students become resistant, they reject challenges to the status quo, avoid critical self-reflection, and maintain an acceptance of the dominant ideology that perpetuates oppression. Drawing on educational and psychological theory as well as our own experiences, we'll discuss principles and practices that can enhance educational effectiveness. Developing a deeper understanding of why people may be defensive allows both for greater compassion and for the development of strategies to overcome the resistance. This interactive session will include presentation, personal reflection exercises, case studies, and discussion.

Part 1 will focus on the reasons for resistance and understanding the perspective of the individual who seems resistant.

PRESENTER(S):

Diane J. Goodman, EdD, Diversity and Social Justice Trainer/Consultant, — Nyack, NY

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

4005: Black Feminist Leaders Clap Back: Intersectionality and Counter-narratives in Predominantly White Institutions

Session Track: Intersectionality, Identities and Discussions

Experience Level: Intermediate

This session should particularly benefit women of color working in predominantly white institutions (PWIs), and administrators looking to create more inclusive higher education environments. Utilizing Black Feminist Epistemology and Critical Race Theory as the guiding theoretical frameworks, this interactive session engages participants in counter-narratives of intersectionality and discusses the exhausting work of resisting and transforming higher education institutions that are foundationally supported by institutional racism and patriarchy. Intersectional paradigms offer more nuanced perspectives to critique and understand systems of oppression to develop more liberatory policies and practices. It is our intention to highlight intersectionality and the interdependent and dynamic ways the matrix of domination is experienced and resisted in higher education. Core themes addressed include the intersectionality of race and gender in university life, juggling motherhood and being an "other mother" for students through advising and mentorship, and navigating the complexities of positionality in administrative work. Through poetry and music of Black feminists, and the counter-narratives of Black women university leaders, this interactive session provides opportunities for creative problem solving against the realities of micro-aggressions often experienced by women of color, as well as strategies for advocacy, self-care and wellness.

PRESENTER(S):

Sharalle Arnold, M.Ed., Associate Director Center for Women and Gender Equity, Inclusion and Equity
Grand Valley State University — Allendale, MI

Paula Price, PhD, Associate Dean for Diversity and International Programs, Teaching and Learning
Washington State University — Pullman, WA

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

4006: Assessing Promotion Patterns Among Academic Affairs Staff

Session Track: Human Resources

Experience Level: Novice

In Fall 2015, the Academic Affairs Climate and Diversity Committee (AACDC) at Texas A&M University identified a gap between results from a review of structural processes available for promotions, and how underrepresented groups perceived barriers to promotion as documented in the division's 2014 climate survey. As part of the implementation of the division's equity plan, AACDC was tasked with monitoring potential red flags that may indicate inequities in promotions based on age, gender, and ethnicity over a five-year period, within division offices. This session will explore 1) the methodology and results of the first such "Red Flag" report produced in spring 2017 and 2) challenges in creating the study and strategies to overcome them. Participants will brainstorm together how they could engage their own campus in this process and use this type of data to effect change. This session should particularly benefit those who are interested in implementing similar promotion reviews on their campuses as well as discussing lessons learned and brainstorming next steps.

PRESENTER(S):

Suzanne Droleskey, PhD, Executive Director, Public Partnership and Outreach Texas A&M University — College Station, TX

Mofie Thomas, Business Coordinator III, Academic Affairs Business Services Texas A&M University — College Station, TX

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

4007: #AmherstChatback-An Innovative Student Centered Dialogue Series Aimed at Dialoguing Across Social and Cultural Differences on College Campuses

Session Track: Intersectionality, Identities and Discussions

Experience Level: Intermediate

This session will explore the development and implementation of an innovative student-centered 7-week dialogue series offered through the Office of Diversity & Inclusion at Amherst College.

#AmherstChatback: Dialoguing Across Difference invited students to learn how to communicate across social and cultural differences utilizing an intersectional framework and curriculum model. Each week, the dialogue series focused on a topic of oppression and its intersections. With the exception of the final session, the topic focused on liberation through joy and resilience. Topics included: ability, gender, class, sexuality, race, nationality, and joy. We will discuss how a dialogue model that allows for flexibility and creativity outside of traditional model frameworks can be successful and transferable to any institution. Additionally, we will provide tools and resources related to the dialogue model, curriculum design, and assessment methods utilized to implement and measure the success of this initiative. This session should particularly benefit those who are interested in the effectiveness of designing curriculum for social justice, those seeking insight on the implementation of new dialogue initiatives on college campuses, and those who are seeking innovative approaches to facilitating intersectional dialogues.

PRESENTER(S):

Babyface Card, M.Ed, Race, Gender & Sexuality Education Specialist, Office of Diversity & Inclusion
Amherst College — Amherst, MA

Ismaris Ocasio, Dialogue Coordinator, Office of Diversity & Inclusion Amherst College — Amherst, MA

Angie Tissi-Gassoway, M.Ed., MPH, Associate Dean for Diversity & Inclusion, Office of Diversity &
Inclusion Amherst College — Amherst, MA

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

4008: Predominantly White Institutions as an Extension of the Criminal Justice System: Policing Black Men's Bodies Through Invisibility & Hypervisibility

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

Black male bodies and minds are subjected to various forms of policing and oppression in the United States (Alexander, 2011). Predominately white institutions (PWI) of higher education is one context in which Black men find their physical and socio-emotional expression policed (Smith, Mustaffa, Jones, Curry, Allen, 2016). Such policing restrict Black males' modes of embodying their Blackness on PWI campuses and negatively influences their socio-emotional experiences (Smith, Hung, Franklin, 2011). In this way, PWIs become extensions of the criminal justice system. This presentation will synthesize scholarly data from the criminal justice and psychological science disciplines to 1) provide an overview of statistics related to Black men's policing experiences on PWI campuses, 2) explore the psychological ramifications of policing, and 3) provide recommendations for preventing and treating those psychological problems.

PRESENTER(S):

Trott-Nely Montana, Undergraduate, Sociology Muhlenberg College — Allentown, PA

Steven Smith, Undergraduate, Psychology Muhlenberg College — Allentown, PA

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

4009: Dancing from Margin to Center: Big, Black, Show Girls! The Value of Social Media for the Empowerment of Plus Size HBCU Dancers

Session Track: Intersectionality, Identities and Discussions

Experience Level: Intermediate

The halftime show is a captivating aspect of social life at HBCUs presented in popular culture, but investigated minimally, (Dupree, Gasman, James, & Beale Spencer, 2009; Miller, David, & Steinfeldt, 2015) even less so the experiences of dance teams. The presenters will present research and engage the audience in a provocative discussion on student experiences, feminist activism, and the representation of bigger bodies within media (Puhl & Heuer, 2010) and predominantly Black college campuses. They focus on the narratives of overweight female dance teams and their use of social media platforms to challenge stereotypes, forward empowering student narratives, and connect with audiences beyond their campus. This session should particularly benefit practitioners who work within diverse student populations, particularly students who are marginalized because of their bodies, ability, ethnicity, or religious beliefs. While this presentation examines the experiences of women who identify as fat, plus size, thick, obese, etc., their experiences, particularly their use of social media to display empowering narratives and represent oppressed identities, are transferable across multiple student populations. Practitioners that work within student affairs and grapple with ways to challenge and support students in crafting healthy social media identities will also benefit from this session.

PRESENTER(S):

Nadrea Njoku, PhD, Researcher — Atlanta, GA

Ellise Smith, M.S.Ed, Advisor, Office of The President Indiana University — Bloomington, IN

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

4010: Fight the Power

Session Track: Student Interest and Engagement

Experience Level: Novice

From the Little Rock Nine, to the East L.A. walkouts, to Mizzou, history reminds us that students of color and primarily black students have driven the direction of curriculum and climate change on American school campuses. It's increasingly critical for students to identify and utilize their voices for advocacy, grassroots organization and sustainable changes on their campus that promote equity. This workshop introduces and builds students' ability to advocate for equity in a grassroots manner that leads to sustainable change. We will utilize real life examples to help students contextualize advocacy and radical activism within their campuses and communities.

PRESENTER(S):

Christie Santos, MPH, Academic Advisor and Associate Faculty, Health and Human Services Edmonds Community College — Lynnwood, WA

Latisha Williams, MSW, EdCAP Case Manager/Adviser and Associate Faculty, Pre College Edmonds Community College — Lynnwood, WA

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Major Workshop

4011: Reframing Our Approach to Leadership: Utilizing A Social Justice Lens

Session Track: Student Affairs and Affiliated Professionals

Experience Level: All Levels

As the student demographic becomes more diverse on our campuses, student affairs leaders must consider a social justice lens in their leadership approach. This session aims to increase awareness, knowledge and skills for participants to develop an identity-conscious leadership approach and understand how our social identities, lived experiences and the national societal context of injustice and oppression impact how we may lead. This interactive session will include best practices and next steps to help participants create a leadership philosophy grounded in social justice principals.

PRESENTER(S):

Kelvin Harris, M.Ed, Director for Leadership Development and Alumni Relations, Gates Millennium Scholarship Program UNCF-United Negro College Fund — Washington, DC, MD

David Jones, EdD, Director, Paul Robeson Cultural Center Rutgers University-New Brunswick — Piscataway, NJ

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

4012: Relax, Relate, Release: Effective Strategies to Manage Race-Related Stress and Racial Battle Fatigue Amongst Black Diversity and Inclusion Professionals in Higher Education

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

This interactive session will explore the impact of race-related stress and racial battle fatigue particularly amongst Black diversity and inclusion professionals in higher education. Information on the psychological impact of prolonged stress and exposure to racism will be discussed. Insights and effective mental health strategies and resources will also be provided and will provide participants with an opportunity to create their own self-care maintenance plans. This session should particularly benefit diversity and inclusion professionals who are interested in supporting Black faculty and staff members; professionals of color who provide direct services to students, faculty, and staff; and those who are concerned with recruiting and retaining talented professionals from traditionally underrepresented populations in higher education. This session is appropriate for diversity and inclusion professionals at every stage in their careers.

PRESENTER(S):

T.M. Robinson-Mosley, PhD, Interim Associate Vice Chancellor for Student Development and Engagement & Dean of Students, Division of Student Success The University of California, Santa Cruz — Santa Cruz, CA

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

4013: On the Backs of Black Women Staff: University Success

Session Track: Human Resources

Experience Level: Novice

Black Women staff continually struggle to obtain career opportunities and advance within higher education. The presenters will utilize a "Front Stage/Back Stage" analogy to illustrate the role Black Women occupy within a predominately white Midwestern Urban Higher Education Institution. The presenters will argue that Black Women are strategically/purposefully pushed to the background, provide the bulk of the work and go unseen/invisible when success is realized. Finally, the presenters will discuss the challenges and opportunities to make change strategically while maintaining their dignity, self-worth and advocate for themselves, their peers, and students of color.

PRESENTER(S):

Keichanda Dees-Burnett, MA, Director, Multicultural Student Affairs University of Missouri-Kansas City — Kansas City, MO

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

LaShaundra Randolph, M.A., Project Coordinator, Campus Life & Leadership Penn Valley Community College — Kansas City, MO

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

4014: MARVEL-ous times on Campus: Race(bending), Whitewashing, Afrofuturism and the Power of Representation in Graphic Novel/Popular Culture

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

The proliferation of graphic novel or comic book "universe" characters in popular media presents higher education professionals with intriguing challenges. The genre routinely perpetuates a heteronormative, androcentric, White savior narrative that demands interrogation, while also providing a medium for culturally affirming and progressive representations of identity. This session examines the way the Centers for Diversity and Inclusion at Sacramento State University leveraged representations of race and gender from television and films based on comic book characters to facilitate a series of campus conversations around identity and social justice following the release of Marvel's Black Panther. This session should particularly benefit participants who are involved in campus activities or programming efforts as well as student leaders and practitioners engaged in equity and inclusion work broadly.

PRESENTER(S):

John Johnson, PhD, Director, Centers for Diversity and Inclusion, Student Affairs California State University, Sacramento — Sacramento, CA

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

4015: Keeping the Dream Alive: A College-wide Approach to Embracing DREAMers

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

Undocumented students bear an unusually heavy burden to attend, and maintain their enrollment in college. With the rescission of DACA, Dream students need institutional safety nets to assist with, and assure their continued enrollment and overall support. An overview of undocumented students' issues, the DACA dilemma, and specific actions that colleges can take to institute policies and practices that support DREAM students will be presented. Specific services, strategies, student stories, and approaches in working with Dream students and how the Dream Center was established on campus will also be shared. This session should particularly benefit those institutions, faculty, staff and administrators who are searching for alternative ways to support and guide their DACAmented students, as well as staff who provide, or would like to provide, direct services to undocumented students but may not know the appropriate approach.

PRESENTER(S):

Daniel Garcia, Student, Student Services Mt. San Antonio College — Walnut, CA

Eric Lara, Ed.D., Associate Dean, Student Success and Equity, Student Services Mt. San Antonio College — Walnut, CA

Laura Muniz, MS, Dream Program Counseling Faculty, Student Services Mt. San Antonio College — Walnut, CA

Elmer Rodriguez, MS, Dream Program Coordinator, Student Services Mt. San Antonio College — Walnut, CA

Perla Gonzalez, , Student Peer Mentor, DREAM Program Mt. San Antonio College — Walnut, CA

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

4016: Building Student Power in Missouri: Engaging the Experts (Students) in Work that Matters

Session Track: Student Interest and Engagement

Experience Level: Novice

Heretofore, higher education advocacy has been led by people who are not currently, or haven't recently experienced, the issues firsthand. The Active Advocacy Coalition, a student-led coalition in Missouri focuses on increased access and affordability in higher education. The program asserts the importance of keeping students at the center of advocacy efforts by combining research, lived experience, and advocacy on issues that impact low- income students and students of color. This session should particularly benefit practitioners and students who are interested in student organizing and advocacy, student leadership, engaging students in social justice work and college access.

PRESENTER(S):

Karissa Anderson, MSW, Manager of Advocacy, The Scholarship Foundation of St. Louis — Saint Louis, MO

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

4017: Connection and Belonging: Growing a First-Generation Graduate Student Initiative

Session Track: Intersectionality, Identities and Discussions

Experience Level: Novice

In this panel discussion, two first-generation graduate students of color will discuss their lived experiences as well as their university leadership experiences, and two student affairs professionals (one first-gen and indigenous Pacific Islander and one white, fourth-gen) will discuss the development and implementation of a University of Washington (UW) First Generation Graduate Student Initiative. Fostering spaces of belonging and connection to navigate the graduate education experience is key for our first-gen graduate students. Our program is student-led with support from the UW Graduate School. Panelists will address intersecting identities of first-gen graduate students and how a diversity of experiences inform diverse programming needs. We will compare and contrast with undergraduate first-gen student experiences. This session should particularly benefit administrators, faculty, or students interested in supporting first-gen graduate student experiences and developing and growing their own university programs.

PRESENTER(S):

Kelly Edwards, PhD, Associate Dean for Student and Postdoctoral Affairs, The Graduate School University of Washington — Seattle, WA

Tori Hernandez, BA, Vice President of Internal Affairs, Graduate and Professional Student Senate University of Washington — Seattle, WA

Christian Love, M.Ed., Program Coordinator, Leadership in Higher Education M.Ed. Program University of Washington College of Education — Seattle, WA

Jaye Sablan, MA, Assistant Director for Core Programs, The Graduate School University of Washington —
Seattle, WA

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

4018: The Positionality of Marginalized Groups in the Sexuality Education Debate: Considerations for Radical Change

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

This session should particularly benefit individuals looking to more broadly understand how the sexuality education debates serve as a touchstone for larger social and political roadblocks to social justice. The debates over sexuality education served as a precursor to many of the other social justice debates that have come to define the United States in the age of Twitter politics. However, the decisions that have been made about sexuality education not only give us insight into the oppression and inequity present in our educational system, but also more insidiously have served to support and reinforce the oppressive forces that have led to social, structural, and institutional oppression. This presentation is designed to provide participants with an understanding of the sexuality education debate, and the role that sexuality education continues to play in the reinforcement and support of a patriarchal, heteronormative, racially oppressive society. We will look at the linkages between sexuality education and various forms of institutional oppression that continue to prevent the realization of a fair and equitable state for everyone. We'll also look at how we can overcome our own discomfort with discussing sexuality in order to radically disrupt the cultural norms that continue to oppress marginalized groups.

PRESENTER(S):

Adam Foley, PhD, Associate Director, Diversity & Inclusion, Office of Equity & Inclusion University of Delaware — Newark, DE

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

4019: UC Berkeley's Undocu-Healing Model: A Culturally-Responsive Mental Health Support Program for Undocumented Students in the Trump Era

Session Track: Global, Multicultural and Transnational issues

Experience Level: Intermediate

This session provides an overview of UC Berkeley's Undocu-Healing Model for mental health support for undocumented students. Housed within UCB's Undocumented Student Program, the mental health program offers a range of psychological support opportunities for undocumented and mixed-status students. In this presentation, the background and development of the Undocu-Healing model will be provided, which includes individual support, psycho-educational workshops, coordination of wrap-around health services, and cross-campus partnerships to change systemic barriers for support. Further, the presenter will address 4 key areas of cultural responsiveness: 1) Providing anonymous and confidential opportunities for emotional support; 2) Providing clinical services using racism/xenophobia-, trauma-, and social justice- informed foundations; 3) Infusing legal resources, local advocacy, and community wisdom into student services; and 4) Collaborating with non-mental health departments on campus to create and advocate for initiatives that reduce barriers for retention. This session should benefit professional staff, administrators, diversity officers, deans, campus service directors, and

administrators who are concerned with the retention and well-being of undocumented students in this hostile political climate.

PRESENTER(S):

Diana Peña, PhD, Psychologist and Wellness Coordinator, Undocumented Student Program & Counseling and Psychological Services UC Berkeley — Berkeley, CA

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

4020: Lift Every Voice: Creating Curricula that Explore Social Justice Narratives

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

This session examines the creation of curricula that engages students and student staff in the exploration of social justice narratives. The presenter will provide information that explains the creation and implementation of two honors colloquia: The Right to Exist and Lift Every Voice. The concepts of these classes were used to infuse the residential curriculum within residence life. Lesson plans, activities, and videos will be presented to demonstrate how empathy, bravery, and honesty were used to facilitate difficult conversations surrounding social justice in the United States. The session should particularly benefit participants who are interested in learning about effective ways to create brave spaces that encourage empathy, explore privilege, and educate students.

PRESENTER(S):

Dani Badgett, M.S., Area Coordinator for Student Development, Housing and Dining Services Kansas State University — Manhattan , KS

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

4021: Diverse Faces in Greek Spaces: Integrating Identity-centered Conversations within Fraternities and Sororities

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

This session will explore how conversations related to identity and diversity have been integrated into the fraternity and sorority experience at the University of Pennsylvania. The presenter will lead a discussion that not only identifies the benefits of fraternity or sorority membership, but also the barriers of student participation and engagement. Participants will learn about how students and staff at Penn have challenged the student community to think critically about what it means to be Greek by addressing the perceived exclusionary and exclusive nature of these student organizations and lack of representation of marginalized communities. The presenter will share how existing programs, campus partnerships, student board structures, and departmental priorities that have increased the impetus to talk about diversity in Greek life. This session should particularly benefit student affairs professionals that directly or indirectly advise Greek-lettered organizations, intend to collaborate with or increase involvement from fraternities and sororities, or support student organizations that aspire to elevate conversations related to equity, diversity, and inclusion within their own communities.

PRESENTER(S):

Helen Xu, M.Ed., Associate Director, Office of Fraternity and Sorority Life University of Pennsylvania — Philadelphia, PA

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

4022: Use of Campus Based Restorative Justice Approaches to Address Incident of Bias

Session Track:

Experience Level: Intermediate

This session should benefit conduct administrators, staff, and faculty who are interested in implementing restorative justice approaches in their college or university campus, particularly as a response to incidents of bias. This session is designed to provide information on the benefits and drawbacks of such a model and tips for effective implementation based on doctoral research. Additionally, the presenter will provide information on the history of restorative justice, particularly how it has been used in higher education, a model for implementation, and tips for consideration.

PRESENTER(S):

Desiree Anderson, Director, Intercultural Center Saint Marys College of California — Moraga, California

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

4023: Digital Cotton-Picking: The Role of Higher Education in Creating Equity in the STEM Field

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

The digital technology industry claims to be egalitarian, disruptive, and innovative, when in fact much of tech culture both repeats and maintains existing structures of oppression, social hierarchies, and economic exploitation. How can higher education institutions contribute to advancing equity in STEM fields? How can the tech industry be held more accountable in promoting racial and gender equity within its own ranks? This presentation delves into these and other questions connected with the role of the tech industry in today's society. This session should particularly benefit participants who are interested in the success of people of color and women in the STEM fields.

PRESENTER(S):

Tia Oso, B.A., Transformational Organizer and Strategist, Social Change Initiatives SpeakOut-Institute for Democratic Education and Culture and Revolve Impact — Oakland, CA

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

4024: Priming the STEM Pipeline: from High School to Professional Employment

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

"No one graduates from a library. No one graduates without one."

This session problematizes the historical absence of people of color and men in library and information science. This homogeneity has grave consequences with respect to: academic integrity, the historical record (both physical and born) digital collections, and information literacy.

Last summer, UVa launched an ambitious two-pronged program to entice K-12 students and recent library school graduates from underrepresented populations to UVa and to the profession, respectively. We report on our successes, progress, and lessons learned thus far in addressing the issue.

This session will be of particular interest to faculty and administrators programming in the IDE space and recruiting in STEM and related fields. It should also pique students' interest in the oft overlooked, but intellectually challenging and lucrative STEM profession.

PRESENTER(S):

Phylissa Mitchell, J.D., Director of Inclusion, Diversity & Equity, University of Virginia Libraries University of Virginia — Charlottesville, VA

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

4025: Let's Talk About It: Student Conversation Circles

Session Track: Intersectionality, Identities and Discussions

Experience Level: Novice

To enrich students' educational experience and build a greater awareness and acceptance of diversity, Onondaga Community College launched a collaborative initiative with the InterFaith Works El-Hindi Center for Dialogue in Syracuse, New York, entitled Student Conversation Circles: Race, Gender, Religion, Economic Status, and Sexual Orientation. The program entails a series of semi-structured conversations with students and trained facilitators from different campus constituencies who are provided with curriculum designed to foster dialogue on topics related to identity, including stereotypes, privilege, discrimination, and social justice. As participants, students are given the opportunity to share their viewpoints and experiences in a safe space with their peers. In our presentation, we will discuss material and activities used to guide student conversations, share how the program has helped enhance students' understanding of themselves and others, and explain an applied learning opportunity we offer to students following their participation in the program. This session should benefit faculty, staff and administrators who are interested in developing programming that fosters dialogue and mutual understanding among a diverse citizenry, promotes collective action for the betterment of our campuses and communities, and advances inclusion and equity in higher education.

PRESENTER(S):

Carolyn Bice, M.A., Associate Professor of Communication, English, Reading, and Communication
Department Onondaga Community College — Syracuse, NY

Glenda Gross, Ph.D., Associate Professor of Sociology, Social Sciences and Philosophy Department
Onondaga Community College — Syracuse , NY

Denise Valdes, M.A., Associate Professor of English, English, Reading, and Communication Department
Onondaga Community College — Syracuse, NY

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

4026: The Application of Praxis to Engage Graduate Students in Just, Equitable and Inclusive Educational Practice

Session Track: Faculty Interest and Needs

Experience Level: Intermediate

This session should particularly benefit participants who are interested in innovative curriculum development as it relates to serving diverse graduate students or who are engaged in classroom instruction or workshop facilitation and want to explore effective methods for teaching and learning for change. Using Freire's model of praxis in teaching, a case study of higher education programs at CSU Fullerton will serve as a focus for genuine dialogue of what has worked in practice and challenges in offering a cutting-edge curriculum of change for mostly full-time workers pursuing their doctorate and master students. Both programs are designed to help education professionals learn by fully integrating their experiences in discussion, research, and fieldwork. Through dialogue and case-based exploration, doctoral candidates are challenged to transform into change agents prompting reflection on work life situations that include their vision and goals, teaching and learning, managing organizational systems, collaborating with key stakeholders, ethics and integrity and the educational system. Information on the background and rationale for program will be provided. Insights and lessons learned from the program's candidate experience and outcomes will be provided. This session will also address current research efforts to measure the effectiveness of praxis in a doctoral program.

PRESENTER(S):

Arnette Edwards, Ed.D., EOPS Counselor, Fullerton College — Fullerton, CA

Michelle Garcia, MS, Director, Educational Partnerships, Academic Support Services Fullerton College — Fullerton, CA

Yvette Moss, Ed.D., Equity Coordinator, Student Services Los Angeles Southwest College — Los Angeles, CA

Dawn Person, EdD, Director, Center for Research on Educational Access and Leadership & Faculty of Educational Leadership, Educational Leadership Department California State University, Fullerton — Fullerton, CA

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

4027: Adopting an Equity Framework in Community Colleges: Equitizing the California Community College Integrated Planning Process

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

This interactive yet reflective workshop will feature Mission College's newly adopted Equity Framework and how it was utilized to develop the college's new 2017-19 Basic Skills Initiative/Student Equity/Student Success & Support Program Integrated Plan. This two-year plan, required of all 114 California Community Colleges, promotes integrated planning and program coordination of three state-funded initiatives at the district and college levels. The presenters will walk through the steps taken to

create the college's new Equity Framework which include five elements: community engagement; social justice; transparency; cultural humility and self-love. The workshop also includes how the college used a "Student Life Cycle" assessment to identify the gaps students face as they progress through the institution. Special attention will be focused on how Mission College equitized this planning process by fully engaging students and how this process helped inform the goals of the college's Integrated Plan.

Using the college's new Equity Framework, faculty, staff, administrators, and students will have the opportunity to engage in reflection and discuss realistic steps they can take to begin equitizing their campus environments. Finally, a series of next steps for the college will be shared including how this process can inform and support the college's Guided Pathways efforts

PRESENTER(S):

Connor Keese, M.Ed, Outreach Supervisor, Student Services Mission College — Santa Clara, CA

Omar Murillo, Ed.D, Program Director, Title III AANAPISI Grant, Student Services Mission College — Santa Clara, CA

Kenneth Songco, M.P.A, Director, Student Equity and Success, Student Services Mission College — Santa Clara, CA

Friday, June 1– 8:30 a.m. - 9:45 a.m.

Session Type: Concurrent Workshop

4028: Woke At UTD- An Interactive Workshop on Facilitating Community Conversations

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

From Trump, to Beyoncé's twins, to discussions about race in America, there is no shortage of daily trending topics. In this age of digital media, we have constant access to news buzzing at our fingertips. How does this impact our social and professional environments? If students and colleagues are naturally talking about what's in the news, how can we reel in this chatter to create a space for constructive community conversations? The Living Learning Communities at University of Texas at Dallas have implemented a discussion format that facilitates a productive, engaging, and even healing way to debrief real world issues. This interactive session will simulate this method for participants using the Ubuntu philosophy of humanity. It's time to get real! Join us for a session of transparency as we walk you through a tool that has served our population very well. We will also introduce our Certificate of Diversity and Inclusion, which has provided the framework hosting this type of programming. See what the buzz is about and discover what it is like to be woke at UTD.

PRESENTER(S):

Ashley Garner, MLS, Living Learning Communities Coordinator, Living Learning Communities University of Texas at Dallas — Richardson, TX

Mary Jane Partain, M.A., Director of Living Learning Communities, Living Learning Communities University of Texas at Dallas — Richardson, TX

Friday, June 1– 8:45 a.m. - 11:45 a.m.

Session Type: Major Workshop

4102: The Power of Storytelling: Testimonios, Narratives, and the Words that Will Set Us Free

Session Track: Intersectionality, Identities and Discussions

Experience Level: All Levels

Stories transform the lives of those listening to them and those sharing. Learn how storytelling is utilized 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 into 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.

PRESENTER(S):

Allison "Alli" Roman, MSW, Director, Diversity and Inclusion Office Trinity University — San Antonio, TX

Friday, June 1– 8:45 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

4103: The Invisible Woman: Assumed Labor & the Fatigue of Black Women in Higher Education

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

This session utilizes scholar Patricia Collin's "outsider within" theoretical context to illuminate and explain the experiences of Black women in the academy. Information on the historical underpinnings will be detailed. The session aims to raise awareness about, and explain how Black women in the academy are suffering mental and physical health consequences due to institutionalized discrimination, isolation, and invisibility; primarily at predominantly White institutions. This session should particularly benefit individuals with an intermediate or advanced knowledge of Black feminist framework and systemic oppression in higher education who seek to understand the many ways in which Black women are marginalized; and desire an opportunity to dialogue about healthier coping and ways to disrupt this toxic cycle such that Black women can be seen and live, rather than survive in the academy.

PRESENTER(S):

Yolanda Avent, MS, Senior Director of Cultural and Community Centers, Student Affairs Virginia Tech — Blacksburg, VA

Jo Ellyn Walker, PhD, Staff Psychologist, University Counseling Services - Student Affairs Virginia Commonwealth University — Richmond, VA

Friday, June 1– 8:45 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

4104: Mi Existencia es Mi Resistencia: Speaking Truth to Power Through Testimonio

Session Track: Faculty Interest and Needs

Experience Level: Novice

Our stories have such power. In a time of political turmoil, where so many of our identities are under attack, our stories have the power to connect us, empower others, and serve as a force of resistance. When we are intentional about using personal narrative in research, our scholarship can become an act of love. This hands-on workshop uses the framework and methodology of testimonio to put radical vulnerability into practice.

Participants will have the opportunity to learn from scholars using testimonio in their research, and will practice writing themselves. The session will end with a tangible publication of collective work. Participants will explore their own testimonios, and the connections that each of their testimonios has to a larger collective testimonio. Each participant is encouraged to bring their own preferred writing or drafting media. Session facilitators will provide blank pieces of paper and writing tools for participants as well. This workshop would be of particular interest to those looking for a culturally-grounded qualitative research method that is based in story, resistance, and Latin Critical Race Theory.

PRESENTER(S):

Belinda Hernandez-Arriaga, MSW, EdD, Assistant Professor, Marriage & Family Therapy University of San Francisco — San Francisco, CA

Olivia Muñoz, MFA EdD, Director, Residential Life Mills College — Oakland, CA

Manuel Alejandro Pérez, MA, EdD, Interim Assistant Vice President for Equity & Community Inclusion,
Student Affairs & Enrollment Management San Francisco State University — San Francisco, CA

Friday, June 1– 8:45 a.m. - 11:45 a.m.

Session Type: Major Workshop

4105: Race, Immigration and Fake News

Session Track: Global, Multicultural and Transnational issues

Experience Level: All Levels

The topic of immigration in the United States today is both provocative and controversial. It is often framed in an “us vs. them” way of thinking, which exacerbates tensions and distorts the realities of past history and current trends of the movement of people into the United States. A closer examination can enable us to see the ways in which race, ethnicity and color drive policy and practice without being identified or discussed. Inherent institutional and governmental racism can therefore continue to operate undercover without being exposed and eliminated. The proliferation of “alternative facts” racializes immigrants and creates a false narrative of their economic, social, educational, religious, technological and cultural contributions. This workshop will explore these issues and their implications for higher education policy and practice.

PRESENTER(S):

Zoila Airall, PhD, Associate Vice President, Student Affairs for Campus Life Duke University — Durham, NC

Kristina M. Marshall, JD, Program Director, Social Science Baker College — Okemos, MI

Friday, June 1– 8:45 a.m. - 11:45 a.m.

Session Type: Major Workshop

4106: Tempered Radicals Doing the Work Without the Title: Examining the Challenges of Advancing the Campus Diversity Effort as an “Unofficial” Chief Diversity Officer

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: All Levels

This session will begin by detailing the origin of the Chief Diversity Officer (CDO) position. Participants will learn how its presence at colleges and universities evolved from historical efforts to address campus diversity, equity, and inclusion issues. Participants will learn 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 presenter and 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. Participants will learn what it means to be a “Tempered Radical” and its significance in advancing the campus Inclusive Excellence agenda as “unofficial CDOs”. The session will conclude with some competencies that unofficial CDOs can use to effectively facilitate the advancement of the campus diversity effort.

PRESENTER(S):

Keith Barnes, MS.E.d., Executive Director of Diversity, Equity, and Inclusion, Office of the President Pikes Peak Community College — Colorado Springs, CO

Friday, June 1– 8:45 a.m. - 11:45 a.m.

Session Type: Major Workshop

4107: PART 2: Doing "The Work" in the Age of White Rage at the Systemic, Interpersonal, and Personal Levels

Session Track: Race and Social Justice in Higher Education

Experience Level: Advanced

Part One of this session (Wednesday, 3:30-5:30) focused on the ways that white supremacy and white rage have been central ingredients in developing institutionalized systems. This session focuses on how white rage impacts those of us, particularly white people, who facilitate the extremely sensitive and complicated conversations that surround historic and present-day white rage, white supremacy, and white nationalism.

Facilitating these conversations requires deep knowledge and understanding of how each of these have, for our country's entire history, saturated our laws, cultures, and interpersonal interactions, as well as our souls and our spirits. If we are not aware of our own white rage and have an increasingly sophisticated understanding of systems and the ways in which they are designed to function, we are hampered in "doing the work" to make change in addressing white rage.

The target audience for this session is people who work with groups and want to be able to clarify how systems camouflage, to begin to address sophisticated systems, the ones in which white rage is hidden.

In this session participants will:

- Explore how white people's complicity in institutionalizing white rage— intentionally or not—damages all of us in ways in which we have little conscious knowledge;
- Develop greater understanding of how white rage limits white peoples' ability to have trusting and meaningful relationships with people of color and with other white people;
- Identify effective strategies to unveil how white rage is occurring in us and in our particular institutions

PRESENTER(S):

Marquita Chamblee, PhD, Associate Provost for Diversity & Inclusion/Chief Diversity Officer, Wayne State University — Detroit, MI

Francie Kendall, PhD, Consultant — Accord, NY

Friday, June 1– 8:45 a.m. - 11:45 a.m.

Session Type: Major Workshop

4108: Generations at a Crossroads: Understanding and Supporting Professionals in the Workplace

Session Track: Intersectionality, Identities and Discussions

Experience Level: All Levels

This three-hour session will create a vibrant space for discussion on the dynamics of the intersections among and between generations in the workplace. Baby Boomer, "Baby Busters", GenX, and Millennials all have different expectations and work styles, which often make for interesting work dynamics. This session will focus on strategies for successful interactions, experiences of the session participants, and

ways in which these intersecting generations are professional powerhouses. This will be an extremely interactive, spirited and engaging workshop and is open to all levels of conference attendees.

PRESENTER(S):

Carretta A. Cooke, Director, Center for Career and Professional Development, Dillard University — New Orleans, LA

James A. Felton III, MS, Chief Diversity Officer, Institutional Equity and Inclusion State University of New York at the College of Cortland — Cortland, NY

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

Sara Kent, M.Ed., Senior Student and Employer Advisor, Tulane Career Center Tulane University — New Orleans, LA

Ronnie Rios, MS, Doctoral Student, Center for the Study of Higher and Post-secondary Education University of Michigan - Ann Arbor — Ann Arbor, MI

Courtney Williams, M.Ed., Director, Center for Student Engagement and Leadership Dillard University — New Orleans, LA

Friday, June 1– 10:15 a.m. - 11:45 a.m.

Session Type: Special Feature

4202: Meet the Author: The Limits of Whiteness: Iranian Americans and the Everyday Politics of Race

Session Track: Intersectionality, Identities and Discussions

Experience Level: All Levels

In this session, sociologist Neda Maghbouleh will discuss her new book, *The Limits of Whiteness: Iranian Americans and the Everyday Politics of Race* (2017, Stanford University Press) and facilitate a Q&A and conversation with session attendees. About the book: When Roya, an Iranian American high school student, is asked to identify her race, she feels anxiety and doubt. According to the federal government, she and others from the Middle East are white. Indeed, a historical myth circulates even in immigrant families like Roya's, proclaiming Iranians to be the "original" white race. But based on the treatment Roya and her family receive in American schools, airports, workplaces, and neighborhoods—interactions characterized by intolerance or hate—Roya is increasingly certain that she is not white. By shadowing Roya and more than 80 other young people and drawing on neglected historical and legal evidence, Maghbouleh captures the unique experience of an immigrant group trapped between legal racial invisibility and everyday racial hyper-visibility. She tells for the first time the compelling, often heartbreaking story of how a white American immigrant group can become brown and what such a transformation says about race in America. About the author: Neda Maghbouleh is an Iranian American sociologist and Assistant Professor at the University of Toronto in Canada. She is a frequent commentator and writer for venues like NPR Code Switch, CBC Radio, Salon.com, Vice, and Vox. The target audience is broadly conceived, and inclusive of all educators, learners, and advocates for marginalized communities.

PRESENTER(S):

Neda Maghbouleh, PhD, Author and Assistant Professor, Sociology University of Toronto — Toronto, ON

Friday, June 1– 10:15 a.m. - 11:45 a.m.

Session Type: Major Workshop

4203: Transforming Developmental Math to Eliminate Equity Gaps and Facilitate Student Completion

Session Track: Faculty Interest and Needs

Experience Level: Intermediate

For decades, traditional placement processes and developmental sequences have created significant barriers to student completion. To truly move the needle on student success, interventions must go beyond small pilots and begin implementing evidence-based practices at scale. In fall 2016, Cuyamaca College eliminated traditional developmental math courses, and every entering student was given the opportunity to enroll in degree-or transfer-level math. This presentation will share how Cuyamaca College leveraged multiple measures, co-requisite support, and student-centered teaching and learning to dramatically increase the number of students successfully completing transfer-level math in their first year of college.

Presenters will share strategies for transformational change from college leadership, faculty, and research perspectives. Participants will learn how to utilize multiple high-impact practices to transform developmental math pathways to eliminate equity gaps and facilitate student success for all

PRESENTER(S):

Julianna Barnes, EdD, President, Office of the President Cuyamaca College — San Diego, CA

Bri Hays, MS, Senior Dean, Institutional Effectiveness, Success & Equity Cuyamaca College — El Cajon, CA

Tammi Marshall, EdD, Chair, Math Department, Math Cuyamaca College — El Cajon, CA

Friday, June 1– 10:15 a.m. - 11:45 a.m.

Session Type: Special Feature

4204: Understanding and Addressing Resistance to Social Justice Issues from People from Privileged Groups - PART 2

Session Track: Faculty Interest and Needs

Experience Level: All Levels

Many educators find resistance from students (and others) from privileged groups to be one of the more challenging aspects of teaching about diversity and social justice issues. When students become resistant, they reject challenges to the status quo, avoid critical self-reflection, and maintain an acceptance of the dominant ideology that perpetuates oppression. Drawing on educational and psychological theory as well as our own experiences, we'll discuss principles and practices that can enhance educational effectiveness. Developing a deeper understanding of why people may be defensive allows both for greater compassion and for the development of strategies to overcome the resistance. This interactive session will include presentation, personal reflection exercises, case studies, and discussion.

Part 2 will explore numerous ways to prevent, reduce and address resistance.

This session is particularly valuable for educators who work with individuals from privileged groups on social justice issues. Participants may take either part 1 or part 2 or both.

PRESENTER(S):

Diane J. Goodman, EdD, Diversity and Social Justice Trainer/Consultant — Nyack, NY

Friday, June 1– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

4205: Staff, Faculty, and Administrator Diversity Ambassador Action Planning: A Systems Approach for Organizational Transformation

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Advanced

The presenters in this session will reveal how a capacity-building program based upon culturally proficient coaching skills led to a university-wide diversity action planning initiative. The Diversity Ambassador program was designed to equip staff, faculty, and administrators with culturally proficient communication skills that influence the implementation of school, college, and department Diversity Action plans. This session will outline how ambassadors are prepared to create, implement, analyze, and evaluate diversity action plans in collaboration with their leaders. Throughout the action planning process, ambassadors engage colleagues within their areas to mediate thinking toward values, beliefs, and behaviors that ensure equitable environments for diversity, equity, and inclusive excellence in higher education. Elements of transformational practice that will be shared are: 1) culturally proficient coaching tools, 2) diversity action planning strategies and templates, 3) organizational communication strategies, and 4) strategic diversity ambassador initiatives. The program has rapidly grown in three years from 13 to now over 160 ambassadors transforming all areas of the university towards inclusive excellence. This session will particularly benefit Chief Diversity Officers and administrators who are in influential positions for organizational change.

PRESENTER(S):

Richard S. Martinez, Ed. D., Executive Director, Office of CDO/Center for Diversity, Equity, and Inclusive Excellence Azusa Pacific University — Azusa, CA

Susan R. Warren, Ph.D., Director of Diversity Programs, Center for Diversity, Equity, and Inclusive Excellence Azusa Pacific University — Azusa, CA

Friday, June 1– 10:15 a.m. - 11:45 a.m.

Session Type: Special Feature

4207: From Woodson to Wakanda: Emancipatory Pedagogy & The Miseducation of the Negro in American Higher Education Today

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

In February of 1926, Carter Goodwin Woodson, born December 19, 1875 to two former slaves, established “Negro History Week” as a time to celebrate the achievements and contributions of Black people to society and to offer Blacks inspiration about their ancestry, legacy, and strength. Woodson, the 2nd African American to earn a PhD from Harvard University would go on to found the Journal of Negro History and the Association for the Study of African American Life & History; in 1933, he published “The Miseducation of the Negro,” which offered a solid critique of American education and schooling for Black kids. He argued that the system was designed to miseducate them about themselves, their history, their potential and place in society. In many ways, he argued for educational reform that righted the wrongs of miseducation, giving Black students accurate information about their predicament, their potential for freedom, and the power of their history. Fast-forward to 2018, Ryan Coogler’s Black Panther—a story about T’Challa’s heroic return to the African nation of Wakanda to assume his rightful place as king—is reminiscent in many ways of the goals of Woodson’s book. In this interactive session, Dr. Terrell Strayhorn, a leading voice on issues of race, equity, and diversity, will draw bright lines of connection between Woodson’s book and Coogler’s film to advance the need for “Emancipatory Pedagogy (EP),” a form of teaching/advising that empowers the disempowered, documents the undocumented, and liberates the learner to the place of possibility. Using a smooth blend of theory, social commentary, empirical evidence, and anecdotes, Strayhorn will offer specific strategies for doing EP in higher education. Come to learn, to be challenged, provoked, and inspired; leave ready to enact what’s learned in social justice work, to make a difference for students, and to create change as an educator! This session particularly benefits higher education professionals charged with developing, managing, or carrying out a race or social justice agenda like faculty researcher, chief diversity officers, multicultural services staff, graduate students, and K-20 outreach workers.

PRESENTER(S):

Terrell L. Strayhorn, PhD, Professor and Founding CEO, Do Good Work Educational Consulting, LLC — Nashville, TN

Friday, June 1– 10:15 a.m. - 11:45 a.m.

Session Type: Special Feature

4208: The Repression of Palestine in Academe

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

This presentation will examine the systematic repression of pro-Palestine sentiment on campus. I will provide an overview of the Boycott, Divestment, and Sanctions [BDS] movement and illustrate how administrators and legislators have moved to outlaw or even criminalize it. Students have been significantly affected by these developments. I will therefore offer suggestions about how educators can offer strong support.

PRESENTER(S):

Steven Salaita, PhD, Independent Scholar — Springfield, VA

Friday, June 1– 10:15 a.m. - 11:45 a.m.

Session Type: Special Feature

4209: Indigenizing Space: Reclaiming Traditional Values in Contemporary Settings

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

Matika Wilbur, an acclaimed photographer from the Tulalip and Swinomish tribes (Washington), is the creator and director of Project 562, and the only Native American photographer and social documentarian to be welcomed into each of the 562+ Native American sovereign territories in the United States. For the past five years, Wilbur has collaborated with scores of tribes to share the images and truths of Native American Peoples.

Join us for a break-out session as Wilbur presents “Indigenizing Space”; providing remarkable insights on the positive ways that indigenous nations and people across the country are integrating indigeneity in various fields and how we can learn from them.

The land we walk upon, whether it be city streets, country lanes, or suburban cul-de-sacs- is Indian land. There are echoes and signs of Native existence all around the United States if we are willing to be open, to learn from, and to connect with our first peoples, not in the absurd myths and false images that pervade the massive media. The drunken Indian, the vicious savage, the noble wiseman, and the silent earth-mother are all products of the historical fabrication and racism of “Manifest Destiny”. We degrade and dishonor Indian people – and our nation - by prolonging such banal, dehumanizing characterization of rich and diverse indigenous peoples and cultures.

There is a growing body of brilliant historicism on the social structures and values of Native America; a phenomenal emergence of Indian art and aesthetics, literature and film, dance and ceremony; a rising, powerful ideology and activism for natural and human rights that is changing conversations and practices for NGOs and others throughout the country and planet. Matika Wilbur will offer fundamental concepts from Indian Country that educators may consider integrating into their understanding and practice while also offering them resources to do so.

PRESENTER(S):

Matika Lorraine Wilbur, Director / Photographer, Project 562 — LaConner, WA

Friday, June 1– 10:15 a.m. - 11:45 a.m.

Session Type: Special Feature

4211: From Surviving to Thriving: Navigating Burnout and Compassion Fatigue for Queer Women Professionals of Color in Student Affairs

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

This session will explore the impact of white supremacy in the workplace on Queer Women professionals of color. We will discuss topics such as the impact or harm that compassion fatigue, racial battle fatigue and secondary traumatic stress in higher education can have on individuals. We will highlight the importance of self-care, setting boundaries and importance of coalition building as a means to move forward in student affairs. Through self-reflection, we will discover together what resiliency looks like in a community within student affairs and talk about how we will be reclaiming our time. This session is for all levels of experience, and for folks working within higher education.

PRESENTER(S):

Ashley Golden-Battle, EdD, Director of Admissions & Recruitment, Office of Admissions Bunker Hill Community College — Boston, MA

Julia Golden-Battle, M.Ed., Assistant Dean Diversity Inclusion, Student Affairs MCPHS University — Quincy, MA

Sheltreese McCoy, PhD, CEO, Executive Leadership Radical Higher Education Innovations (RHedI), LLC — Madison, WI

Friday, June 1– 10:15 a.m. - 11:45 a.m.

Session Type: Special Feature

4212: Renaissance Women of Change & Resistance

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: All Levels

Advocacy, Work, Resistance, Struggle, and Community mobilizing. All of these action words have been at the pulse of women. Women as change agents and leaders have led the fight for social justice, compassion, and inclusion. At NCORE, we have utilized the space and energy to focus on Women leaders who continue to shape the discourse and actions in the academy. For this year, the renaissance women session will focus on those at the front lines, including women who work within and outside the margins of academy, but have focused on ways to galvanize communities. For the past year, women, DACA, undocumented, refugees, Non-Christians, Muslims, Affirmative Action, and progress for social justice have been under attack. Hundreds of national organizations have worked to support, defend, and protect the rights of our communities. The Southern Poverty Law Center and the Asian American Advancing Justice are two organizations that showcase the commitment and dedication to continue to fight for what is just. Jiny Kim and Lecia Brooks will join this panel to discuss their work, their journey, and ways we can build a coalition with university campuses.

PRESENTER(S):

Lecia Brooks, Outreach Director, Southern Poverty Law Center — Montgomery, AL

Mary Yu Danico, PhD, Director and Professor, Asian American Transnational Research Initiative Cal Poly Pomona — Irvine, CA

Jiny J. Kim, JD, Vice President, Policy and Programs Asian Americans Advancing Justice - AAJC — Washington, DC

Friday, June 1– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

4213: Professional & Personal Development for Diversity Officers: Deepening Capacity and Competencies for Enhancing Success

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Intermediate

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 a 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 in order to be successful diversity officers in today's higher education landscape.

PRESENTER(S):

Vernon A. Wall, MS, Director, Business Development LeaderShape, Inc. — Champaign, IL

Friday, June 1– 10:15 a.m. - 11:45 a.m.

Session Type: Major Workshop

4214: Multiethnic Identity in AAPI Communities

Session Track: Intersectionality, Identities and Discussions

Experience Level: All Levels

Navigating multiracial identities within the AAPI communities can be complex. Tensions between racial groups and the predominantly monoracial language around race adds to this complexity. This session will explore multifaceted perspectives around multiracial identity in AAPI communities. In particular, we will focus on key themes such as:

- The lived experiences of multiracial people in AAPI communities
- Intergroup tensions and opportunities for solidarity building within a diverse racial group
- Confronting anti-Blackness in AAPI communities especially with respect to Afro-Asian identities

This session will feature a panel of academic, artistic and activist voices as well as some interactive group activities. All levels of experience and interest are welcome.

PRESENTER(S):

Mitzi Uehara Carter, PhD, Visiting Professor, Global Sociocultural Studies Florida International University — Palmetto Bay, FL

Aisha Fukushima, BA, Singer | Speaker | RAPTivist, RAPTivism | Artist — Philadelphia, PA

Heather Lou, M.Ed., Director of Student Life and Leadership Development, Metropolitan State University — Minneapolis, MN

Mia C. White, Assistant Professor of Environmental Studies, The New School — New York, NY

Hollis Wong-Wear, BA, Musician, Spoken Word Artist — Seattle, WA

Friday, June 1– 10:15 a.m. - 11:45 a.m.

Session Type: Special Feature

4215: “It’s Sort of Like...”: Using Identity Analogies and Metaphors in Higher Education

Session Track: Intersectionality, Identities and Discussions

Experience Level: Intermediate

Drawing upon one’s prior knowledge and understanding of something can be a useful way to make sense of complex ideas, such as the ever-changing landscape of identity. Analogies and metaphors are two common ways that people make connections to things they are familiar with. As Tran and Johnston-Guerrero (2016) articulated, “Both analogies and metaphors are interwoven into our everyday thinking and speech” (p. 135). However, while these rhetorical strategies may be common, the ways some have used them to compare subjects are potentially dangerous. For instance, drawing parallels between transracism and transgender identity has been highly contested. Yet, what might be learned and explored in drawing parallels between identity experiences, for instance, the racial liminality experienced by transracial adoptees and multiracial individuals? Or in the more specific context of residential life, how might the research on cross-racial roommate relationships speak to the experiences of roommates with differing sexual orientations? This session seeks to explore the potential benefits and dangers of using identity analogies and metaphors in higher education research and practice. As such, participants of this symposium will engage in developing a critical consciousness around identity analogies. This session should particularly benefit educators who have been challenged in how to build understanding across differences, especially among people with marginalized identities/experiences without further marginalizing those populations.

PRESENTER(S):

Ariel Anderson Ashlee, M.Ed., Doctoral Candidate, Educational Leadership Miami University — Cincinnati, OH

Lisa Combs, MS, Graduate Assistant, Office of Community Engagement and Service Miami University — Oxford, OH

Stephen Deaderick, M.Ed., Assistant Director, Residence Life Tulane University — New Orleans, LA

Alandis Johnson, PhD, Postdoctoral Researcher, Educational Leadership Miami University — Cincinnati, OH

Marc P. Johnston-Guerrero, PhD, Assistant Professor, Higher Education and Student Affairs The Ohio State University — Columbus, OH

Vu Thanh Tran, PhD, Assistant Director of Residence Education, Residence Education and Housing Services Michigan State University — East Lansing, MI

Friday, June 1– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

4216: Our Unconscious Brain: Keys to Interrupting the Impact of Implicit Bias

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

This session examines the role implicit bias plays in educational outcomes, employment, health and well-being, and law enforcement. Implicit bias has come to be recognized as a powerful force that not only shapes individual actions but institutional policies and practices as well. We now know implicit bias plays a role in individual interactions, suspensions from school, jury verdicts, sentencing to prison, job interviews, hiring, police shootings, and policies influencing housing, health care and more. This session will look at three primary mechanisms that produce bias: priming, associations, and assumptions and create understanding of actions people can take to counteract negative race associations that lead to negative consequences for people of color. This highly interactive session will use activities, videos, media images, and provocative discussions to increase understanding of how implicit bias manifests, how it perpetuates, and what people can do to interrupt it with a vision for changing both individuals and systems.

PRESENTER(S):

Kathleen Osta, MSW, Regional Director, Midwest Region, National Equity Project — River Forest, IL

Hugh Vasquez, MSW, Senior Associate, National Equity Project — Oakland, CA

Friday, June 1– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

4217: Reaching Beyond the Choir: Overcoming Defensiveness and Inviting Allyship*

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

In these divided Trumpian times it's difficult to imagine how we will ever bridge the chasm that keeps us deadlocked in conflict. Instead of making progress toward a more equitable society, we're slipping backward into a time warp. Campus climates are chock full of micro and macro aggressions, and though we will never change the minds of some staunchly racist/heteropatriarchal/ableist/xenophobic individuals, reaching the moveable middle is imperative if we are to succeed in altering the culture of discrimination in our institutions. Though it might feel good to grandstand, label naysayers, and unleash our anger at those who just don't get it, these tactics don't create the change we need. This session will explore proven tactics for engaging in discourse that changes hearts and minds. We'll dive into the science of the reptilian brain and tribal decision-making; learn how to "call in" microaggressors, instead of calling them out; address white defensiveness; and dissect the racist/non-racist dichotomy that furthers our aversion to talking about race. This session should particularly benefit faculty, staff, and students who have an interest in creating a more inclusive campus environment by adding colleagues and fellow students to "the choir," but aren't sure how to do it.

PRESENTER(S):

Laurie Carlsson, BA, Diversity Policy Coordinator, Office of Minority Affairs and Diversity University of Washington — Seattle, WA

Norma Rodriguez, Ph.D., Director, Office for Faculty Advancement, Office for Faculty Advancement University of Washington — Seattle, WA

Friday, June 1– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

4218: Diversify Faculty Hiring: Multi-Pronged Innovations

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Recruiting and retaining under-represented faculty of color, both full-time and adjunct, are crucial for the success of the increasingly diverse students served at our institutions. This workshop highlights multiple innovations within Washington State's community and technical college system to diversify faculty hiring: 1) strategies developed by Diversity and Equity in Hiring and Professional Development (DEHPD), a coalition representing faculty and staff from multiple colleges in WA State; 2) contract language and agreements developed at two colleges through a Diversity-Equity- Inclusion (DEI) lens; 3) a framework for developing discipline-specific DEI competencies for the search process; and 4) the work of American Federation of Teachers (AFT) Washington's Human and Civil Rights Committee (HCRC) to promote systemic change through faculty unions. The team will share their experiences with potential barriers and best practices for working with faculty and administration to implement equity into each step of the hiring process and in professional development opportunities. This session should particularly benefit representatives from colleges and universities working towards diversity and racial

equity in the faculty hiring process; retention and professional development opportunities for faculty of color; and the enhancement of cultural competencies among faculty.

PRESENTER(S):

Vik Bahl, PhD, Faculty, English Green River College — Auburn, WA

Aryana Bates, PhD, Dean of the Library, eLearning, and Teaching & Learning Center, Library North Seattle College — Seattle, WA

Jen Haggard, Organizer, Human and Civil Rights Committee AFT (American Federation of Teachers) Washington — Tukwila, WA

Kimberly McRae, M.Ed, Faculty, Counseling Seattle Central College; AFT Seattle Local 1789 — Seattle, WA

Betty Williams, MSW, Faculty/Program Coordinator, Parent Education/Workforce Instruction Division North Seattle College; AFT Seattle Local 1789 — Seattle, WA

Friday, June 1– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

4219: The Network: Building Pathways that Make Sense

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

Do you want to know how to build meaningful connections on your campus to support high financial need students? We will provide you with a current model that works at Indiana University Bloomington with the Groups Scholars Program. This program is currently comprised of over 1200 students on campus, however over 12,000 students have come through the program since inception in 1968. We will further the session with an interactive discussion about the pathways that can be created in higher education to support and include high financial need students while retaining and graduating them in a timely manner. These networks must align with your vision and include the purpose and goals of your organization, unit and/or department. Everyone will walk away with ideas of how to stimulate conversation or actions to implement on their campus to gain more support.

PRESENTER(S):

Mary Stephenson, M.S., Director, Groups Scholars Program Indiana University — Bloomington, IN

Samuel Young, M.A., Associate Director, Groups Scholars Program Indiana University — Bloomington, IN

Friday, June 1– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

4220: From Town Halls to Strategic Plan: A Timeline of Diversity, Equity & Inclusion

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

Around the height of student activism during the Fall 2015, students at The College of Wooster were ready for REAL change. Along with passionate faculty and staff, students used the power of peer-to-peer support to drive the 2-year process of developing the institution's first diversity, equity and inclusion (DEI) strategic plan. The session will provide a timeline of the DEI strategic planning process, along with important historical context. Attendees will have the opportunity to hear of the experiences from various perspectives, actively participate, and leave with suggested resources for enhancing DEI planning efforts at their respective institution.

PRESENTER(S):

Shadra Smith, MS, Associate Dean, Center for Diversity & Inclusion, Division of Student Affairs The College of Wooster — Wooster, OH

Jahqwahn Watson, CDI/APEX Intern, Center for Diversity & Inclusion The College of Wooster — Wooster, OH

Friday, June 1– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

4221: Moving Beyond Shock and Surprise: The Role of Student and Staff Coalitions in Addressing Racism on College Campuses

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

After tragic national and campus events, a coalition of students and staff carved out new initiatives and policies that acknowledge and address the presence of racism at the University of Rochester.

Activism has become a literal and figurative transformational model. Students advocate for and empower other students and create initiatives that are increasingly lasting due to institutional backing. This support is in contrast to what Ross (2016) describes: "colleges and universities have historically either been complicit in fostering a campus environment that was friendly to racist behavior, or reacted so superficially that they made the conditions even worse" (p.12). Disbelief and surprise fade, students graduate, and institutions are racially stagnant spaces.

Because students flow in and out of the university, the nature of dealing with racism on campus can seem new to them while from the perspective of staff who work at an institution, anti-racist efforts on campus seem not to progress. This session will particularly benefit practitioner staff that work directly with students and have a driving interest in social justice and institutional change.

A small group of staff and student representatives will discuss how student-staff coalitions influence and maintain policies to ensure that students of all backgrounds have a voice and presence on college campuses.

PRESENTER(S):

Anansa Benbow, BA, Alumna, Arts, Sciences, and Engineering University of Rochester — Rochester, NY

Elizabeth Daniele, MS, Assistant Director for Graduate Diversity in Arts, Sciences & Engineering, The David T. Kearns Center for Leadership and Diversity University of Rochester — Rochester, NY

Sasha Eloi-Evans, EdD, Academic Program Coordinator/Lecturer, Office of Minority Student Affairs/Department of Linguistics University of Rochester — Rochester, NY

Charlisa Goodlet, BS, Alumna, Arts, Sciences, and Engineering University of Rochester — Rochester, NY

Jessica Guzman-Rea, EdD, LMSW, Director, Paul J. Burgett Intercultural Center University of Rochester — Rochester, NY

Friday, June 1– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

4222: Mindfulness and the Embodiment of Implicit Bias: Tools for Healing & Social Justice

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Our bodies provide many messages and guidance that in the Western world, we have been taught to ignore. How can we tap into those messages to respond to situations rather than react to them? This question has broad implications for our own health and wellbeing as well as for our interactions with

others. For example, what emotions arise when we meet someone who has different social identities than we do? How does it feel in our bodies when we meet someone whom we know we have an implicit bias against? How might these feelings in our bodies be interfering with authentic engagement with others, making it less likely we will build relationships across difference? Psychology research shows that awareness of our own implicit biases allows us to interact with others more authentically, and build deeper and healthier relationships, especially across social differences. This session will engage participants in mindfulness practices and through pair shares and group discussion, invite participants to consider our own social identities, attitudes, and the way these can work together to unintentionally exclude others or to intentionally include others. This session should particularly benefit those who are interested in mindfulness and other contemplative practices for healing and justice.

PRESENTER(S):

Dena Samuels, PhD, Director, Matrix Center for the Advancement of Social Equity & Inclusion University of Colorado Colorado Springs — Colorado Springs, CO

Friday, June 1– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

4224: Making Noise Making Moves: Integrating Student Activism with Student Government

Session Track: Student Interest and Engagement

Experience Level: Intermediate

This interactive session illustrates the unique relationship between two very different structures present at the University of Arizona (UA) and the progress they have made together increasing equity and representation on their campus. This session should particularly benefit any students looking towards building intercultural coalitions on their campus and finding diverse ways to apply pressure to administration in regards to inclusion.

Information on the creation of sustainable student activism programs, like the Marginalized Students of UA (MSUA) and the unknown roles and responsibilities of student government like the Associated Students of UA (ASUA) will be provided. As one of the organizers behind MSUA and the Diversity Chair of ASUA our experience will outline common obstacles and allow the audience to leave with actionable plans tailored to their own respective institutions.

PRESENTER(S):

Hassan Farah, B.S., President of Black Student Union, African American Student Affairs Dean of Students Office — Tucson, AZ

Lorenzo Johnson, ASUA Administrative Vice President, Student Governance and Programs University of Arizona — Tucson, AZ

Natalynn Masters, Executive Director of Diversity, Associated Students of the University of Arizona University of Arizona — Tucson, AZ

Friday, June 1– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

4225: How We Improved the 4-Year Graduation Rates of a So-called "At-Risk" Population by 61%

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Intermediate

This seminar is designed for educators who seek further development in creating student persistence strategies connected to the overall goals of learning, retention and satisfaction. The presenter will share details of the enrollment management framework that has led to a 61% increase in the four-year graduation rate of a so-called "at-risk" cohort. Topics include: moving scholars from prospect to active alumni status, orientation is a two-way street, eliminating the barriers YOU create that hinder student success, other duties not assigned, avoiding burnout, data driven decisions/services, campus politics 101, voluntary/involuntary withdrawal testimonials, and the road to graduation. The specific initiatives/reports that will be discussed include: a male leadership academy, targeted outreach, a weekly program for scholars under a 2.0 GPA called Turning Point, co-curricular student orgs housed within the program, and the essential data/reports. Each participant leaves with a "Retention Swagger Assessment Score," a time-referenced goal, and a wealth of resources essential for professional development and student achievement. The session concludes with "Memoirs of a Child Almost Left

Behind," as the presenter shares intimate details of the retention encounters that helped overcome poverty, loss and a 1.9 GPA to the doctoral salute.

PRESENTER(S):

Daniel Jean, Ed.D., Executive Director of EOF and Academic Development, Student Academic Services
Montclair State University — Montclair, NJ

Tatia Haywood, MA, EOF Counselor/Academic Advisor, Educational Opportunity Fund Program (EOF)
Montclair State University — Montclair, NJ

Friday, June 1– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

4226: 'Mancha del Plátano': Anti-blackness in Latinx Communities

Session Track: Intersectionality, Identities and Discussions

Experience Level: Novice

The Latinx fear of blackness is present in several popular expressions throughout Latin America, including "La mancha de platano," or the stain of the plantain, which connotes the "stain" of blackness and an African heritage. Latinx people are reluctant to deal with their African past because to do so would mean acknowledging a relation to Africa that is viewed as damaging their self-image and interfering with their struggle for acceptance in a racist society. This session will discuss the effects that anti-blackness in the Latinx community has on Latinx students in higher education spaces.

This session should particularly benefit participants who are interested in the success of Latinx and Black students, practitioners who provide direct services to Latinx students or other minority students, and students interested in taking an active role in better understanding how the intersection of race and ethnicity manifest for Latinx students in Higher Education spaces.

PRESENTER(S):

Brandon Quiles, M.S., Student Engagement Coordinator, College of Education and Human Development
George Mason University — Fairfax, VA

Alex Wilson, BA, Overdose Response Specialist, Outreach HIPS — Washington, D.C.

Friday, June 1– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

4227: Honoring More Voices: Decolonizing Assessment Practices Through The Application of Critical Theory

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

As student affairs practitioners, program evaluation and assessment are vital components of our student learning and engagement praxis. This presentation will discuss tips for addressing assumptions and biases in common student affairs assessment practices. Using Critical Race Theory and Queer Theory as frameworks, presenters will engage audience members in a discussion on how to engage a critical lens when creating or implementing departmental and program evaluations. Additionally, attendees will gain skills to deconstruct assessment data while incorporating diverse student demographics.

PRESENTER(S):

Meg Evans, M.S., Director, LGBT Resource Center University of Georgia — Athens, GA

Jason Wallace, M.Ed., Interim Director, Multicultural Services & Programs University of Georgia — Athens, GA

Friday, June 1– 10:15 a.m. - 11:45 a.m.

Session Type: Concurrent Workshop

4228: The Black History 101 Mobile Museum: Using Objects of the Past to Liberate the Present and Envision a Socially Just Future

Session Track: Student Interest and Engagement

Experience Level: Novice

This session examines how to engage students in addressing historical social injustice using original artifacts from the archive of the Black History 101 Mobile Museum. Information on the background and current work of the Black History 101 Mobile Museum will be provided. Participants will engage in hands-on activities utilizing artifacts that will encourage critical thinking and dialogue connecting past injustice to present day issues. This session will be beneficial for participants interested in creating programming on campus that encourages building bridges of understanding and respect among diverse communities. Since 2006, the Black History 101 Mobile Museum has built an exemplary record in engaging students, faculty, and administrators in workshops on diversity and inclusion.

PRESENTER(S):

Khalid el-Hakim, M.A., CEO, Education Black History 101 Mobile Museum — Detroit, MI

Friday, June 1– 1:30 p.m. - 2:45 p.m.

Session Type: Keynote

4300: Now What? Cultivating and Sustaining Diverse Campus Communities in Times of Racialized Embattlement

Session Track:

Experience Level:

Educational institutions have come a long way in their efforts to understand and address issues of diversity. Yet many continue to fall short of addressing systemic practices that perpetuate structural inequities and ignore historical and political underpinnings. Against the backdrop of current Trump administration's intentions to further divide people, fostering inclusive and diverse campus communities is even more challenging. How can student, faculty, and staff engage in the critical conversations so necessary for change? How can we rupture current understandings and practices often grounded in racialized, dominant, comfort, and normative filters? How can we provide critical approaches to advocating equity and justice for all? A leading scholar practitioner, Dr. Michael Benitez Jr. has been a bold voice in higher education and offers an analysis on the state of diversity and inclusion on today's college campuses and offers strategies for how campus community members can rethink, cultivate, and sustain diverse campus communities.

PRESENTER(S):

Michael Benitez, PhD, Chief Diversity Officer/ Dean of Diversity and Inclusion/Title IX Officer, Office of Diversity and Inclusion University of Puget Sound — Tacoma, WA

Friday, June 1– 3:30 p.m. - 5:30 p.m.

Session Type: Major Workshop

4401: The Facilitator in You: Leading Discussions Around Social Justice

Session Track: Intersectionality, Identities and Discussions

Experience Level: Intermediate

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 to lead conversations and affect 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.

PRESENTER(S):

Temple Jordan, M.Ed., Assistant Director, Office of Social Justice, Inclusion & Conflict Resolution Rowan University — Glassboro, NJ

Nu'Rodney Prad, MS, Director of Student Engagement, Institutional Diversity, Equity, Advocacy and Leadership Temple University — Philadelphia, PA

Friday, June 1– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

4402: Intersectional Feminism: Will be Trans Inclusive or Will It Be...

Session Track: Intersectionality, Identities and Discussions

Experience Level: Intermediate

This session examines Transgender Inclusive Feminism and the application of this lens to inform the mission and services of the Women's Center and LGBT Center at Tufts University.

Information on the background on Trans Inclusive Feminism will be provided, as well as insights and lessons learned from praxis. This session should particularly benefit participants who are interested in the success of Gender Variant students, practitioners who provide direct services to students exploring their gender identity and expression, students interested in gender equity, and those who are concerned with furthering their understanding of Intersectionality

PRESENTER(S):

Hope Freeman, M.S., Director, LGBT Center, Student Affairs Tufts University — Medford, MA

K. Martinez, M.A., Director, Women's Center, Student Affairs Tufts University — Medford, MA

Friday, June 1– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

4403: An Inclusive Classroom Framework: Resources, Onboarding Approach and Ongoing Programs from CELT at Iowa State University

Session Track: Faculty Interest and Needs

Experience Level: Advanced

A taskforce of faculty, graduate, and undergraduate students worked under the direction Iowa State University's Center for Excellence in Learning and Teaching (CELT) to develop a multi-pronged approach to build positive student learning experiences through creating inclusive classrooms.

Participants in this Inclusive Classroom Faculty Development Workshop: learn about teaching inclusively and why it is important at Iowa State University, identify their own attitudes towards inclusion and determine how it impacts teaching; enhance instructional skills that contribute to an inclusive campus environment; and learn about student support resources at the university. This session will describe how this initiative moved from gathering stakeholder input to the development of pre-workshop online learning modules, supporting resources, and ongoing training opportunities for faculty and staff who teach. Finally, we will engage in active learning examples that provide practical ways for faculty to build their teaching inclusively action plan.

PRESENTER(S):

Laura Bestler, Ph.D., Program Coordinator, Center for Excellence in Learning and Teaching Iowa State University — Ames, IA

Friday, June 1– 3:30 p.m. - 5:30 p.m.

Session Type: Major Workshop

4404: The Diversity & Inclusion Practitioner: Changing Roles, Changing Times: Managing Diversity in the Current Political Climate

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: All Levels

A panel of D&I higher education leaders will engage in an interactive

discussion on how to leverage their leadership role to manage and influence diversity and inclusion in the current political climate. Topics may include Title IX, immigration reform, sexual harassment in the workplace, anti-LGBT legislation, and gender pay equity. This session is open to D&I practitioners in higher education.

PRESENTER(S):

Timothy Fields, MEd, Associate Dean, Office of Undergraduate Admission Emory University — Atlanta, GA

Natalie Clark Maggitt, EdD, PHR, Managing Director, Soaring Business Solutions — Woodbridge, VA

Sonja Montas-Hunter, PhD, Assistant Vice Provost for Student Access & Success, Student Access and Success Florida International University — ,

Damon L. Williams, Jr., , Assistant Dean of Diversity & Inclusion, The Graduate School Northwestern University — ,

Ada Katherine Wilson, JD, Assistant Vice President, Access and Inclusive Excellence, Office of Inclusion and Diversity Auburn University — Auburn, AL

Friday, June 1– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

4405: Adjunctification of Higher Education as a Barrier to Achieving Equity

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

Approximately 70% of instructors in Two-Year colleges are adjuncts. Research indicates that this increasing reliance on adjuncts has negative impacts on student success, primarily due to the lack of resources and support that colleges provide to adjuncts. Furthermore, the ranks of adjunct faculty tend to be the most diverse in terms of race, ethnicity, and gender. Thus, if colleges are going to close equity gaps, adjunctification and the lack of institutional support for adjuncts need to be addressed. This workshop will explore how adjunctification is a barrier to achieving equity and student success through presentation, case studies, and discussion in order to understand the scope of this problem and steps colleges can take to mitigate these barriers.

PRESENTER(S):

Ian Duckles, PhD, Assistant Professor, Philosophy San Diego Mesa College — San Diego, CA

Maria-Jose Zeledon-Perez, MA, Adjunct Faculty, Communication Studies San Diego Mesa College — San Diego, CA

Friday, June 1– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

4407: Creating Our Own Spaces: Navigating Transracial Asian American Adoptee Identity On College Campuses

Session Track: Intersectionality, Identities and Discussions

Experience Level: Novice

Transracial adoptees (TRAs) are left out of identity development conversations. Unique lived experiences of Asian American transracial adoptees complicates identity development for students adopted into White families. This workshop examines the unique experiences of Asian American TRAs through the lens of student experiences and student-developed programming designed to support Asian American TRAs. Participants will have the opportunity to discuss research opportunities and ways non-adoptee professionals can support Asian American TRAs.

PRESENTER(S):

Sara Blair-Medeiros, M.Ed., Assistant Director of Outreach, Women's Resources and Research Center University of California, Davis — Davis, CA

Christopher Pheneger, BA, Student Director, Student Recruitment and Retention Center University of California, Davis — Davis, CA

Friday, June 1– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

4408: Hangry for More: How a Campus Food Pantry Addresses Student Food Insecurity

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

This session should particularly benefit conference participants in the following ways: learn how a mid-sized private university in New York City was able to address food insecurity among its students, how a campus food pantry was created and managed, and how partnerships on and off campus have sustained the effort to address and reduce food insecurity. We will share usage data from our University's food pantry, which shows a disproportionately high rate of use among self-identified students of color and international students as compared to the overall university population, as well as facilitate a broader discussion about food insecurity on college campuses.

PRESENTER(S):

Mariah French, BA, Coordinator of Student Support and Crisis Management, Student Health and Support Services The New School — New York, NY

David Howe, PhD, Area Coordinator, Housing and Residential Education The New School — New York, NY

Rachel Knopf Shey, RDN, MPH, Assistant Director of Wellness and Health Promotion, Student Health and Support Services The New School — New York, NY

Andrea MacFarlane, LMSW, Assistant Director of Student Support and Crisis Management, Student Health and Support Services The New School — New York, NY

Naim Rasul, MA, Director of Student Support and Crisis Management, Student Health and Support Services The New School — New York, NY

Tracy Robin, LCSW, Assistant Vice President for Student Health and Support Services, Student Health and Support Services The New School — New York, NY

Friday, June 1– 3:30 p.m. - 5:30 p.m.

Session Type: Special Feature

4409: What's Woke Got To Do With It?: Dismantling Social Justice Ego

Session Track:

Experience Level: Advanced

Institutions of Higher Education continue to engage in social justice work, often hiring individuals to intentionally build a more inclusive campus environment. Those called to do “the work” are viewed as experts in social justice; those who no longer make mistakes. In short, they are “woke”. This creates a false and dangerous dichotomy. In this three-hour workshop, several social justice educators will share thoughts and reflections on the ways that “wokeness”, or a conclusion of a social justice journey is a fallacy. Participants will engage in a variety of activities, including small and large group discussions, personal narrative writing and listening to address, name, and unpack social justice ego. Participants will take away an understanding of social justice as a complex, lifelong practice. This workshop will benefit

individuals often viewed as experts of social justice issues on their campuses, and well as those invested in thinking differently about social justice endeavors.

PRESENTER(S):

Romeo Jackson, M.Ed, Graduate Student, Educational Leadership and Policy University of Utah — Salt Lake City, UT

Michael Akeem Riley, MS, Coordinator LGBTQA Resource Center, Office of Multicultural Student Success DePaul University — Chicago, IL

Friday, June 1– 3:30 p.m. - 5:30 p.m.

Session Type: Major Workshop

4410: Understanding Intersectionality: The Keep It Real-Diverse Game Workshop

Session Track: Intersectionality, Identities and Discussions

Experience Level: All Levels

Revolutionizing how Diversity programming is implemented, the Keep It Real Diverse Workshop is the ultimate high impact CONNECTION workshop! We go beyond knowing what diversity and inclusion is to get to the core of how intersectionality relates to the human condition. 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. Playing this game in the session provides participants with a powerful and enjoyable interactive experience of inclusion, bonding and bridge-building.

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

PRESENTER(S):

Ralph Newell, , , — ,

Friday, June 1– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

4411: 114: A Case of Civil Liberties vs. Civil Rights on College Campuses

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

114 examines the intersections between civil liberties and civil rights on college campuses and explores the boundaries by which free speech functions. Using the First and Fourteenth Constitutional Amendments as a structural framework, this session identifies the ways in which basic human rights are argued on college campuses and offers a response to the longstanding conundrum of respecting civil liberties while supporting civil rights at public institutions. This session should particularly benefit participants who work with free speech rights and/or issues on campus, students who serve in advocate groups and individuals interested in specific areas of Constitutional Law.

PRESENTER(S):

Sherard Robbins, M.Ed., Assistant Dean of Students: Equity & Student Engagement, Dean of Students Office University of Arizona — Tucson, AZ

Friday, June 1– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

4412: Naming and Using Privilege to Weaken Privilege and Real-ize Greater Distributions of Power

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Over the last 30 years in the U.S., more people have become aware of privilege systems than ever before. But are people using their privilege to weaken the systems that gave it to them? The facilitators will bring 10-15 examples of reducing privilege in psychological and institutional structures. Then session participants will be invited to describe their first-hand knowledge of actions people are taking to actually weaken privilege systems. This session should particularly benefit administrators and CDO's who want to answer the calls, especially from students, for empowerment, transparency, and genuine commitments to social justice on the part of leaders.

PRESENTER(S):

Victor Lee Lewis, M.A., Founder/Director, Radical Resilience Institute, Curriculum Development Specialist SpeakOut - The Institute for Democratic Education and Culture — Oakland, CA

Peggy McIntosh, Ph.D., Senior Research Scientist and Founder of the National SEED Project on Inclusive Curriculum (Seeking Educational Equity and Diversity), Wellesley Centers for Women Wellesley College — Wellesley, MA

Hugh Vasquez, MSW, Senior Associate, National Equity Project — Oakland, CA

Friday, June 1– 3:30 p.m. - 5:30 p.m.

Session Type: Special Feature

4413: New American Story: Hip-Hop, Power and Love Stories of a Barrio Scholar

Session Track:

Experience Level: All Levels

What does it mean to be American? Through music performance, visuals and dialogue, Olmeca challenges “normalized” narratives about activism, poverty and the Latinx community in mainstream media and institutions including higher education. As a hip-hop artist, activist and scholar, Olmeca explores his journey from poverty to becoming university faculty, from a statistic to activism and from the notion of “not belonging” in America to helping construct new narratives for the Latinx community in the U.S.

This Performance/Speaking setting allows the audience to not only intellectualize the content through discussion and lecture, but also understand and imagine the context through music and poetry...a sort of praxis from the bottom up and a holistic process of learning.

Some of the stories include; the “philosophy of activism”, exploring academic expectations as a first generation college student while navigating higher education, the notion of “selfish” vs. “selfless” love, organizing with indigenous communities, hip-hop culture, Latin Alternative music scene, and “run-ins” with major labels and growing up around gang violence and poverty in Los Angeles and Mexico.

PRESENTER(S):

Olmeca, MA, Hip-Hop artist/scholar/activist — Las Vegas, NV

Friday, June 1– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

4416: N!gga(er)... N!gga(er)... N!gger(er)... Are We Becoming More Accepting of The Word?

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

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 - You can hear N!gga(er) anywhere at anytime in the 21st century. Remember Paula Deen? What about Trayvon? The NFL rule change? This session should particularly benefit those at all levels of institutions who struggle to address unconscious bias and racist acts head on. Now is the time for courageous conversations! This Institute looks at the history/impact of the N!gga(er). Participants are challenged to examine their personal and professional histories with N!gga(er), examine when or how they first heard N!gga(er) and most importantly, to explore the pictures and feelings associated with the word. We 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 people, specifically young people/future leaders, to consider the ramifications of casual or uniformed usage of a powerful and troublesome word.

PRESENTER(S):

Eddie Moore, Jr., PhD, Executive Director, The Privilege institute — Green Bay, WI

Friday, June 1– 3:30 p.m. - 5:30 p.m.

Session Type: Special Feature

4417: Over-incarceration and Communities of Color: The Case of New Orleans and Louisiana

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

The city of New Orleans and the state of Louisiana regularly receive attention for having some of the highest rates of arrest and incarceration in the United States. But the problems of dysfunctional and discriminatory criminal justice systems affect the entire United States. This 90 minute panel brings together New Orleans leaders who have been working to reform that system from the front lines in this city. They bring experience from all levels within that system and also from the world of grassroots activism. What are the most immediate and effective steps that can be taken to address this crisis in criminal justice in national state and local settings?

PRESENTER(S):

Norris Henderson, , , — New Orleans, LA

Keva Landrum-Johnson, , Judge, Orleans Parish Criminal District Court — New Orleans, LA

Kenneth Polite, , Former U.S. Attorney, Eastern District of Louisiana — New Orleans, LA

Friday, June 1– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

4418: Creating Accomplices: Supporting Queer and Transgender Students of Color

Session Track: Intersectionality, Identities and Discussions

Experience Level: Intermediate

Queer and transgender students of color face barriers and obstacles that are often left out of the narrative of GLBT lived experiences. This presentation will examine the ways in which the current cultural narrative surrounding GLBT identity has upheld White supremacy and further marginalized QTPOC folks. This workshop will unpack the systemic oppression that impact and complicate the experiences of folks when race and ethnicity intersect with gender and sexuality. Participants will unpack the ways in which settler colonization has erased the vibrant history of queer identities within communities of color. Participants of this workshop will discover ways that they can move beyond being an ally for the queer and transgender community of color to being an accomplice.

PRESENTER(S):

Preston Keith, MA , Assistant Director, GLBT Center North Carolina State University — Raleigh, NC

Friday, June 1– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

4424: Creating Meaningful, Sustainable Change: Maximizing Your Consultant-Campus Partnership

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Intermediate

Many, if not most, systemic campus change efforts get bogged down and fizzle out over time. The vast scale and complexity of organizational dynamics and barriers can be daunting and overwhelming. Campus change agents and other leaders invest their heart and soul into creating truly inclusive campus environments that accelerate the success of all students, faculty, and staff. Yet, over time, their efforts may not yield the depth and breadth of the sustainable change that they envisioned.

Meaningful partnerships with external consultants can provide the spark of insight, perspective, and skill development to deepen the effectiveness of Inclusive Excellence initiatives. In this engaging session, participants will review the critical components of a successful, ongoing 7-year consultant- campus partnership between key leaders at The University of Minnesota at Duluth and an external consultant. Collaborative efforts have included an initial intensive leadership retreat on racism, leadership consultation and coaching, train-the-trainer workshops, skill development to navigate difficult situations, and consulting to accelerate organization change. Participants will learn strategies to maximize internal/external partnerships as well as potential pitfalls to avoid as they consider how to develop similar strategies to create greater equity and inclusion. Participants will receive access to a packet of materials including many of the resources used in training sessions as well as the handout, Your Consultant-Campus Partnership Timeline Toward Inclusive Excellence. This session may be particularly useful for Chief Diversity Officers, Leaders of Diversity Councils, and Campus Trainers.

PRESENTER(S):

Kathy Obear, EdD, President, Center for Transformation & Change — Denver, CO

Paula J. Pedersen, EdD, Director of Education for Inclusive Excellence and Assistant Professor of Psychology, University of Minnesota Duluth — Duluth, MN

Susana Pelayo-Woodward, MA, Director and Assistant to the Chancellor, Office of Diversity and Inclusion University of Minnesota Duluth — Duluth, MN

Friday, June 1– 3:30 p.m. - 5:30 p.m.

Session Type: Special Feature

4430: Introduction to Undoing Racism®/Community Organizing

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

Through a Socratic approach, participants will be involved in dialogue, reflection, role-playing, strategic planning, and intensive processes that will challenge them to analyze the structures of power and privilege that hinder social equity, including within the Higher Education sector, thus preparing them to be effective organizers for justice.

PRESENTER(S):

Ron Chisom, Co-Founder and Executive Director, The People’s Institute for Survival & Beyond — New Orleans, LA

Kimberley Richards, PhD, Core Trainer, The People’s Institute for Survival & Beyond — New Orleans, LA

Friday, June 1– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

4433: No Longer Invisible: Voices from Afro-Latinx Professionals in Higher Education

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

Afro-Latinx identities have historically been hidden, and with their increased visibility, higher education professionals must address their complex identities and lived experiences. Participants will hear stories and experiences from self-identified Afro-Latinx professionals and gain ways to address their unique needs in higher education. Through an interactive presentation and panel discussion, participants will also understand the sociopolitical sphere that influences their identity development. The panel discussion will feature stories from Afro-Latinx professionals in higher education. This presentation is ideal for student affairs practitioners, faculty, and/or undergraduate, and graduate students.

PRESENTER(S):

Verónica Rodríguez-Méndez, M.Ed., Program Coordinator for Leadership and Engagement, University Housing Florida State University — Tallahassee, FL

Allison “Alli” Roman, MSW, Director, Diversity and Inclusion Office Trinity University — San Antonio, TX

Ariana Vargas, MEd, Graduate Assistant, Leadership, Communications & Strategic Initiatives, Office of Diversity Louisiana State University — Baton Rouge, LA

Friday, June 1– 3:30 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

4434: Black Girl Magic: Sister Circle for Healing and Remembrance

Session Track: Intersectionality, Identities and Discussions

Experience Level: Novice

Rarely do we have an opportunity to be in a space to draw from our own collective magic as sisters in higher education. This session will provide a liberatory experiential space for womxn who identify within the African Diaspora (African American, Black, Afro-Latinx, Multiracial, African, Caribbean, etc). Black womxn working in higher education are tasked with navigating a system that was not designed for us. We provide a disproportionate amount of emotional labor (educating our campuses on issues of social justice, mentoring other students/staff/faculty of color, etc.). We do this while working through our own racial trauma, double consciousness and internalized oppression. It is especially important in these troubled political times to attend to our self-care. As Audre Lorde taught us, "self-care is an act of political resistance." Facilitated by three sisters from different perspectives (student affairs, mental health, and spirituality) working in higher education, this session will serve as a healing space. We will learn coping strategies, self-care practices, and lessons of resilience from our ancestors. We will create a Sister Circle cultivating a community of continued support.

PRESENTER(S):

Natasha Burrowes, MA, Spiritual Director, Self Employed — Cincinnati , OH

Doris Martinez, M.Ed., Director of Student Diversity and Inclusion, Multicultural Affairs Highline College — Des Moines, WA

Nicole Wilson, MSW, MA, NCC, LMHCA, Faculty Counselor, Counseling Center Highline College — Des Moines, WA

Friday, June 1– 3:45 p.m. - 5:00 p.m.

Session Type: Concurrent Workshop

4500: "I Don't Know What I Don't Know": Latinx Ph.D. Student Experiences with Mentorship from Faculty at a PWI

Session Track:

Experience Level: Novice

Empirical research consistently finds that students of color (SOC) and their White peers often view campus racial climate in different ways; usually SOC perceive it to be more racist and less accepting (Harper & Hurtado, 2007) at predominantly white institutions (PWIs). An empirical qualitative pilot study was conducted to highlight the narratives of ten current and recently graduated Ph.D. students at a PWI in the Southwest, U.S.A. Critical race theory and sense of belonging are the theoretical frameworks utilized to investigate how mentorship by faculty of color positively impacts Latinx students' overall experience towards persistence throughout their doctoral programs, and preparation for careers in academia. This session should particularly benefit participants who are interested in the success of Latinx doctoral students, students of color interested in doctoral studies, Ph.D. program coordinators and those who are concerned with retention issues related to Latinx students and other minoritized populations.

PRESENTER(S):

Stephen Santa-Ramirez, M.A., Ph.D. Student & Research Assistant, Mary Lou Fulton Teachers College -
College of Education Arizona State University — Tempe, Arizona

Friday, June 1– 3:45 p.m. - 5:00 p.m.

Session Type: Concurrent Workshop

4501: A Moment of Brotherhood: How to Engage and Uplift our Men of Color during Social Unrest

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

"A Moment of Brotherhood" is an interactive session that recognizes the burden our students, particularly our men of color, are carrying as a result of the disproportionate erasure of bodies of color in America. This session will engage the sharing of customized strategies that respond to moments of campus and national social unrest for all students, with an emphasis on the urgent need to create uplifting spaces for those students most impacted by these tragedies.

PRESENTER(S):

Alex Guerrero, BA, Graduate Assistant, Male Success Initiative-Fullerton California State University-Fullerton — Fullerton, CA

Vincent Harris, PhD, Director, Male Success Initiative-Fullerton, Male Success Initiative-Fullerton California State University, Fullerton — Fullerton, CA

Evante Topp, MA, Assistant Director for African American Student Affairs, Office of Multicultural Affairs, African American Cultural Center Louisiana State University — Baton Rouge, LA

Friday, June 1– 3:45 p.m. - 5:00 p.m.

Session Type: Concurrent Workshop

4502: From their Voices: How Black Male Administrators Navigate Racism in Higher Education?

Session Track:

Experience Level: Intermediate

Higher education, an institution founded on inequity, has long harbored institutional racism, making it difficult for Black male administrators to achieve equitable outcomes with their White peers. This presentation highlights results from a completed dissertation study investigating how Black male administrators navigate racism in higher education. Using a constructivist grounded theory approach; this presentation shares findings from interview data to unearth the process by which Black male administrators navigate racism. Critical Race Theory is used as a methodological guide and analytic tool for the presentation. Results from this dissertation study are used to inform a new theory and concepts about navigating racism in higher education.

PRESENTER(S):

Domonic Rollins, Ph.D., Senior Diversity & Inclusion Officer | Special Assistant to the Deans, Dean's Office Harvard Graduate School of Education — Cambridge, MA

Friday, June 1– 3:45 p.m. - 5:00 p.m.

Session Type: Concurrent Workshop

4503: More than a Retention Goal: Holistically Serving Students of Color through Empowerment Groups

Session Track: Student Interest and Engagement

Experience Level: Novice

We get it. Students of color enter college with complex barriers to their success. Research and data highlights how these barriers culminate in low enrollment and graduation percentages for students of color across the nation; so what can we do? Ranging from various higher education backgrounds, the presenters will discuss how empowerment groups for students of color have strengthened retention and graduation at various community colleges and universities. In this interactive session, attendees will hear how intentional language, facilitation, guest speakers and civic engagement all play a vital role in holistically serving students of color.

PRESENTER(S):

Charles Dowdy, MS, LCPC, Recruitment & Outreach Specialist, Outreach Year Up - Bellevue College — Bellevue, WA

Robert Ortiz, MC, Director of TRIO, Seattle Central College — Seattle, WA

Mariama Suwaneh, B.A., Recruitment & Outreach Coordinator, Outreach Year Up - Bellevue College — Bellevue, WA

Rachel Young, MSW, Program Manager, Workforce Education Year Up-Bellevue College — Bellevue, WA

Friday, June 1– 3:45 p.m. - 5:00 p.m.

Session Type: Concurrent Workshop

4504: UndocuDeacs at Wake Forest University: Campus Organizing for Immigration Justice

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

This session will highlight ways in which student affairs professionals can support student activists who seek justice for their undocumented and DACAmented peers. In anticipation of President Trump's decision to end the Deferred Action for Childhood Arrivals (DACA) program, students at Wake Forest University came together through the Social Justice Incubator (SJI) of the Pro Humanitate Institute to establish UndocuDeacs, a student interest group seeking justice for undocumented and DACAmented students on campus. With the support of the SJI student executive board members and staff advisors, student organizers successfully planned speak-outs, letter writing campaigns, and discussion sessions. In addition, staff and students developed an UndocuPeers training and certificate program, which engages staff and faculty as advocates. In this session, we will engage student affairs practitioners in dialogue and reflection about the ways in which we can support undocumented students on our campuses. We will explore the Sanctuary Campus movement, discuss methods of institutional support, and share a curricular model for training and advocacy. This session should particularly benefit student affairs professionals who are interested in providing equitable systems of support for student activists seeking justice for undocumented and DACAmented students and their families.

PRESENTER(S):

Fahim Gulamali, B.A., Assistant Director of Social Justice Education, Pro Humanitate Institute Wake Forest University — Winston Salem, NC

Marianne Magjuka, M.Ed., Assistant Dean of Students/Executive Director, Pro Humanitate Institute, Pro Humanitate Institute Wake Forest University — Winston Salem, NC

Chizoba Ukairo, B.A., Program Coordinator, Pro Humanitate Institute Wake Forest University — Winston Salem, NC

Friday, June 1– 3:45 p.m. - 5:00 p.m.

Session Type: Concurrent Workshop

4505: Understanding Student Cultures: Addressing Systemic and Structural Barriers to Student Success

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

It is imperative that colleges and universities examine campus climate and student culture if equity, inclusion, and social justice are to exist in higher education. Participants will gain a deeper understanding of how systemic and structural racism presents barriers to success for students of color, and how assessment and evaluation can be used to improve the delivery of services. Presenters will discuss results obtained from surveys given to pre-college students who participate in the GEAR UP program. These results will be used in an effort to understand characteristics and dispositions of students entering college for the first time in 2018. The study included students from predominantly Latinx & Southeast Asians communities in Southern California and spanned over a 9 year time period. Participants will use this knowledge to help create innovative approaches to address systemic and structural racism. They will come to understand their own student population as it relates to student's attitudes, beliefs, dispositions, and overall motivation and aspirations for higher education. This presentation will be beneficial for professionals in student affairs, first year programming, outreach, housing and residence life, and other student service-based programs.

PRESENTER(S):

Yvonne Garcia, M.S., Program Coordinator, Center for Research on Educational Access and Leadership, Educational Leadership California State University, Fullerton — Fullerton, CA

Joshanna Holyfield, B.A., Graduate Research Assistant, Center for Research on Educational Access and Leadership, Educational Leadership California State University, Fullerton — Fullerton, CA

Dawn Person, EdD, Director, Center for Research on Educational Access and Leadership & Faculty of Educational Leadership, Educational Leadership Department California State University, Fullerton — Fullerton, CA

Michael Yopez, B.A., Graduate Research Assistant, Center for Research on Educational Access and Leadership, Educational Leadership California State University, Fullerton — Fullerton, CA

Friday, June 1– 3:45 p.m. - 5:00 p.m.

Session Type: Special Feature

4506: 120 Year Anniversary of the Overthrow of Hawaii's Kingdom: Actions, Activism, and a Fight for Sovereignty

Session Track: Intersectionality, Identities and Discussions

Experience Level: All Levels

In 1898, President William McKinley signed the Newlands Resolution, which provided for the annexation of Hawaii on July 7, 1898. The formal ceremony marking the annexation was held at Iolani Palace on August 12, 1898. For American nationalists and businessman, this marked a victory on the ever expansion of US colonialism in the Pacific. For the Hawaiian peoples, this day signaled a solemn surrender as the last monarch of Hawaii, Queen Lili'uokalani, was overthrown by party of businessmen, who then imposed a provisional government. The illegal overthrow of the Hawaii monarchy was rarely,

if at all, mentioned in the US history books. Yet, the fight to correct the history and to regain Hawaii as a sovereign nation never disappeared. Key Hawaiian leaders, mostly women, have stressed to tell the true story. In 1993, a joint resolution of the US congress "acknowledges that the overthrow of the Kingdom of Hawaii occurred with the active participation of agents and citizens of the United States" and further acknowledges that the Native Hawaiian people never directly relinquished to the United States their land. Yet the struggle for Native Hawaiians remains. Dr. Davianna McGregor and Esther Kia'aina have dedicated their lives to re-educate, advocate, and fight for Hawaii and its people. This session aims to share the history, and ways in which Native Hawaiians navigate the paradoxical position of being the United States 50th state, while recognizing that their land and culture were taken from them. Dr. McGregor's work on Ko'olawe, and Kia'aina's work in government and with Hawaiian affairs provide us with a glimpse of the depth and gravity of their struggle.

PRESENTER(S):

Davianna McGregor, Professor of Ethnic Studies, University of Hawaii at Manoa — ,

Charles S. Sasaki, AM, Dean of Academic Affairs, University of Hawaii - Windward Community College — Honolulu, HI

Noa Emmett Aluli, MD, Family Physician, Molokai Family Health Center — Kaunakakai, HI

Friday, June 1– 3:45 p.m. - 5:00 p.m.

Session Type: Special Feature

4507: 1745: Uncovering Scotland’s Hidden History

Session Track: Global, Multicultural and Transnational issues

Experience Level: All Levels

This session will begin with a viewing of the award winning short film “1745.” The story, written by Morayo and Moyo Akande, is set in the beautiful Scottish Highlands during the period that usually focuses on the actions of Bonnie Prince Charlie, the Jacobites, and Scottish resistance to the English. This is different. “1745” was written to shed light on the situation of “runaway” enslaved Africans, an aspect of Scotland’s history that until recent years had been firmly and deliberately denied and ignored. The film focuses specifically on the story of two sisters, played by the authors, and their attempt to run to freedom, away from the Scotsman who brought them to his home country and enslaved them. This film fits with the present day unmasking and interrogation, within academia and the arts and other progressive venues, of Scottish involvement and culpability in the slave trade and slavery in the American colonies and the Caribbean in the 18th and 19th centuries. Following the viewing of the film, audience members will be invited to join in an analysis and discussion of the work and its larger historical context. This session will be of particular interest to faculty members and students of History, Film and Media Studies, Africana and Diaspora Studies, and Women and Gender Studies; and for administrators and student affairs personnel with responsibilities for programming campus events.

PRESENTER(S):

Jeanette Davidson, PhD, ACSW, Professor, African & African American Studies The University of Oklahoma — Goldsby, OK

Corey Davidson, BA, Assistant Program Coordinator, Southwest Center for Human Relations Studies The University of Oklahoma — Norman, OK

Friday, June 1– 4:00 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

4600: Survival in the Academy: How Administrators and Faculty Working in Diversity and Inclusion Can Prevent Burnout and Cope with Battle Fatigue

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Intermediate

This session will share insights from three experienced Chief Diversity Officers (CDO) and one aspiring CDO to acquire coping skills and self-care strategies that will benefit individuals leading Diversity and Inclusion work in higher education. This session will contribute to the leadership development of participants who navigate a developing field, where they often feel isolated and without mentorship. The session will provide participants an opportunity to dialogue with seasoned diversity officers and reflect on effective ways to sustain diversity and inclusion work and prevent burnout and manage battle fatigue.

PRESENTER(S):

Taffye Benson Clayton, EdD, Associate Provost and Vice President for Inclusion and Diversity, Office of Inclusion and Diversity Auburn University — Auburn, AL

Jose Hernandez, Ed.D., Diversity Consultant, Diversity Consultant Inclusive Planet 4 All — Homestead, FL

Kevin McDonald, J.D., Ed.D., Vice Chancellor for Inclusion Diversity and Equity, Division of Inclusion, Diversity, and Equity University of Missouri - Columbia — Columbia, MO

Devona Foster Pierre, EdD, Assistant Director, Office of Diversity, Inclusion, and Equal Opportunity University of South Florida — Tampa, FL

Friday, June 1– 4:00 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

4601: How and Why Libraries Can be a Hub for Diversity on Today's Campus

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Intermediate

This session explores the unique opportunity that libraries have to play a significant role in diversity on campuses. Libraries are often a "home away from home" for students, providing an opportunity to create a place where all feel welcome and to reach these students with messages of inclusion and understanding. This session will provide examples and insights from the opportunity that Texas A&M University Libraries has taken to be a hub of diversity on campus. This session will include insights learned and share specific examples of a wide-range of programming developed, for multiple audiences, to work in tandem with university efforts and to develop a role as a leader on the Texas A&M University campus. This session will benefit administrators, faculty and staff on ways they can activate their own libraries to be a unique voice on campus as they pursue diversity efforts.

PRESENTER(S):

David Carlson, Dean, Texas A&M University Libraries, Libraries Texas A&M University — College Station, TX

Patrick Zinn, Director of Marketing & Communications, University Libraries Texas A&M University — College Station, TX

Friday, June 1– 4:00 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

4602: Is the First Amendment Compatible with Social Justice?

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

This session examines the ways in which efforts to combat racism and other forms of bigotry on campus regularly collide with concerns over free speech and the First Amendment. Events at Charlottesville and countless college campuses across the country demonstrate the need to respond effectively to hate and bigotry, and to be prepared for pushback over the First Amendment, academic freedom, and "political correctness". This session will help advocates for social justice become more familiar with the boundaries of the First Amendment and with effective and legal tactics to respond to hate speech at the individual and institutional level. This session should particularly benefit people involved in hate/bias response efforts or enforcing discrimination/harassment policies, and anyone seeking a deeper understanding of how free speech principles affect diversity and inclusion efforts.

PRESENTER(S):

Nizam Arain, J.D., Director of Equity & Affirmative Action, Equity & Affirmative Action University of Wisconsin-La Crosse — La Crosse, WI

Friday, June 1– 4:00 p.m. - 5:30 p.m.

Session Type: Concurrent Workshop

4603: Black Leaders Accessing Consciousness through Knowledge: A Professional Development Immersion Program for African Diaspora Identified Students

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

Systems of inequality continue to limit the professional advancement of marginalized groups. For instance, beliefs which construct Blacks as not "fit" for certain positions and racially homogenous networks often result in the segmentation of these workers to the bottom of the labor market. Yet, within many universities, the professional development resources available to Black students conceptualize career success as highly dependent upon human capital variables, downplaying the role of race in shaping one's ability to have a successful and meaningful career. To facilitate conversations regarding race in the workplace amongst Black students at Northeastern University, the John D. O'Bryant African American Institute and the Office of Institutional Diversity and Inclusion created Black Leaders Accessing Consciousness through Knowledge (B.L.A.C.K.). An immersive experience, B.L.A.C.K. provides a space for African Diaspora identified students to participate in robust dialogues regarding pathways to career success and racial identity in the workplace, through exposure to successful Black professionals and visits to companies across a range of industries. This session should particularly benefit student affairs, career services, and diversity practitioners seeking to create or enhance professional development opportunities for students of color.

PRESENTER(S):

Jamie Bergeron, M.ED, Manager, Office of Institutional Diversity and Inclusion Northeastern University — Boston , MA

Nakeisha Cody, PhD, Associate Director, John D. O'Bryant African American Institute Northeastern University — Boston, MA

Mario Lewis, M.ED, Program Coordinator, Office of Institutional Diversity and Inclusion Northeastern University — Boston, MA

Friday, June 1– 4:00 p.m. - 5:30 p.m.

Session Type: Major Workshop

4604: Race and Pedagogy: Re-Imagining the Project of Justice

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

In this session, participants, including faculty, staff, and students, will actively examine and explore what it takes to build coalitions in their educational institutions and across their local communities to educate their campuses and combat mis-education, racism, and other practices of individual and systemic injustice. The focus will be on building of partnerships, coalitions, and projects to re-imagine the educational mission and work of our own educational institutions. To do this we will consider innovative efforts across the country and the lessons we can learn and apply locally. Our primary case study will be the Race and Pedagogy Institute, a fifteen-year effort at the University of Puget Sound, which has a mission "to educate students and teachers at all levels to think critically about race, to cultivate terms

and practices for societal transformation, and to act to eliminate racism.” Participants will explore together and come away from the session with resources and tools to address on their own campuses such questions as:

- How to take advantage of critical moments of opportunity on your campus?
- How do you educate faculty about historical and systemic practices of injustice and how to confront them?
- How to build faculty, staff, and student coalitions to guide efforts to re-imagine education for justice on your campus?
- How to build coalitions of integrity and commitment across campus and community?

PRESENTER(S):

Dexter B. Gordon, PhD, Director, African American Studies & Race and Pedagogy Institute University of Puget Sound — Tacoma, WA

LaToya Brackett, PhD, Visiting Assistant Professor, African American Studies & Race and Pedagogy Institute University of Puget Sound — Tacoma, WA

Friday, June 1– 4:00 p.m. - 5:30 p.m.

Session Type: Special Feature

4605: Gender, Sexuality, and Native Nation Building: Concerns for Higher Education

Session Track: Intersectionality, Identities and Discussions

Experience Level: All Levels

Native Nation building is a framework that broadly describes the experience of a tribal community's work to move from a colonized paternalistic relation with the US settler-state and "independence" to decolonized national freedom (Jorgenson, 2007). Even though federalized recognized Indian nations have sovereignty, it may not be known that federal policy works to dictate how tribal communities define their economic stability, politics, and social constructs (Jorgenson, 2007, Henson et al, 2008). In that, tribal communal identity fluctuates between colonization and self-determination (Jorgenson, 2007, Wilkins and Stark, 2018). Scholarship has emerged to contextualize this experience through a framing of sexual and gender identity and how it impacts overall communal expression and engagement (Driskill, Finley, Gilley, and Morgensen, 2011).

This panel will explore how sexual and gender identity is informed and influenced by the construct of dependency on an overarching settler colonial culture, and consider how deconstruction of lived experience and historical implications can provide new understanding of pathways to independence from settler domination. Further, this presentation will provide insights into how this freedom can increase positive individual and communal capacity of peoplehood to lead to a more holistic approach towards individual stewardship and collective endeavor (Simpson 2017).

Presenters will speak from perspectives of learning environments, advocacy, and tribal community development. This presentation is constructed for all people interested in learning more about a variety of theoretical constructs, Indigenous and social justice-based political organizing, that inform an emergent framework of decolonization of the individual, learning environments, institutional policy, and theory.

PRESENTER(S):

Jack Soto, MSOD, Program Administrator, Student Success Services American Indian College Fund — Denver, CO

Browning Neddeau, EdD, Assistant Professor of Education, Liberal Studies Department California State University, Monterey Bay — Marina, CA

Kendra Teague, BS, Program Administrator, Office of Research and Sponsored Programs American Indian College Fund — Denver, CO

Chris Finley, PhD, Assistant Professor, American Studies and Ethnicity University of Southern California — Los Angeles, CA

Friday, June 1– 7:30 p.m. - 8:45 p.m.

Session Type: Special Event

4800: The Pathology of Privilege: Frustrated Expectations, Aggrieved Entitlement and the Self-Destructiveness of White Rage

Session Track:

Experience Level:

Drawing on the work of such scholars as Madeline Levine, Michael Kimmel and Carol Anderson — as well as his own research for his new film, *The Great White Hoax: Donald Trump and the Politics of Race and Class in America* — Tim Wise will discuss the ways in which privilege, even as it provides immense advantages, often comes at a steep price for those who enjoy it. Privilege can elevate the political, social, and economic expectations of dominant groups, engendering an entitlement mentality, which often makes it difficult to cope with setback, and fosters hostility towards the advances of marginalized groups. What's more, once dominant group members find their expectations unmet, they often turn to self-destructive activities as well. Having been told they were deserving of opportunity and success — and being encouraged to think “anyone can make it if they work hard” — they internalize shame and self-doubt in the face of failure. From the opioid crisis to the support of Donald Trump (a political opioid who promises to take away white working class pain, even as he supports policies that will only deepen their misery), the cost of white privilege and the unrealistic expectations it has created is finally becoming obvious. This session will help participants frame a narrative that encourages whites to see themselves as having a self-interest in the eradication of white supremacy and the creation of multiracial democracy.

PRESENTER(S):

Tim Wise, Author/Educator — Nashville, TN

Saturday, June 2– 8:45 a.m. - 10:00 a.m.

Session Type: Special Feature

5001: The Fifty-Year Rebellion: How the U.S. Political Crisis Began in Detroit

Session Track: Race and Social Justice in Higher Education

Experience Level: All Levels

With the United States becoming increasingly polarized by trends toward authoritarian plutocracy and participatory democracy, Detroit's struggles against neoliberalism and white supremacy foreground the possible futures confronting the nation in 2018. From the rebellion of 1967 to the bankruptcy of 2013, Detroit's crisis was long viewed as exceptional problem. However, the White House has clearly embraced the same agenda used against Detroit: takeover of government by the superwealthy; a "whitelash" against black political power; voter disenfranchisement; the gutting of workers' rights; and the pillaging of public goods and institutions. Betsy DeVos, the primary sponsor of the privatization of K-12 education in Detroit, is now Secretary of Education.

Drawing from a 17-year collaboration with scholar/activist Grace Lee Boggs, Scott Kurashige will demonstrate how Detroit's visionary grassroots organizers are moving from resistance to revolution. In the fight against rampant housing evictions, school closures, gentrification, water shutoffs, toxic pollution, and militarized policing, they are modeling the values and relations of a more just and humane system. Detroit has emerged as an international symbol of survival, resistance, and solidarity through the creation of urban farms, freedom schools, and self-governing communities. Through sharing examples of campus-community partnerships and activist scholarship, Kurashige will discuss how academics that care about racial equity, social justice, and service learning can best support and learn from these dynamic movements.

PRESENTER(S):

Scott Kurashige, PhD, Professor, School of Interdisciplinary Arts & Sciences University of Washington Bothell — Seattle, WA

Saturday, June 2– 8:45 a.m. - 10:00 a.m.

Session Type: Concurrent Workshop

5002: Are You Sure That's a Good Idea?: Teaching Social Justice in Online Courses

Session Track: Faculty Interest and Needs

Experience Level: Novice

In an educational environment that has an increasing dependence on technology and online course work, it is imperative to identify web-based teaching and learning strategies that can develop effective competencies in students, especially those pursuing degrees and careers in "helping professions." In this session, the presenter will describe online strategies for teaching social justice concepts that she has implemented in her own teaching practice, including activities using Implicit Association Tests, discussion boards, and MUSEs (Mind-blowing Unbelievably Short Essays). Qualitative analyses of student understanding of social justice, and summary data on student satisfaction with the teaching and learning strategies will be shared. Participants will have an opportunity to identify a specific strategy applicable to their own teaching practices, and to brainstorm ways to incorporate the strategy into online courses.

PRESENTER(S):

Tina Bhargava, DrPH, Assistant Professor, College of Public Health Kent State University — Kent, OH

Saturday, June 2– 8:45 a.m. - 10:00 a.m.

Session Type: Concurrent Workshop

5004: (En)countering the White Racial Frame in the African American Student Network

Session Track: Faculty Interest and Needs

Experience Level: Intermediate

A White racial frame, which denigrates people of color, and places inherent value in Whiteness, is part of the dominant cultural narrative of the U.S. which by 2040 will be a minority-majority nation. A new cultural narrative based less in monoculturalism and more in multiculturalism is needed to advance a cohesive multicultural society or minority-majority nation. In order to develop a new cultural narrative based in diversity and inclusion, the White racial frame must be named, discussed, analyzed, and addressed. In an effort to analyze and address the White racial frame, we used qualitative research methods to examine how it is experienced by Black college students who participated in the African American Student Network at a predominantly White institution. This session should particularly benefit participants interested in student development. The session is designed for participants at all levels.

PRESENTER(S):

Alex Ajayi, B.A., Doctoral Candidate, Counseling Psychology University of Minnesota — Minneapolis, MN

Noah Gagner, M.A., M.Ed., Graduate Research Assistant, Family Social Science University of Minnesota — St. Paul, MN

Tabitha Grier-Reed, PhD, Associate Professor, Family Social Science University of Minnesota — St. Paul, MN

Saturday, June 2– 8:45 a.m. - 10:00 a.m.

Session Type: Concurrent Workshop

5005: HoosBrave; A Metaphor and a Meaningful Commitment for a Long Haul Struggle

Session Track: Human Resources

Experience Level: Advanced

This session should particularly benefit any higher educational institution that struggles with a persistent culture of white supremacy and racism, and any senior academic administrators who struggle to make progress addressing and interrupting that culture with limited resources.

Participants will learn about a specific crew of volunteers at UVA, "HoosBrave," that has been developing and conducting interactive workshops at UVA for faculty, staff and students. The free workshops have been offered since 2012 through the Center for Leadership Excellence. Participants will not only learn about the curriculum and approach, but will also experience two of the interactive activities which focus on personal reflection and exploratory discussion. Participants will therefore be prepared to implement a similar program in their own institution.

PRESENTER(S):

John Alexander, M.A., Associate Director, SHANTI/Comparative Literature University of Virginia — Charlottesville, VA

Saturday, June 2– 8:45 a.m. - 10:00 a.m.

Session Type: Concurrent Workshop

5007: Baby On Board! Job Searching as a Pregnant Professional

Session Track: Intersectionality, Identities and Discussions

Experience Level: Novice

I found myself a woman of color, five months pregnant, attempting a nationwide job search, completing a week-long back-to-back interview schedule, and travelling among three time zones in less than 24 hours. Job searching is exhausting, time-intensive, and filled with more than enough decisions; throwing a pregnancy into the mix adds a whole other component that is additionally taxing and not commonly talked about. Student Affairs seeks to be on the forefront of social justice and diversity, but is it? Fears, concerns, and stress while changing jobs in the middle of a pregnancy had me questioning "Where are we really in Student Affairs when it comes to inclusivity and pregnancy?" Join me in creating a shared space of conversation about how we continue to push the field of Student Affairs to be further progressive around issues of pregnancy in the workplace.

PRESENTER(S):

Hannah Simonetti, M.A., Bias Assessment and Response Team (BART) Program Specialist, Office of Student Life Multicultural Center The Ohio State University — Columbus, OH

Saturday, June 2– 8:45 a.m. - 10:00 a.m.

Session Type: Concurrent Workshop

5008: Lifting as We Climb Into Brave Spaces

Session Track: Intersectionality, Identities and Discussions

Experience Level: Intermediate

Black women are not a homogenous group. "Black women" is used to be inclusive of the many mutual and simultaneous identities of women of African descent inclusive of African, Caribbean, indigenous, Latin, and across the gender identity or economic spectrum. To be a black woman is to move into brave spaces, often knowing one will be marginalized, minimized or devalued simply for existing. Even within the academy, we face anticipated negativity, frequent micro-aggressions, and occupational segregation/isolation. Through these experiences, without mentioning this to anyone, we often carry stress that leads to compromised wellbeing, physically and emotionally. This workshop assumes some knowledge of intersectionality and recognition of collective realities. As we learn from each other, it is designed to be restorative of our collective nature by identifying and redefining within group dynamics rooted in our communal herstory. Activities are designed to be interactive and thought producing towards establishing greater support across intersections. Promotion of self-care strategies will also be described.

PRESENTER(S):

BJ Bryson, PhD, MSW, Professor, Social Work James Madison University — Harrisonburg , VA

Shanza Isom, MSW, Director of Field Education, Social Work James Madison University — Harrisonburg, VA

Bev Walker, M.Ed., Middle School Program Coordinator, Access and Inclusion James Madison University — Harrisonburg, VA

Saturday, June 2– 8:45 a.m. - 10:00 a.m.

Session Type: Concurrent Workshop

5009: Asian Americans and Affirmative Action: A Blind Pursuit of Whiteness

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

The goal of this session is to better understand the issues surrounding Asian Americans and the affirmative action debate. Currently, Students for Fair Admissions (SFFA), a non-profit group that believes race conscious college admissions practices are unconstitutional, is suing Harvard with an Asian American plaintiff. Critics of affirmative action believe a non-white plaintiff may be the tipping factor to convince the Supreme Court to ban the use of affirmative action. However, there are many factors for consideration before jumping to that conclusion. We seek to untangle the issues surrounding Asian Americans and affirmative action by providing information on negative action and the yellow peril causation fallacy. Furthermore, we use Cheryl Harris' framework of whiteness as property to better understand how admissions criteria are used to uphold white supremacy in higher education. This session is open to all levels and will include opportunities for discussion.

PRESENTER(S):

Connie Chang, M.S.Ed, PhD Student, Higher Education Organizational Change University of California, Los Angeles — Los Angeles, CA

Mitchell Chang, PhD, Full Professor, Higher Education Organizational Change University of California, Los Angeles — Los Angeles, CA

Saturday, June 2– 8:45 a.m. - 10:00 a.m.

Session Type: Concurrent Workshop

5010: Foundations of Community, Diversity, and Inclusion: Piloting an Interdisciplinary Campus-wide Social Justice and Cultural Intelligence Course Requirement

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

Under the direction of the Offices of the Provost and Vice President for Student Affairs, faculty and staff members at SMU have developed a pilot initiative to explore the potential of implementing a campus-wide diversity foundations requirement for new students. This program will discuss the proposal; curriculum development, delivery, and assessment processes; and next steps of the implementation process. Participants will review interdisciplinary theoretical frameworks and models from organizational development, sociology, education, and history.

PRESENTER(S):

Creston Lynch, M.A., Director of Multicultural Student Affairs/Deputy Title IX Coordinator, Multicultural Student Affairs Southern Methodist University — Dallas, TX

Erica Zamora, M.A., Assistant Director, Multicultural Student Affairs Southern Methodist University — Dallas, TX

Saturday, June 2– 8:45 a.m. - 10:00 a.m.

Session Type: Concurrent Workshop

5011: No Campus Left Behind: A New Perspective on Bias and Supporting Victims

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

No campus is exempt from bias incidents taking place. This session will offer a new way of thinking about bias incidents, how institutions respond, and most importantly, supporting the individuals who are impacted by bias. Through juxtaposing victims of bias with literature about victims of sexual assault, this session will make the case that victims of bias may go through similar feelings of confusion, shock, and denial. This session should be helpful for those who serve on bias response teams, individuals who are on the front-line of receiving reports from students, and those who are looking to strengthen the support offered to individuals impacted on their campus.

PRESENTER(S):

Michael Rogers, MS, Interim Director, Office of Multicultural Student Life Augustana College — Rock Island, IL

Saturday, June 2– 8:45 a.m. - 10:00 a.m.

Session Type: Concurrent Workshop

5012: Experiences of Students Immersed in Cultural Competency Activities

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

This session will present the results of a study designed to explore the experiences of students' immersion in cultural competency activities. This project encompasses a case study of student participants in the Multicultural Ambassadors Program at Georgia State University. Implications of this study will prescribe a blueprint for using curricular and co-curricular experiences to empower students to communicate across cultures and conflict, to find common ground and empathy, to understand privilege, to challenge stereotypes, and to learn to see the value of engaging in and advocating for cultural competency work. This session should particularly benefit individuals interested in exploring connections that exist between cultural competency activities and students who participate in those experiences.

PRESENTER(S):

Jeffrey Coleman, PhD, Director, Multicultural Center Georgia State University — Atlanta, GA

Darryl Holloman, PhD, Associate Vice President for Student Affairs & Dean of Students, Student Affairs Georgia State University — Atlanta, GA

Melanie Turner, MPP, Graduate Research Assistant, Sociology Georgia State University — Atlanta, GA

Saturday, June 2– 8:45 a.m. - 10:00 a.m.

Session Type: Concurrent Workshop

5013: I'm Tired: Intentional Self-Care As Higher Ed Professionals of Color

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Advanced

Under the Trump administration, we have seen an influx of microaggressions and underlying racial epithets against people of color. With the increase in individual and institutional racism, a space of healing for Higher Ed Professionals of Color living/working in racialized spaces is needed. Higher Ed Professionals of Color constantly being on guard about one's own experiences, while remaining engaged to support students can be challenging and discouraging. Through a discussion of race centered theories and self-care, this presentation aims to refresh and empower colleagues of color to remain engaged in their work on campuses across the U.S.

PRESENTER(S):

Jasmine Lee, PhD, MSW, Neighborhood Director, Neighborhood Student Success Collaborative Michigan State University — Lansing, MI

Dar Mayweather, M.Ed, Doctoral Fellow, College of Education Eastern Michigan University — Ypsilanti, MI

Saturday, June 2– 8:45 a.m. - 10:00 a.m.

Session Type: Concurrent Workshop

5014: I'm Tired, Yet Still I Stand: How to Be the Only While Advocating for Others

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

Imagine being the only person of an identity on the team...wait? That is a reality for many people in departments in higher education. Being the only person or identity of color is exhaustive not only for the professional, there also comes a pressure to advocate for all the people of color on campus. This presentation unpacks the truths about being the only identity in a department and provides tools on how to feel motivated to stand up for other identities who are not at the table. The presenters will use personal experiences to discuss how, as Black mid-level professionals, they work through the daily existence of being Black at a predominately white institution, while advocating for other professionals and students of color. A true inclusive environment requires one that all people of color can exist in and if their voice is not present, it often falls on the voice of the one POC at the table. Silence moves us nowhere; we must stand. This presentation should particularly benefit participants who are the only in their departments or teams who would like to learn ways of how to navigate through their own personal journey, while advocating of many.

PRESENTER(S):

Fletcher Ferguson, M.S., Assistant Director of Residential Life, Residential Life and Housing Virginia Commonwealth University — Richmond, VA

Ashley Gaddy, M.A., Assistant Director of Residential Life for Multicultural Affairs, Residential Life and Housing & Office of Multicultural Student Affairs Virginia Commonwealth University — Richmond, VA

Saturday, June 2– 8:45 a.m. - 10:00 a.m.

Session Type: Concurrent Workshop

5015: Cultivating a New Era of Leadership: Changing the Face of Public Policy and International Affairs through Preparing Socially Motivated Scholars from Underrepresented Communities for Careers in Public Service

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

The Public Policy and International Affairs (PPIA) Fellowship Program has worked to increase diversity and leadership in this sector for over 35 years. Through PPIA's Junior Summer Institutes, students have engaged in rigorous preparation for graduate school in public policy and international affairs hosted by top graduate schools programs nationally. The PPIA program is also a partnership of institutions and professional associations that are committed to ensuring that future public service leaders reflect our increasingly diverse population to address the societal challenges of our time.

Panelists from schools of public policy and international affairs will lead discussions on the successes and challenges of implementing pipeline programs that aim to promote the field of public policy and international affairs to diverse students from traditionally underrepresented groups nationally. This session should particularly benefit professionals at all levels that have interests in engaging undergraduate students who have a desire to influence social change through a deeper understanding of the systems that shape public policy and international affairs. This session will also aim to build awareness of the impact of this fellowship and how to advise students seeking a Public Service career pathway.

PRESENTER(S):

Simone Gbolo, Executive Director, University of Minnesota Humphrey School of Public Affairs Public Policy and International Affairs Program — Minneapolis, MN

Beth Soboleski, Associate Director, Student & Academic Services, Gerald Ford School of Public Policy University of Michigan — Ann Arbor, MI

Gladys Perez Sriprasert, MSPPM, Director, Master of Science in Public Policy and Management Program at Heinz College, Carnegie Mellon University — Pittsburg, PA

Laura De Olden, Ph.D., Associate Director of Graduate Student Life and Diversity Initiatives, Woodrow Wilson School Princeton University — Princeton, NJ

Saturday, June 2– 8:45 a.m. - 10:00 a.m.

Session Type: Concurrent Workshop

5016: Rights and Responsibilities: Free Speech and Community

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

This session examines the tensions between free speech and building an inclusive community in college campuses. The presenters will address the particular issues facing private institutions with regards to the relationship between these two values. Questions that will be posed to attendees include how do we make sense of the impact of speech to others, especially in relation to power, equity and privilege?

What are the legal boundaries that exist comparatively between private and public institutions? And, how do you build community that promotes both inclusivity and free speech? This session will benefit staff, administrators, faculty, and students who are in need of having proactive strategies that serves to bridge the growing divide between groups and individuals on our college campuses. Moreover, the session will give attendees crisis management tools they would need when these issues rise to the level of a critical incident on their campus.

PRESENTER(S):

Anna Gonzalez, Ph.D., Dean of Students & Chief Student Affairs Administrator, Student Affairs Lewis & Clark College — Portland, OR

Janet Steverson, J.D., Dean of Diversity & Inclusion, President's Office Lewis & Clark College — Portland, OR

Saturday, June 2– 8:45 a.m. - 10:00 a.m.

Session Type: Concurrent Workshop

5017: Privilege, Oppression, & Identity in the International Context: How to Support Students Going Abroad

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

Studying abroad can be one of the most life-changing aspects of the college experience. This session will provide insights on how to prepare students in how their identity may impact their impending international experience. More specifically, this session aims to support POC and LGBTQI students whose specific lived experiences may not be addressed through traditional study abroad orientations. In this session, we will explore privilege and oppression in the international context through the stories of past students gathered through the InterAction & Entropy Magazine's "Privilege & Identity Abroad Narrative Writing Contest". Through sharing complex stories, administrators will gain insights into how to help students gain nuanced understanding of their identity within the power dynamics that exist in the international community. We will provide a model to discuss precautions, safety, and intercultural communication through the lens of privilege and oppression (race, ethnicity, class, religion, ability, gender, sexual orientation, etc.). Lastly, we will provide a framework for privilege checking abroad. This session is particularly helpful for administrators working with student populations going abroad or who have gone abroad.

PRESENTER(S):

Deandra Cadet, Executive Director, InterAction Initiative Inc. — South Bend, IN

Taeyin ChoGlueck, MFA, Co-founder & Creative Director, InterAction Initiative Inc. — South Bend, IN

Saturday, June 2– 8:45 a.m. - 10:00 a.m.

Session Type: Concurrent Workshop

5018: Invisible Men: How to Integrate Campus-wide Strategies for the Advancement of Undergraduate Men of Color

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

Invisible Men: How to integrate campus-wide strategies for the advancement of undergraduate men of color is a presentation that explores intentional strategies institutions of higher education can use to embed campus-wide supportive structures for undergraduate men of color. This session should particularly benefit participants who are developing or have established men of color programs, and practitioners who seek research-based examples that boldly command a more purposeful approach to implementing sustainable efforts to support undergraduate men of color.

PRESENTER(S):

Vincent Harris, PhD, Director, Male Success Initiative-Fullerton, Male Success Initiative-Fullerton California State University, Fullerton — Fullerton, CA

Saturday, June 2– 8:45 a.m. - 10:00 a.m.

Session Type: Concurrent Workshop

5019: Examining Cross-Racial and Diversity Outcomes for Graduating Seniors

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Novice

This study examines data from surveys administered to four-year colleges and universities throughout the country by the Cooperative Institutional Research Program (CIRP) at the Higher Education Research Institute (HERI) with a particular focus on the results of the 2017 administration of the College Senior Survey (CSS). CSS is designed to measure the impact of college as reported by graduating seniors, and we will present findings related to the diversity outcome variables within the survey. Data from more than 15,000 students who responded to the survey in over 50 institutions throughout the country informs this analysis. This session should be of particular benefit to student affairs and diversity professionals interested in correlations between student satisfaction with campus diversity and self-reported diversity outcomes of graduating seniors, in addition to their goals and views on a number of measures on a national scale. Participants will have the opportunity to learn about various CIRP survey instruments and discuss variables of interest such as cross-racial interaction, sense of belonging, and pluralistic orientation.

PRESENTER(S):

Sidronio Jacobo, B.A., Research Analyst, Higher Education Research Institute University of California, Los Angeles — Los Angeles, CA

Diana Lopez, M.A., Research Analyst, Higher Education Research Institute University of California, Los Angeles — Los Angeles, CA

Saturday, June 2– 8:45 a.m. - 10:00 a.m.

Session Type: Concurrent Workshop

5020: Dare to CARE

Session Track: Student Interest and Engagement

Experience Level: Intermediate

In a time of tension, both nationally and on our home campuses, the need for healthy dialogue is at an all-time high. This session will focus on how Fairfield University developed a highly trained team of students in social justice advocacy and facilitation skills to conduct dialogues across campus, and how campuses can make small steps in creating a program like this as they assess their campus environment. This session is particularly beneficial for participants that are looking to develop a peer-to-peer social justice educators on campus.

PRESENTER(S):

Ophelie Rowe Allen, EdD, Associate Dean and Director of Residence Life and Student Diversity and Multicultural Affairs, Fairfield University — Fairfield, CT

Carrie Robinson, MS, Director of LGBTQ+ Life, Multicultural Affairs Trinity College — Hartford, CT

Saturday, June 2– 8:45 a.m. - 10:00 a.m.

Session Type: Major Workshop

5023: Muslim males on a college campus in the United States

Session Track: Student Interest and Engagement

Experience Level: Novice

The purpose of this presentation is to explore how do Muslim male students on college campuses in the United States experience the current political and cultural climate. In this presentation, it aims to fill a void and provide valuable information and data to begin scholarly discourse of the personal identity, assimilation, and lived experiences of Muslim males in higher education in the United States.

PRESENTER(S):

Cristobal Salinas Jr, PhD, Assistant Professor, Educational Leadership & Research Methodology Florida Atlantic University — Fort Lauderdale, FL

Malik J. Handoush, Undergraduate Student, College of Business Florida Atlantic University — ,

Maysaa Barakt, PhD, Assistant Professor, Educational Leadership and Research Methodology, College of Education Florida Atlantic University — ,

Saturday, June 2– 8:45 a.m. - 10:00 a.m.

Session Type: Concurrent Workshop

5024: Social Identities and Supervision

Session Track: Human Resources

Experience Level: Novice

Supervision is a privilege and responsibility, some of which includes knowing beyond work-styles who you supervise and who you are as a supervisor. More specifically, this means thinking and knowing about one's own social identities and social identities of supervisees.

Through case studies from a variety of institutional types, this workshop will ask participants to engage in interactive and experiential activities to learn from real examples of how social identities impact supervision, including challenges and opportunities for supervision. Participants will explore questions such as: What identities most impact your supervision? What do you think about most, or not, for the people you supervise? How do social identities impact the individuals you supervise and their role within the organization? How can we use our knowledge about ourselves and others to strengthen our supervision and to improve who we are as a supervisee?

Using an intersectional theory and framework, and real examples throughout the session, participants will learn tools to improve their supervision and address the complexities of race, gender, class, and other social identities in the workplace.

PRESENTER(S):

Deanna Leone, PhD, Executive Director, Retention Initiatives, Student Affairs California State University, Fullerton — Fullerton, CA

Bethel Nathan, MEd, Co-Founder, START Consulting, START Consulting — Baltimore , MD

Saturday, June 2– 8:45 a.m. - 10:00 a.m.

Session Type: Concurrent Workshop

5025: Keeping the Fire: A Guide to Combatting Activist Burnout

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

This presentation should particularly benefit individuals who identify as social justice activists and educators. In effort to sustain the momentum of various social justice movements, activists must be aware of the barriers that may inhibit progress and effectuating change. Activist burnout is a prevalent concern within the social justice movement. Participants of this session will be able to identify the circumstances and symptoms associated with activist burnout. This session will introduce the concept of mindfulness and explore the ways it can be used to mitigate the effects of activist burnout. The conclusion of this session will allow participants to engage in various Mindfulness Based Stress Reduction techniques.

Participants can expect to walk away with various strategies to combat activist burnout.

PRESENTER(S):

Jennifer Daniels, MSW, Associate Director, Diversity and Inclusion, Office of Equity and Inclusion
University of Delaware — Newark, DE

Saturday, June 2– 8:45 a.m. - 10:00 a.m.

Session Type: Concurrent Workshop

5026: When Coming Together Makes a Difference: Institutional Efforts for Undocumented, DACA, and Mix-Status Students at a Midwestern University

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

This session introduces a collaborative strategy designed to meet the urgent needs of a silenced immigrant student population oppressed by current immigration laws and a national climate that perpetuates a paralyzing fear of deportation. At the heart of the effort is a common goal that supports an interdisciplinary cross-campus partnership to support undocumented, DACAmented, and mixed-status students at a public Midwestern university. At a time when current state legislation bans undocumented students from receiving in-state tuition, public scholarship funds, and creating sanctuary campuses, this collaboration began with a charge from the Chancellor to develop an institutional partnership to support undocumented students. We will present our working framework and delineate the responsibilities of each partner aligned in this effort. This session should particularly benefit students, staff, and faculty who are interested in providing institutional support to undocumented, DACAmented, and mixed-status students on the college campus in an exclusive/red state specific to the Midwest region.

PRESENTER(S):

Gloria Diaz, M.S.Ed., Academic & Career Support Coordinator, Division of Undergraduate Education
Indiana University Purdue University at Indianapolis (IUPUI) — Indianapolis, IN

Alyssa Luna, M.S.Ed., Graduate Student, Indiana University School of Education Indiana University
Purdue University at Indianapolis (IUPUI) — Indianapolis, IN

Monica Medina, PhD, Clinical Associate Professor, Indiana University School of Education Indiana University Purdue University at Indianapolis (IUPUI) — Indianapolis, IN

Karina Garduño, M.S.Ed, Assistant Director, Multicultural Center Indiana University-Purdue University Indianapolis (IUPUI) — Indianapolis, IN

Saturday, June 2– 8:45 a.m. - 10:00 a.m.

Session Type: Concurrent Workshop

5027: From "Bobbies" to "Five-0": Policing and Community throughout Hxstory

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

This session, led by police officers and campus administrators in the Office of Diversity and Inclusion at Iowa State University, will examine the hxstory of law enforcement in the United States with a particular focus on how systemic "isms" have negatively affected the ideals of community policing. This session will discuss hxstorical shifts in policing styles throughout the decades and their occurrence in relation to hxstorical events such as the Chicano Blowouts, FBI's COINTELPRO, Stonewall Riots, and current events including Black Lives Matter and the call for an end to police brutality. We acknowledge and name this hxstorical context as one of the steps to rebuilding community trust and addressing systemic inequity.

After developing a foundational awareness of policing history in the U.S., we will discuss national and local efforts made by communities and law enforcement to improve policing today. This will include information about our offices' joint collaboration and our Engagement and Inclusion Officers. This session should particularly benefit attendees who are interested in addressing systemic racism and creating positive change on campus, student activists, those who are relatively new to the work, and those looking for new or innovative approaches to implement on their campus or community.

PRESENTER(S):

Natasha Greene, BS, Patrol Officer, Police Department Iowa State University — Ames, IA

Carrie Jacobs, MA, Deputy Chief, Police Department Iowa State University — Ames, IA

Liz Mendez-Shannon, MSW, PhD, Project Director, Vice President Office for Diversity and Inclusion Iowa State University — Ames, IA

Saturday, June 2– 9:00 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5101: Engineering a Forward Thinking Approach to Cultural Competence and the Practice of Global Citizenship by Examining the Concept of Culture

Session Track: Global, Multicultural and Transnational issues

Experience Level: Novice

This session examines the concept of culture in order to develop an understanding of cultural diversity and to build appreciation. It bridges the expanse people feel when encountering a multicultural setting or when experiencing rapid globalization. By demonstrating how similar world cultures often are, this interactive and discussion-based session will guide participants to an acceptance that humanity is not our only shared experience and that we have more in common. Once the bridge is crossed and the thinking begins to set in, the session will show the next road to embracing cultural diversity and developing cultural competence, i.e. we also have differences that make us collectively more interesting, beautiful, and certainly much stronger when we learn to share our knowledge and perceptions of the world, both its problems and its potential. This session is intended to expand participants' cultural awareness and affirm their global citizenship. This session should particularly benefit anyone working in

a multicultural and/or international setting, and/or who wish to further their understanding of global citizenship.

PRESENTER(S):

Yashwant Prakash Vyas, B.S., Advisor & Graduate Assistant, Memorial Student Center Texas A&M University — College Station, TX

Saturday, June 2– 9:00 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5102: Leading From Self: Identity Conscious & Multi-Partial Facilitation in Social Justice Education

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

Social identities play a critical role in a facilitator's effectiveness when leading dialogues and workshops on issues of social justice and inclusion. This workshop will introduce participants to the practice of identity conscious and multi-partial facilitation. Participants will engage in a series of activities to examine the role their social identities play in facilitating effective workshops, develop an understanding of how to challenge dominant narratives in inter-group dialogue, and acquire practical skills to move critical social justice conversations forward with students, staff, and faculty.

PRESENTER(S):

Michele Enos, M.Ed., Assistant Director, Social Justice Education Northwestern University — Evanston, IL

Saturday, June 2– 9:00 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5102: Leading From Self: Identity Conscious & Multi-Partial Facilitation in Social Justice Education

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

Social identities play a critical role in a facilitator's effectiveness when leading dialogues and workshops on issues of social justice and inclusion. This workshop will introduce participants to the practice of identity conscious and multi-partial facilitation. Participants will engage in a series of activities to examine the role their social identities play in facilitating effective workshops, develop an understanding of how to challenge dominant narratives in inter-group dialogue, and acquire practical skills to move critical social justice conversations forward with students, staff, and faculty.

PRESENTER(S):

Khaled Ismail, M.S., Director, Fellow Support One-Goal Graduation — Chicago, IL

Saturday, June 2– 9:00 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5103: Trauma and Grief, the Sankofa Experience: Looking Back in Order to Move Forward

Session Track: Global, Multicultural and Transnational issues

Experience Level: Novice

This session will examine trauma and the symptoms of behavior associated with trauma. In particular, the historical legacy of trauma inflicted upon African Americans will be highlighted. The importance of addressing the symptoms and behaviors associated with the exposure to trauma, as well as grief and loss will be explored and discussed. Participants will also be introduced to the concept and elements of West African rituals, and how a communal experience can aid in healing from trauma and grief. Participants will then have the opportunity to participate in an experiential activity.

PRESENTER(S):

Jeri Marshall, M.A., M.S., Adjunct Professor, Student Services American River College — Sacramento, CA

Judy Mays, PhD, Counselor/Co-Coordinator Umoja Sakhu Learning Community, Counseling Department American River College — Sacramento, CA

Saturday, June 2– 9:00 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5104: The Neuroscience of Racism and its Biopsychosocial Effects on African-American Men

Session Track: Intersectionality, Identities and Discussions

Experience Level: Novice

Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. Studies from cognitive neuroscience continue to contribute to our understanding of implicit bias. This research focuses on the amygdala, a small structure in the medial temporal lobe region of the brain that is known for its role in race-related mental processes, as well as response to threat and fear. Further, Racial Battle Fatigue (RBF) is an interdisciplinary theoretical framework, and is defined as the constant use or redirection of energy for coping against mundane racism, which depletes psychological and physiological resources needed in other important, creative, and productive areas of life. Recent research is beginning to offer a clearer picture of how the concept of RBF is conceptually linked between the experience of racial discrimination and generalized anxiety disorder. Growing empirical research has provided evidence that racism is experienced as a stressor that can have a negative influence on the mental, emotional, and physical health of African-American men. This session will provide professionals with information and tools to assist African-American men experiencing the impact of implicit bias and RBF.

PRESENTER(S):

Yamonte Cooper, Ed.D., LPCC, NCC, CST, Associate Professor of Counseling / Therapist, Counseling El Camino College — Torrance, CA

Saturday, June 2– 9:00 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5105: Model Minority Impact on Anti-Blackness

Session Track: Intersectionality, Identities and Discussions

Experience Level: Intermediate

This session examines how the media representation 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 can be seen in all different types of media in both positive and negative instances. There have been 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, and examples of how media has had influence on this topic. The majority of the session will focus on coalition building with the participants and how we can disrupt anti-Blackness within Asian/Asian-American communities.

PRESENTER(S):

Mitchell Holston, M.A.Ed., Coordinator for Student Engagement and Leadership, Residence Life Coordinator for Diversity and Inclusion — Fort Collins, CO

Jeffrey Mariano, M.A.Ed., Residence Director, Residence Life Colorado State University — Fort Collins, CO

Stephanie Zee, M.Ed., Coordinator for Diversity and Inclusion, Residence Life Colorado State University — Fort Collins, CO

Saturday, June 2– 10:30 a.m. - 12:00 p.m.

Session Type: Special Feature

5201: A Confluence of Perspectives: How Does the Race, Gender, and/or Sexuality of the Chief Diversity Officer Affect the Position?

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Intermediate

The varied roles of the Chief Diversity Officer (CDO) in predominantly White institutions are complicated. In some cases, the race, gender, and/or sexuality of the CDO add another level of nuance to the daily operations of the position. The purpose of this panel is to help deconstruct some of the notions pertaining to whether or not the race, gender, or sexuality of the CDO makes a difference. The critical question to be shared and discussed is, “Do the gender, racial, and sexuality identities of the CDO impact the CDO’s ability to advance equity, diversity, and inclusion (EDI) at a predominately white institution?” This session will explore this question in detail with the help of a moderated diverse panel of senior level diversity and inclusion professionals. Through a panel presentation and audience participation, we will begin to explore some of the privileges and challenges facing different CDOs as they attempt to successfully advance EDI initiatives at their institution. The following are three examples of the questions that will be considered: a) Depending on who you are, do some CDOs have a harder

time gaining access to the "back stage," a space where small groups of influential people (often White people) meet to plan and problem solve? b) Depending on who you are, do some CDOs have to work harder to prove themselves worthy of trust with fellow administrators and with faculty, staff, and students? and c) Depending on who you are, do some CDOs have to work harder to strike the delicate balance between EDI, advocacy, and activism? This session will support thoughtful EDI practitioners as they maximize their efforts and communicate more effectively with peers. The session is geared toward CDOs, aspiring CDOs, and other EDI professionals who wish to better understand the unique hurdles and springboards that exist based on one's personhood.

PRESENTER(S):

Aram deKoven, PhD, Chief Diversity Officer, United States Coast Guard Academy — New London, CT

Dwight Christopher Watson, EdD, Provost and Vice President for Academic and Student Affairs, Southwest Minnesota State University — Marshall, MN

Clyde Wilson Pickett, EdD, Chief Diversity Officer, Office of Equity and Inclusion Minnesota State — St. Paul, MN

Karen L. Dace, PhD, Vice Chancellor, Diversity, Equity & Inclusion Indiana University – Purdue University Indianapolis (IUPUI) — Indianapolis, IN

Kelly S. Meier, Senior Director Institutional Diversity, Minnesota State University Mankato — Mankato, MN

Saturday, June 2– 10:30 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5202: Racism in the Healthcare Professions in an Era of Trumpism

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

In the era of "Trumpism", racial majority learners, faculty/staff and patients have become more emboldened to verbalize racial micro and macroaggressions towards learners of color. In this session, the four panelists will discuss the unique challenges that CDOs in Academic Medicine currently face when trying to support health professional students of color. In small groups, participants will be expected to work through challenging cases faced by the panelists at their respective institutions. The panelists will wrap up the session with a discussion on best practices and strategies to effectively empower learners of color when they are faced with bias and racism in the health care learning environment. This session should particularly benefit any pre-health advisors, staff, faculty and/or administrators who interact with students of color interested in health professions.

PRESENTER(S):

V. Faye Jones, MD, PhD, MSPH, Associate Vice President for Health Affairs/Diversity Initiatives, Health Science Center University of Louisville — Louisville, KY

Darin Latimore, MD, Deputy Dean for Diversity and Inclusion and Chief Diversity Officer, Yale School of Medicine Yale University — New Haven, CT

Judy Seidenstein, BA, Chief Diversity Officer and Associate Dean of Diversity & Inclusion, Duke University School of Medicine Duke University — Durham, NC

Sherree Wilson, PhD, Associate Dean, Cultural Affairs & Diversity Initiatives, Carver College of Medicine University of Iowa — Iowa City, IA

Saturday, June 2– 10:30 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5203: Educational Outreach to Advance Diversity, Equity & Inclusion

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Intermediate

This session will inform, engage, and inspire participants to think about educational outreach in ways that advance their diversity, equity, and inclusion strategic plans. The Center for Educational Outreach (CEO) at the University of Michigan works alongside Chief Diversity Officers at U-M's schools and colleges to support their diversity, equity, and inclusion efforts through K-14 educational outreach. CEO's partnerships are grounded in evidence-based strategies to ensure a holistic approach to educational outreach. Activities range from audits of school-wide educational outreach efforts, to refinement of existing programs, to new program development and implementation. In this session, we will share examples of CEO's consulting relationships, allow space for individuals to reflect on institutional practices, and provide ideas for participants to execute at their institutions. In particular, this session will benefit participants interested in learning more about innovative approaches to educational outreach, exploring and/or developing outreach efforts, or examining current institutional

resources with a focus on developing mutually beneficial partnerships and refining programming to advance institutional diversity, equity, and inclusion goals.

PRESENTER(S):

William (Nick) Collins, PhD, Executive Director, Center for Educational Outreach University of Michigan — Ann Arbor, MI

Kim Lijana, PhD, Associate Director, Center for Educational Outreach University of Michigan — Ann Arbor, MI

Michael Turner, MSW, Program Manager, Center for Educational Outreach University of Michigan — Ann Arbor, MI

Saturday, June 2– 10:30 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5204: The Diversity Mosaic Experience: An Innovative Approach to Start Diversity Conversations Using Video Narratives

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Advanced

Participants in this session will learn about an innovative program for higher education that fosters dialogue about cultural differences through videotaped narratives of students, staff, faculty, administrators, and alumni. The Diversity Mosaic Experience (DME) is a university-wide project created by a Diversity Ambassador/faculty member to support classroom discussions and out of the classroom professional development. The videos represent several diversity-related themes including microaggressions and privilege, and unique perspectives from individuals such as those who are the first in their families to attend college. A team of Diversity Ambassadors created curriculum to support the videos that includes activities, ideas for extending the themes, and additional resources. The presenters will share some of the videos and curricular connections as they engage the audience in activities and dialogue. Participants will also learn how the DME is a program that can be developed at any institution and be easily accessed through the university website. This session will particularly benefit participants interested in stimulating reflection and conversation about diversity, equity, and inclusion through the narratives of their own university community: a true opportunity for transformation from within.

PRESENTER(S):

Ted Scott Bledsoe, Psy. D., Associate Professor, Clinical Psychology/School of Behavioral & Applied Sciences Azusa Pacific University — Azusa, CA

Richard S. Martinez, Ed. D., Executive Director, Office of CDO/Center for Diversity, Equity, and Inclusive Excellence Azusa Pacific University — Azusa, CA

Susan R. Warren, Ph.D., Director of Diversity Programs, Center for Diversity, Equity, and Inclusive Excellence Azusa Pacific University — Azusa, CA

Saturday, June 2– 10:30 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5205: Building a Diverse Faculty, One Search at a Time

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Intermediate

If successful in gaining tenure, the tenure-track faculty hired in 2018 will serve at their institutions until approximately 2050. Thus, universities and colleges are already hiring the institutional leadership of the mid 21st century. No project is more urgent in our institutions of higher education than improving search protocols to consistently build a diverse tenure-track faculty. In this workshop, we present a practical guide to conducting tenure-track faculty searches that dramatically increase the likelihood of hiring faculty from historically underrepresented groups in any discipline. We 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. We then break the search process into six key phases. We describe the tools that 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 should particularly benefit chief academic officers, academic deans, chief diversity officers, faculty members, and career counselors for graduate students and post-docs.

PRESENTER(S):

Jessika Chi, MA, Program Manager for Institutional Diversity, Office for Institutional Diversity Reed College — Portland, OR

Mary James, PhD, Dean for Institutional Diversity & A. A. Knowlton Professor of Physics, Office for Institutional Diversity Reed College — Portland, OR

Saturday, June 2– 10:30 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5206: "Diversity in the Curriculum": Training Faculty to Increase Diversity & Inclusion in the Higher Ed Classroom

Session Track: Faculty Interest and Needs

Experience Level: Intermediate

This session explores the conceptual framework, assessment, and implications of an innovative faculty workshop entitled, "Diversity in the Curriculum." Offered by California Polytechnic University, San Luis Obispo's Center for Teaching Learning & Technology in partnership with the Office of University Diversity & Inclusion, the workshop targets faculty members who are interested in enhancing an existing course, but feel limited by gaps in knowledge or experience.

This session should particularly benefit participants who are interested in infusing diversity in academic coursework, faculty who are currently or plan to teach about diversity or inclusion in their courses, and those who are concerned with how to fold diversity and inclusion into campus curricula.

Information on the background and rationale for the Diversity in the Curriculum program will be provided along with insights and lessons learned from the program's implementation. Finally, this session will address future efforts to measure the effectiveness of "Diversity in the Curriculum" on faculty development, impacts of the curricular changes on student learning, and the broader implications of the program on campus climate.

PRESENTER(S):

Denise Isom, PhD, Department Chair and Associate Faculty Director, Ethnic Studies and Office of University Diversity & Inclusion Cal Poly, San Luis Obispo — San Luis Obispo, CA

Kari Mansager, M.ED., Program Director, Office of University Diversity & Inclusion Cal Poly, San Luis Obispo — San Luis Obispo, CA

Saturday, June 2– 10:30 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5207: Building the Capacity for Institutional Diversity through Blended Professional Learning

Session Track: Human Resources

Experience Level: Intermediate

This session examines the Certificate in Diversity and Inclusion- an innovative diversity learning and development program for faculty and staff at University of Georgia. This interactive session will allow participants to critically reflect on their own institution's progress in each area and identify potential opportunities and challenges for the practical application of blended learning opportunities, such as social media and other digital media technologies to enhance diversity learning at the institutional level.

This session should particularly benefit practitioners who develop and implement diversity training for faculty and/or staff, other institutional leaders interested in enhancing an existing diversity training program at their institution, or individuals seeking to develop a diversity training program at their institutions.

PRESENTER(S):

Shonte Matthews, Ed.D., Coordinator of Faculty and Staff Development, Institutional Diversity
University of Georgia — Athens, GA

Saturday, June 2– 10:30 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5208: Designing Spaces for Inclusion

Session Track: Intersectionality, Identities and Discussions

Experience Level: Novice

This session examines how space transmits culture and serves as the "body language" for what can and cannot be done within that space. This session most particularly benefits novices at design thinking. The emphases of this session are observing and assessing how spaces are currently being utilized, examining how people interact and behave within that space, and how we can alter spaces to reflect inclusive cultures and behaviors. We will analyze how the physical, mental, and emotional aspects within a space relate to a sense of belonging. Participants of this session will also conduct a design experiment during the given time.

PRESENTER(S):

Jessica Innis, B.A., Operations & Student Engagement Specialist, Berthiaume Center for Entrepreneurship University of Massachusetts Amherst — Amherst, MA

Saturday, June 2– 10:30 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5209: Avoiding Tunnel Vision: The Importance of Coalition Building for Student Activism

Session Track: Intersectionality, Identities and Discussions

Experience Level: Novice

Given the nation's current political climate and the rise of student activism on college campuses, this session seeks to provide space for student activists to reflect and examine how their approach to advocacy and activism may push away allies and individuals from engaging in coalition building, anti-racism work and community organizing. The presenters will provide a brief context of social justice elitism and how that hinders the work in combating white supremacy and systematic oppression. During the session, participants will engage in an interactive activity and discussion on how to recognize their social justice elitism, and how to make their work accessible and enable new voices to be part of their movement.

This session is intended for NCORE student conference attendees. Student affairs professionals, faculty members, and community organizers are welcome to participate.

PRESENTER(S):

Dear Aunaetrakul, Diversity Education Specialist, Department of Multicultural Services Texas A&M University, College Station, TX — College Station, TX

Mark Dawson, Diversity Education Specialist, Department of Multicultural Services Texas A&M University, College Station, TX — College Station, TX

Saturday, June 2– 10:30 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5210: Perceived Versus Lived Experiences: Black Student Recruitment at PWIs

Session Track:

Experience Level: Novice

This session, grounded in Critical Race Theory, will explore the results of a qualitative study that examined admission materials used to recruit Black college students at Predominantly White Institutions. The purpose of the study was to understand how universities market campus life to Black prospective students and how the students' actual lived experiences compared to their institution's marketing efforts. The study took place at three separate institutions located in the Southeast: an R1 institution, a military college, and a liberal arts college. The facilitators for this session will: 1) Discuss their findings 2) Discuss the study's implications 3) Discuss how the results can inform best practices in student affairs and services. This session should particularly benefit participants who are interested in minority student recruitment, campus diversity, identity-based spaces on college campuses, and research on Black student identity at PWIs.

PRESENTER(S):

Lindsay Bailey, M.Ed, Director of Student Involvement, Student Affairs University of North Georgia — Watkinsville, GA

Meg Evans, M.S., Director, LGBT Resource Center University of Georgia — Athens, GA

Erin Weston, M.Ed, Director, Bridge Scholars Program Georgia College — Milledgeville, GA

Saturday, June 2– 10:30 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5211: Spoken Word Performances: The Black Student Experience with PWIs (Privilege, Whiteness, and Identity)

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

This workshop provides an opportunity for experiential learning by engaging with four original spoken word performances. Four graduate students will perform original spoken word pieces that pertain to their experiences as Black students attending predominately White institutions. First, presenters will discuss what experiences inspired them to create their work. Then, presenters will perform their original spoken word pieces. Finally, presenters will engage the audience with discussions of scholarly research pertaining to themes found in their work. Examples of themes found in the spoken word performances are the intraracial mentoring relationship between faculty and students of color, experiences of privilege through a black woman's eyes, the experiences of a gay, Black female student, and the prevalence of depression and anxiety in graduate school. This session should particularly benefit students, faculty, and staff affiliated with predominately White institutions. Additionally, during the remaining workshop time, audience members will be encouraged to share their original works.

PRESENTER(S):

Jasmine Austin, MA, Doctoral student/Graduate Teaching Assistant/Adjunct Faculty, Department of Communication University of Oklahoma — Norman, OK

Tianna Cobb, MA, Graduate Teaching Assistant , Department of Communication University of Oklahoma — Norman, OK

Marlin Holmes, MA, Graduate Research Assistant, Mechanical Engineering University of Wyoming — Laramie, WY

Ajia Meux, MSW, Graduate student/Graduate Assistant/Community Faculty, Gaylord School of Journalism and Mass Communication/Social Work University of Oklahoma — Norman, OK

Saturday, June 2– 10:30 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5212: First Year Experiences: Considerations for Developing Effective Summer Bridge Experiences for Incoming First-Year Students and Transfer Students

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

This presentation will explore the efforts of Indiana University Northwest to develop a First Year Experience Summer Bridge Program designed to acclimate incoming freshmen and transfer students to its environment. The presentation will explore the program's structure and rationale for activities included, discuss some of the challenges encountered in implementing and sustaining the program, share some of IU Northwest's program outcomes, and provide recommendations for improving service delivery. This session will particularly benefit student affairs and academic support professionals interested in the opportunities presented when academically under-prepared and/or First Generation students find their way to their institutions.

PRESENTER(S):

Kourtney Givens, MSW, LSW, Multicultural Affairs Coordinator/ Academic Advisor, Office of Diversity, Equity, and Multicultural Affairs/ Student Advising Center Indiana University Northwest — Gary, IN

James Wallace, MLS, Director, Office of Diversity, Equity, and Multicultural Affairs, Office of Diversity, Equity, and Multicultural Affairs Indiana University Northwest — Gary, IN

Saturday, June 2– 10:30 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5213: Head, Heart, Hands: A Holistic Approach to Building a More Inclusive Campus for Undocumented Students

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

This session will examine a holistic and humane approach in serving undocumented students in higher education institutions by providing human best practices, and the narratives of activist educators and professionals who identify with the community they serve. Furthermore, this session will compare and contrast the stories and experiences of the undocumented community from two states, California (Southern and Northern area) and Washington. Participants will attain a deeper understanding in the meaning and background of the undocumented identity, and strategies to resist existing institutional structures. This session will particularly benefit practitioners who are interested in creating institutional change and/or guiding their institutions to better advocate for their undocumented communities, including students and staff. Finally, this session will also be an interactive space to address and create action steps to further support this community beyond our institutions.

PRESENTER(S):

Paola A. Morales Paredes, B.A., Academic Counseling Fellow, Undocumented Student Program University of California, Berkeley — Berkeley, CA

Yadira K. Hernandez Perez, B.A., Undocumented Student Program Coordinator, Bruin Resource Center University of California, Los Angeles — Los Angeles, CA

Yuriana Garcia Tellez, B.A., Coordinator, Leadership Without Borders, Samuel E. Kelly Ethnic Cultural Center University of Washington — Seattle, WA

Saturday, June 2– 10:30 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5214: Student and Faculty Resistance! Higher Education Organizing in the Age of Trump

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

This session examines a unique internship program developed to train and mentor student organizers on the 23 California State University (CSU) campuses with the goal of creating new community and/or labor organizers. Information on the background, rationale and implementation of Tim Sampson Student Internship Program from the California Faculty Association will be provided, along with insights and best practices on student driven organizing and coalition building between faculty, staff and students on the CSU campuses. Finally, this session will address current social justice issues that are prevalent on campuses such as white supremacy, freedom of speech, academic freedom, DACA and undocumented student struggles, and free public higher education. This session will benefit participants who are interested in establishing student organizing programs that foster student-faculty movement building on university campuses, students and educators concerned with how to deal with the rise of social and political challenges on campuses in the Trump era, and those interested in learning the intricacies of coalition building between faculty unions/associations and student organizations.

PRESENTER(S):

Michelle Cerecerez, BS, Southern California Regional Organizing Director, Field and Student Organizing California Faculty Union — Los Angeles, CA

Juliana Nascimento, B.A., SoCal Intern Coordinator, Student Organizing California Faculty Association — Los Angeles, CA

Saturday, June 2– 10:30 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5215: Turbulent Winds: Addressing "Climate" at the Intersections of Diversity and Sustainability

Session Track: Race and Social Justice in Higher Education

Experience Level: Intermediate

This session explores the intersection between diversity and sustainability efforts on three California State University campuses. Beginning with a focus on the forces that divide the sustainability and diversity communities, we will share examples of the development of joint initiatives that bring these two areas together through the Sharp/Neumann Model - Awakening, Pioneering, and Transformation. Using the model as a guide, each campus will define where they are now, where they are headed, and some of the challenges encountered along the way. This session should particularly benefit diversity and sustainability officers, student affairs, and faculty and university administrators that are interested in understanding the developmental model related to social/environmental justice, which supports the success of both diversity and sustainability. Participants will leave this session with strategies to further connect diversity/social justice and sustainability at their home institution.

PRESENTER(S):

Jillian Buckholz, M.A., Director of Sustainability, Office of Sustainability California State University East Bay — Hayward, CA

Juliana Goodlaw-Morris, M.A., Sustainability Manager, Safety, Risk and Sustainability California State University, San Marcos — San Marcos, CA

Shantel Martinez, PhD, Assistant Director, Otter Cross Cultural Center California State University, Monterey Bay — Seaside, CA

Lacey Raak, M.A., Director of Sustainability, Office of Sustainability California State University, Monterey Bay — Seaside, CA

Ariel Stevenson, M.A., Diversity Coordinator, Office of Inclusive Excellence California State University, San Marcos — San Marcos , CA

Dianne Rush Woods, MSW, MPH, Ph.D, University Diversity Officer , Diversity, Leadership and Employee Wellness California State University East Bay — Hayward, CA

Saturday, June 2– 10:30 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5216: MVisible Voices: Centering the People and Narratives Not Always Visible or Heard on College Campuses

Session Track: Race and Social Justice in Higher Education

Experience Level: Novice

This session highlights a collaborative, intergenerational storytelling project, MVisible Voices, to document the University of Michigan's history from the perspectives of people of color, which are often excluded from the telling of institutional history. In this session, participants will learn about the process for creating a campus-wide podcast series that brings together generations of U-M alumni, faculty, and students and invites them to share their stories. Participants will explore how shared storytelling can be utilized as a way to counter normative narratives by elite institutions, and how technology can expand the tools and reach of the stories. In addition, participants will learn about using historical methods, such as archival research, to understand and counter institutional narratives. This session will benefit participants who are interested in finding ways to highlight and promote the voices of marginalized communities on their campuses in order to promote social change and to expand the concept of diversity, equity, and inclusion work.

PRESENTER(S):

Kevin Calhoun, Program Lead for Scholar and Community Engagement, National Center for Institutional Diversity University of Michigan — Ann Arbor, MI

Shelly Conner, PhD, Executive Director of Alumni Education and Enrichment, Alumni Association University of Michigan — Ann Arbor, MI

Elizabeth James, MS, Program Associate, Department of Afroamerican and African Studies University of Michigan — Ann Arbor, MI

Tonya Kneff-Chang, Graduate Research Fellow, National Center for Institutional Diversity University of Michigan — Ann Arbor, MI

Marie Ting, Ph.D., Associate Director, National Center for Institutional Diversity University of Michigan — Ann Arbor, MI

Saturday, June 2– 10:30 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5217: Is it My Spirit or My Race... or Both Which Aid Me in My Career Decision-making

Session Track: Student Affairs and Affiliated Professionals

Experience Level: Intermediate

As higher education professionals encounter the challenge of ensuring timely graduation and career attainment, it has become increasingly important to evaluate the factors which may influence those outcomes. This session will discuss at length the influence of Black racial identity and spiritual development on career decision-making of Black undergraduate students at a large university in the southwest region of the United States. This session should particularly benefit various level of experienced student affairs professionals and faculty interested in the identities that influence Black

undergraduate graduates' career decision-making, ranging from beginner to intermediate. Attendees of this session will be offered a framework for working with Black undergraduate students as they make career choices. The conceptual framework of Black racial identity, spiritual development, and career calling concepts guided this qualitative study of Black undergraduate students in the workplace.

PRESENTER(S):

Tonya Driver, Ph.D., Director, Department of Multicultural Services Texas A&M University — College Station, TX

Tammie Preston-Cunningham, Ph.D., Assistant Lecturer, Agricultural Leadership Education and Communications Texas A&M University — College Station, TX

Saturday, June 2– 10:30 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5218: Raising Our Voices: Using Culturally Competent Recruitment Practices to Increase Diversity on College Campuses

Session Track:

Experience Level: Intermediate

This session discusses the importance of implementing culturally competent recruitment behaviors and strategies to increase diversity on college campuses. By employing Black Feminist Thought, the presenter will provide narratives of how Black women recruiters integrate culturally competent behaviors and strategies into their recruiting practices. This session should particularly benefit individuals who are interested in learning how culturally competent admission practices are accomplished to improve diversity efforts, and for those that are interested in expanding opportunities for access for traditionally underrepresented populations. Black Feminist Thought is utilized to understand how admission practices impact Black women recruiters and to gain perspective in how they navigate current admission policies in a racialized environment that strives to meet diversity goals. Tools and resources for implementing culturally competent recruitment practices will be provided. The goal of this research is to learn how cultural competencies affect efforts to create inclusive environments for underrepresented populations. The information presented in this study will influence practice by providing admissions professionals with the tools needed to improve racial relations on their campuses through discussions about cultural competence.

PRESENTER(S):

Carmen Jones, M.Ed., Graduate Research Assistant, School of Education Iowa State University — Ames, Iowa

Saturday, June 2– 10:30 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5220: Full STEAM Ahead: Leveraging Pre-College Partnership Programs for Underrepresented Students

Session Track: Student Interest and Engagement

Experience Level: Intermediate

This interactive session will focus on successful Science, Technology, Engineering, Arts and Mathematics (STEAM) pre-college programs at Rowan University for underrepresented high school students. Participants will be exposed to misconceptions of college eligibility and college readiness along with best practices for creating a comprehensive career development model designed to prepare underrepresented students for college and a four-year career pathway. The session will include a framework to identify and assess a problem of practice and strategies for collecting and analyzing program data.

PRESENTER(S):

Ruben Britt Jr., MA, Assistant Director, Office of Career Advancement Rowan University — Glassboro, NJ

Alicia Monroe, EdD, Assistant Director, Office of Career Advancement Rowan University — Glassboro, NJ

Saturday, June 2– 10:30 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5221: Navigating Academia in Predominately White Colleges and Universities: A Guide to Equip First Generation Students of Color to Thrive in Higher Education

Session Track: Student Interest and Engagement

Experience Level: Novice

This session serves as a space to benefit first-generation, Scholars of Color (SOC) who are completing their studies at the undergraduate or graduate level. Drawing upon experiential and academic knowledge, this session is co-facilitated by five first-generation graduate students from Columbia University Teachers College and will serve as peer educators for session participants. A SOC ThriveGuide 3.0 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. We will share stories and strategies for navigating higher education while centering an intersectional lens that lends particular attention to race, class, gender, and ability, aiming to share our lived experiences to illuminate differing trajectories of success that brought us together. Our objective in imparting this knowledge is to empower students to maintain their authentic selves as they negotiate their academic identities in educational spaces that may not always nourish them. Additional session strategies include: Mentorship, Mental Health Seeking Behavior, Identity-Based Student Group Campus Spaces, Safe and Inclusive Spaces, and Bias Incident Reporting Systems.

PRESENTER(S):

Angel Acosta, Program Director, Curriculum and Teaching Columbia University, Teachers College — New York City, NY

Christina Chaise, M.Ed., Research Associate, IUME Institute for Urban and Minority Education — New York City, NY

Krystal Cruz, University Senator, Diversity & Community Affairs Committee, Office of University Life, Health and Behavior Studies Columbia University, Teachers College — New York City, NY

Brittany Davis, M.Ed., Community Outreach Senator, Diversity & Community Affairs Committee, Education Policy and Social Analysis (EPSA) and Curriculum and Teaching (C&T) Columbia University, Teachers College — New York City, NY

Chiara Fuller, Ed.M., M.Ed., Program Coordinator, Curriculum and Teaching Columbia University, Teachers College — New York City, NY

Saturday, June 2– 10:30 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5222: Engaging Marginalized Students in a Cross-Cultural Peer Mentor Community

Session Track: Student Interest and Engagement

Experience Level: Novice

Peer mentoring programs are widely accepted as an innovative approach to increase student engagement and success, particularly for first-generation Students of Color. This session will examine the structure and impact of California's Norco College Peer Mentor Community, which has combined

efforts across diverse cultural programs including Umoja, Puente, Foster Youth, Men of Color, and First-Year Experience. Procedures of training and implementation will be discussed, including the experience of our Peer Mentor Community camping retreat. Qualitative and quantitative data will be provided to highlight the effectiveness and outcomes within its first year of conception. In addition, a student panel of mentors from each program within the Mentor Community will be present to share their personal experience as a mentor and answer questions from participants. This session should particularly benefit educators who are involved in culturally relevant programs, participants interested in developing peer mentor programs, and those with the goal of achieving equitable outcomes and solidarity amongst diverse cultural student groups.

PRESENTER(S):

Anita Bailey, MS, Student Success Coach, Grants and Student Equity Initiatives Norco College — Norco, CA

Justin Mendez, MA, Student Success Coach, Grants and Student Equity Initiatives Norco College — Norco, CA

Saturday, June 2– 10:30 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5223: The Franchised Black & Multicultural Greek Experience

Session Track: Student Interest and Engagement

Experience Level: Novice

This hard-hitting and direct interactive workshop is based on research that talks about the value of a college degree. Research has shown that in general a person with a college degree will earn one million dollars more in their lifetime than a person who does not have one. If that is true, each fraternal organization on campus is potentially a multi-million dollar franchise. Unfortunately, they are poorly managed franchises that do not maximize their best resources (their members) and are not even clear about what it is that they produce as a franchise. "The Franchised Fraternity Experience" will use multimedia clips, case studies, and thought-provoking questions as a means of discussing all of the controversial topics that lessen our fraternal franchises value and reduces our return on our investment. This session should particularly benefit members of Black and multicultural Greek letter organizations and their advisors by giving them outcome-based directives to evaluate, train, and restructure their organizations into value-driven and principle-guided forces for cultural enrichment, personal growth and true service to their constitution communities.

PRESENTER(S):

Bryant Smith, MS, President/CEO, Smith Consulting And Networking — Clemson, SC

Saturday, June 2– 10:30 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5224: From Their Mouths A Year Later: From Research To Practice; The Story of the CoopLew Chief Diversity Officers Boot Camp

Session Track: Chief Diversity Officer and Executive Leader

Experience Level: Intermediate

This session examines how research informed an evidenced-based professional development program for Chief Diversity Officers in Higher Education. Understanding expectations of diversity leadership in higher education has remained an elusive task for both new and seasoned diversity officers. While sixty-eight percent of Chief Diversity Officers (CDOs) confess to having less than seven years on the job, nearly as many admit that they were either first to take the helm or have little history to follow. This session should particularly benefit those diversity professionals who have been in the CDO profession for three years or less, or those seasoned CDOs who are transitioning from one institution to another. This session will provide participants with relevant strategies to CDO skill development and institutional onboarding. Lastly, this session will reveal to the participants what key activities should be pursued during the first 90 days of employment as a CDO.

PRESENTER(S):

Ken Coopwood, Ph.D., Co-Founder, Research and Curriculum Development CoopLew — Alexandria , VA

William Lewis, PhD, Co-Founder , Strategic Partnerships CoopLew, LLC — Winston Salem , NC

Saturday, June 2– 10:30 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5225: Cultural Justice in a Cape Cod Court

Session Track: Race and Social Justice in Higher Education

Experience Level: Advanced

This session will begin with a screening of the 55-minute documentary film Mashpee Nine, a 40 year retrospective of law enforcement abuse of power and acts of violence on Native American men engaged in traditional drumming on Cape Cod in the 1970s. Following the screening, Paula Peters, a citizen of the Mashpee Wampanoag Tribe and writer and producer of the documentary and companion book Mashpee Nine: A Story of Cultural Justice, will discuss the unique circumstances that led up to this high profile case as well as its contemporary significance. The presenter will highlight the exemplary action of the lawyer for the nine accused in defending charges ranging from disturbing the peace to assault with intent to kill a police officer. He was successful in applying a reasonable interpretation of cultural identity and traditional beliefs to the narrative and credited with winning exoneration for all nine. The presenter will also discuss strategies including the recording of oral history and gathering evidence and resources from a pre-Internet age for both the book and film before opening the session to Q & A.

PRESENTER(S):

Paula Peters, President/Owner, SmokeSignals — Mashpee, MA

Saturday, June 2– 10:30 a.m. - 12:00 p.m.

Session Type: Concurrent Workshop

5227: Black Women Entrepreneurs

Session Track: Intersectionality, Identities and Discussions

Experience Level: Intermediate

The study of entrepreneurship has gained increasing attention within the past couple of decades. For instance, colleges and universities have enhanced their curriculum and course offerings within the field of entrepreneurship. Additionally, policy makers and researchers continue to highlight the significant role that privately held firms play within the United States economy, generating \$12 trillion in sales and employing 56 million people. However, the entrepreneurial experiences of marginalized groups including, women and people of color, remain an understudied topic. This session will explore entrepreneurship amongst women of color, with a focus on black women in the United States. In particular, the discussion will center on how the intersection of race, gender, and class shape black women's business ownership, especially in regards to their motivations for becoming an entrepreneur and the forms of support they utilize to start and grow their businesses. This session should particularly benefit faculty and administrators interested in the theoretical and methodological components of intersectionality, the labor market experiences of women of color, and the field of entrepreneurship.

PRESENTER(S):

Nakeisha Cody, PhD, Associate Director, John D. O'Bryant African American Institute Northeastern University — Boston , MA

Saturday, June 2– 12:30 p.m. - 1:30 p.m.

Session Type: Keynote

5300: D'Lo

Session Track:

Experience Level: All Levels

D'Lo (co-producer) is a queer/transgender Tamil-Sri Lankan-American actor, writer and comic. His solo shows Ramble-Ations, D'FunQT and To T, or not To T have toured the college circuit, and theaters & festivals internationally. His work has been published or written about in academic journals, anthologies, with features in The Guardian, NBC, and The Advocate. He has appeared in BuzzFeed and Fusion videos and the award-winning documentary on his life/work PERFORMING GIRL. He facilitates writing for performance workshops and created the "Coming Out, Coming Home" writing workshop series which have taken place with South Asian and/or Immigrant LGBTQ Organizations nationally. As an actor, you might've seen him in LOOKING (HBO), TRANSPARENT (Amazon), SENSE 8 (Netflix), Mr. Robot (USA) and the Issa Rae-produced show MINIMUM WAGE.

PRESENTER(S):

D'Lo, Actor.Writer.Comic — Los Angeles, CA