

# NCCORE 2019

PORTLAND, OREGON

MAY 28 – JUNE 1



## NATIONAL CONFERENCE ON RACE & ETHNICITY IN AMERICAN HIGHER EDUCATION PROGRAM AND RESOURCE GUIDE

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

# NCORE POSTER SESSION—PART 1

Please join us at the NCORE 2019 Poster Session in Pre-Function Space E. This year, more than 70 posters were accepted for display and presentation at NCORE 2018. All posters will be on display Thursday.

Posters Being Presented Thursday, 10:15 a.m.–11:45 a.m., Pre-Function Space E are as follows:

TITLE	PRESENTERS
#AgSoWhite	<b>Torrie Cropps</b> , Graduate Research Assistant, Agricultural Sciences Education & Communication, Purdue University
A Critical Race Analysis of a Graduate Peer Mentor Training Program at a Historically White Institution	<b>Torrie Cropps</b> , Graduate Research Assistant, Agricultural Sciences Education & Communication, Purdue University <b>Ulyssa Hester</b> , Graduate Research Assistant, Agricultural Sciences Education & Communication, Purdue University
Assessing Climate of the College of Education and Professional Studies	<b>Kenny Yarbrough</b> , Th.D., CDP, Chief Equity, Diversity and Inclusion Officer, Chancellor's Office, University of Wisconsin-Whitewater
Assessing Racial and Ethnic Equity Throughout the Student Journey: The Juntos Program Experience	<b>Amy Young</b> , MPH, Research Program Coordinator, Division of Outreach and Engagement, Juntos Program, Oregon State University <b>Daniel Lopez-Cevallos</b> , PhD, MPH, Associate Professor Latina/o/x Studies, Ethnic Studies, and Health Equity, School of Language, Culture, and Society College of Liberal Arts, Oregon State University
Black Female Faculty and Staff "Just Do It" Intuitively, Inherently and Instinctively: Mentoring and Operating within Black Feminist Thought and Situated Learning Frameworks in Higher Education	<b>Lynn Lundy Evans</b> , Doctoral Student in Human-Computer Interaction, Teaching Assistant for McNair/Online Instructional Designer, Graduate College, Iowa State University <b>Ashley Garrin</b> , PhD, Assistant Director, McNair Program, Iowa State University
Black Girls. White Spaces	<b>Kristine Cross</b> , Student Ambassador, Office of Multicultural Affairs, Stephen F. Austin State University
Creating a Community of Belonging and Thriving Through the Warrior Vision and Impact Program	<b>Michelle Hunt Bruner</b> , Director, Academic Success Center, Wayne State University <b>Kenya Swanson</b> , M.Ed., Coordinator, Warrior Vision and Impact Program, Academic Success Center, Wayne State University, Academic Success Center
Creating and Sustaining an Equity and Inclusion Committee Within an Academic Department at the University of Washington School of Social Work	<b>Chanira Reang Sperry</b> , M.Ed., Assistant Director, PhD in Social Welfare Program, School of Social Work, University of Washington <b>Jessica Lapham</b> , MSW, Social Work Doctoral Student, School of Social Work, University of Washington <b>Maureen Marcenko</b> , PhD, Dr. Maureen Marcenko, School of Social Work, University of Washington
Creating Student Clubs	<b>Maria Marin</b> , ESL Instructor, ESL, De Anza College
Critical Conversations Through Equity and Advocacy-focused Programming in Teacher Education	<b>Jennifer Samson</b> , EdD, Department Chair and Associate Professor, Special Education, Hunter College <b>Kathryn Struthers Ahmed</b> , PhD, Assistant Professor, Curriculum and Teaching, Hunter College <b>Lacey Peters</b> , PhD, Assistant Professor, Curriculum and Teaching, Hunter College
Designing and Instituting a Framework for Critical Service Learning: Empowerment and Education on Freedom of Speech and Justice	<b>Keshreeyaji Oswal</b> , Student, University of Puget Sound
Developing & Implementing an Institutional Equity Screen: Prioritizing Diversity, Equity, and Inclusion in a new School of Public Health	<b>Dawn Richardson</b> , DrPH, MPH, Assistant Professor, Community Health/Health Studies, OHSU-PSU School of Public Health <b>Kelly Gonzales</b> , MPH, PhD, Assistant Professor, Community Health/Health Studies, OHSU-PSU School of Public Health
Difficult Dialogues and Social Media: a Content Analysis	<b>Sarah Ray</b> , MPA, Graduate Assistant, Office of Climate and Diversity, School of Public Health, Texas A&M University <b>Crystal Vinal</b> , Assistant Director, Office of Climate and Diversity, School of Public Health, Texas A&M University
Diversifying Physical Therapy: Recruitment and Retention of Under-Represented Minorities to Improve Patient Outcomes	<b>Miriam Janove</b> , SPT, Student of Physical Therapy, Physical Therapy, University of Puget Sound <b>Isaac Aguilar</b> , SPT, Student of Physical Therapy, Physical Therapy, University of Puget Sound
Engineers of Color Creating Opportunities (ECCO) Center/ Mutlicultural Center for Academic Support (MCAS) Engineering College Advocate/Student Representative Program	<b>Venessa Mitchell</b> , EdD, Director of ECCO Center, Office of the Dean, Kate Gleason College of Engineering, Rochester Institute of Technology
English Learning Latino Males in Urban Los Angeles	<b>Juan Lopez</b> , M.Ed, Doctoral Student and Graduate Research Assistant, Educational Administration and Human Resource Development, Texas A&M University

# NCORE POSTER SESSION—PART 1

TITLE	PRESENTERS
<b>Examining Institutional Climate and Culture in Higher Education Through Internal Surveys</b>	<b>Sarah Ray</b> , MPA, Graduate Assistant, Office of Climate and Diversity, School of Public Health, Texas A&M University <b>Crystal Vinal</b> , Assistant Director, Office of Climate and Diversity, School of Public Health, Texas A&M University
<b>From the Classroom to the Community: A Culturally Responsive Model to Address Health Inequities</b>	<b>Dawn Person</b> , Ed.D., Director, Center for Research on Educational Access and Leadership & Faculty of Educational Leadership, Educational Leadership, California State University, Fullerton <b>Aylin Gann</b> , Graduate Research Assistant, Psychology <b>Nancy Carrada Zuniga</b> , Graduate Research Assistant, California State University, Fullerton
<b>Integrating dialogue into seminars: Staying to talk instead of leaving angry and confused!</b>	<b>Morgan Gimblet</b> , Bachelor of Arts Candidate, Student, Office for Diversity, Texas A&M University <b>Yusra Aziz</b> , Bachelor of Science Candidate, Student, Office for Diversity, Texas A&M University <b>Redeem Francis</b> , Bachelor of Arts Candidate, Student, Office for Diversity, Texas A&M University
<b>Legacy: Integrating Identity, Global awareness &amp; Social Justice into a FTIC Leadership Development Co-Curricular Program</b>	<b>Dereika Pinder</b> , M.S., Assistant Director, Student Leadership Programs, Center for Leadership & Service, Agnes Scott College
<b>Measuring Non-Traditional Outcomes Equitably: Differential Item Functioning in a Civic Participation Metric for Black and Latina/o Community College Students</b>	<b>David Velasquez</b> , M.Ed., Research Assistant and PhD Student, Education, Rossier School of Education <b>Adrian Trinidad</b> , Research Assistant & PhD Student, Education, Center for Urban Education
<b>Improving Engagement and Retention of Minority Students: Exploring the IMPACT of a Peer Mentoring Program</b>	<b>Lizbeth Ramirez</b> , MA, Multicultural Education, Engagement and Student Success Graduate Employee, Dean of Students, University of Oregon <b>Jocelyne Bautista Sanchez</b> , BA (June 2019), IMPACT student coordinator, Dean of Students, University of Oregon <b>DJ Kelly-Quattrocchi</b> , M.S.; B.S., Coordinator, Multicultural Education, Engagement, and Student Success, Dean of Students, University of Oregon
<b>No Chief Diversity Officer? Equity-Minded EEO Planning to the (Temporary) Rescue</b>	<b>Lisa Mednick Takami</b> , Ed.D., Supervisor, Professional Development & Learning, El Camino College <b>Linda Clowers</b> , PhD, Associate Dean, Academic Affairs, El Camino College
<b>Nurturing, Investing, and Advocating (NIA): Increasing the Recruitment, Retention, and Graduation Rates of African Americans in Human Resource Development</b>	<b>Gwendolyn Webb-Hasan</b> , Ed. D, Associate Professor, Educational Administration and Human Resource Development, Texas A&M University <b>Rhonda Fowler</b> , Ph. D., Clinical Assistant Professor, Human Resource Development, Texas A&M University <b>Tasmin McDonald</b> , Graduate Research Assistant, Human Resource Development, Texas A&M University
<b>Perceived Racial Ethnic Discrimination and Stress Among Black and African American Graduate Students on a Predominantly White Campus</b>	<b>Fathiya Abdi</b> , MPH, Graduate Student, School of Public Health - Health Services Department, University of Washington
<b>Racial Identifiers: Exploring How Asian and Black Students Understand the Term 'People of Color'</b>	<b>Sophie Yang</b> , MSW, Doctoral Student, School of Social Work, Portland State University <b>Anita Gooding</b> , MSW, Doctoral Student, School of Social Work, Portland State University
<b>Texas Aggie Wellness Initiative</b>	<b>James Nash</b> , Associate Director, Recreational Sports, Texas A&M University <b>Mary Kalafatis</b> , Business Administrator, Recreational Sports, Texas A&M University <b>Valerie Ortega</b> , Graduate Assistant, Recreational Sports, Texas A&M University
<b>The Lions Speak: Revisioning a Programmatic Assessment</b>	<b>Sherria Taylor</b> , PhD, Associate Director, Metro College Success Program, San Francisco State University
<b>Transcending History: Black Women's Powerful Resistance in Higher Education and Beyond</b>	<b>Abiola Mustapha</b> , BSW, M.Ed, Masters in Applied Women's Studies, Graduate Assistant Immigrant Student Resource Center, College of Education, University of Arizona
<b>Understanding and Addressing the Obligation Gap in Community College</b>	<b>Jeremiah Sims</b> , PhD, Director of Equity, Equity, College of San Mateo <b>Lasana O. Hotep</b> , Dean, Student Equity and Support Programs, Skyline College
<b>Uniting the Borders with Border Pedagogy to Reinvent Social Justice and Intercultural Understanding of Latinx Learners; An Autoethnography Testimonial</b>	<b>Julia Cuevas</b> , M.Ed, Early Childhood Education Mentor Coach, Human Development & School Services, The University of Texas Rio Grande Valley <b>Hilda Medrano</b> , PhD, Professor, Human Development & School Services, University of Rio Grande Valley
<b>'We're admitted, but we don't graduate': Towards a Model of Institutional Collaboration to Support Black and Latino College Men</b>	<b>Roberto Orozco</b> , M.S., PhD Student, Higher Education, Rutgers University-New Brunswick
<b>Whiteness in Higher Ed: Moving White Folks Towards Understanding White Supremacy and Systemic Racism</b>	<b>Hallie Star</b> , EdD Higher Education Leadership (ABD), Idaho State University; MA, Media Studies, New School; BFA, Pacific NW College of Art, Doctoral Student, Education, Idaho State University & College of Southern Idaho

# NCORE POSTER SESSION- PART 2

Please join us at the NCORE 2019 Poster Session in Pre-Function Space E. This year, more than 70 posters were accepted for display and presentation at NCORE 2019. All posters will be on display Thursday.

Posters Being Presented Thursday, 4:00 p.m.–5:30 p.m., Pre-Function Space E are as follows:

TITLE	PRESENTERS
<b>“Black is Beautiful...Right?: Investigating Black Female Identity Within an Asian Context While Studying Abroad.”</b>	<b>LaShawn Washington</b> , M. Ed., Doctoral Student, Educational Leadership and Policy Analysis, University of Wisconsin- Madison
<b>A Space of Our Own: Womxn of Color Creating a Space of Self-Preservation</b>	<b>Stephanie Hernandez</b> , MA, Graduate Research Assistant, Educational Leadership & Policy Analysis, University of Missouri
<b>Applied Equity: A STEM Bridge Program at Everett Community College</b>	<b>Kristine Washburn</b> , MS, Professor, Physics, Everett Community College
<b>Autonomy to Community</b>	<b>Michele Kleeman</b> , MA, Resident Life Coordinator, Housing and Residence Life, University of California-Merced
<b>Changing Asylum Policies and Practices in the United States</b>	<b>Citlally Orozco Aldaz</b> , Undergraduate Researcher, Sociology, Anthropology, and Social Work, Kansas State University
<b>Collage Making: Microaggressions and Minority Women in the Workplace</b>	<b>Gurjot Mondair</b> , MFT Art Therapy Intern, Notre Dame de Namur University
<b>Creating a Culture of Radical Self-Care and Community: Taking our Masks Off for Ourselves and for our Students</b>	<b>Yoo-Jin Kang</b> , Coordinator for Alcohol and Other Drugs Initiatives, Health Promotion and Advocacy Center, American University
<b>Creating Inclusive Higher Education Environments: Mentoring Culturally Diverse Faculty</b>	<b>Clementine Msengi</b> , EdD, Visiting Assistant Professor, Educational Leadership, Doctoral Studies, Lamar University <b>Millicent Musyoka</b> , PhD, Assistant Professor, Department of Deaf Studies & Deaf Education, Lamar University <b>Katherine Sprott</b> , PhD, Assistant Professor, Teacher Education, Lamar University
<b>Developing an Integrative Studies Program in Sustainability at a TCU</b>	<b>Eric Jurgens</b> , MA, Instructor, Liberal Studies, College of Menominee Nation
<b>Disability Through the Lens of Social Justice</b>	<b>Julie Alexander</b> , MA, LPC, Access Consultant, Student Success Programs -Disability Resource Center, Purdue University
<b>Examining Filipino/Ethnic Studies at SD Miramar College from a Global Perspective</b>	<b>Judy Patacsil</b> , Professor, San Diego Miramar College
<b>Fostering Belonging: Workshop Series</b>	<b>Karin Firoza</b> , Director, Center for Intercultural Engagement, Northeastern University <b>Alexia Ferracuti</b> , PhD, Associate Director, Center for Advancement of Teaching and Learning through Research, Northeastern University
<b>Helping New Faculty Find “Home”: Building an Interactive Guide for Diverse Communities</b>	<b>David Butts</b> , Associate Director of The Center for Graduate and Professional Diversity Initiatives, Office of Institutional Diversity, University of Kentucky <b>Lance Poston</b> , PhD, Director of Institutional Inclusion and Community Engagement, Office of Institutional Diversity, University of Kentucky
<b>Freedom to Dream</b>	<b>Jocksana Corona</b> , Student Assistant, Sustainability Equity Diversity & Inclusion, Southern Oregon University
<b>Hosting an Editathon: Writing African American History into Wikipedia</b>	<b>Laurie Bridges</b> , MS, MLIS, Associate Professor / Librarian, OSU Libraries and Press, Oregon State University <b>Diana Park</b> , MLIS, Assistant Professor and Science Librarian, OSU Libraries and Press, Oregon State University
<b>M.I.A. Where are the Black Males on the Nursing Higher Education Continuum?</b>	<b>Kenneth Russell</b> , MSN, MSCS, PhD Student, Nursing, University of California, Davis
<b>Monuments as Political Technologies: The Misrepresentation of Students of Color at Predominately White Institutions</b>	<b>Kingsley Pissang</b> , Student, University of Wisconsin-Madison
<b>Onboarding: Reflecting on Guidelines to Assist with Diversity, Inclusion, and Faculty Retention</b>	<b>Gilda Martinez-Alba</b> , EdD, Assistant Dean and Provost Fellow for Diversity and Inclusion, College of Education, Towson University
<b>Pilipino/a Ka Ba? Negotiating Filipino Identity as a Bi/Multiracial Filipino in Hawai’i</b>	<b>Anh Tran</b> , MFT/Art Therapist Trainee, Graduate Student, Notre Dame de Namur University
<b>Religious and Spiritual Diversity Recognition in Graduate Psychology Training Programs: A Beginning Model for Addressing Microaggressions Among Students</b>	<b>Peter A. Steele</b> , MA, Student, School of Graduate Psychology, Pacific University <b>David N. Lewallen</b> , MA, Student, School of Graduate Psychology, Pacific University

# NCORE POSTER SESSION- PART 2

TITLE	PRESENTERS
<b>Reproductive Justice Lens: Resistance Tool for Early Marriage and Childbirth Among Women and Children in Nigeria, West Africa</b>	<b>Odunola Oladejo</b> , MA, Student, Women, Gender & Sexuality Studies, Oregon State University
<b>Tactics to Avoid Race and Racism and the Impact on Faculty of Color</b>	<b>Takumi Sato</b> , PhD, Clinical Ass Professor, Virginia Tech
<b>The Hidden Figures of the Photography Industry- The Untold Stories of the Success of Black Women Photographers</b>	<b>Tomayia Colvin</b> , Tomayia Colvin, MEd, Graduate Student, Houston Baptist University
<b>The More the Merrier? The Perspectives of Female College Student Leaders on Gender Aspects in the Forest Sector</b>	<b>Pipiet Larasatie</b> , Ms, Wood Science and Engineering, College of Forestry- Oregon State University
<b>The TCU Veterans Project: Increasing Empowerment and Visibility through Storytelling</b>	<b>April Brown</b> , M.Ed., Director, Veterans Services, Student Affairs, Texas Christian University
<b>Understanding Intersecting Identities in Higher Education: A Graduate Reflection on Code Switching, Transitional Competence, and Decolonizing Pedagogy</b>	<b>Ariana Cano</b> , M.A., Adjunct Faculty, Communication Studies, California State University, San Bernardino
<b>Understanding the Risk for Racialized Incivility in Small Group Learning</b>	<b>Kupiri Ackerman-Barger</b> , PhD, Assistant Clinical Professor, Betty Irene Moore School of Nursing, University of California Davis
<b>Unhidden and Unrelenting Figures: The Persistence of Black Women in STEM Disciplines</b>	<b>Tashiana Bryant (Myrick)</b> , MS and Ed.D Doctoral Candidate, Coordinator, African American Student Center, Office of Student Life & Cultural Centers, Cal Poly Pomona
<b>Using Story Exchanges to Build Shared Understandings of Identity, Positionality, and Intersectionality</b>	<b>Anita Zjdemans Boudreau</b> , PhD, Director School of Learning & Teaching, College of Education, Pacific University <b>Jessika Chi</b> , M.A., Program Manager, Institutional Diversity, Reed College <b>L Soul Brown</b> , MPA, Director of Grants Development, Advancement and Alumni Resources, Massachusetts Bay Community College
<b>A Multi-factor Model for Understanding the Experiences of Muslim Sportspersons in the USA</b>	<b>Umer Hussain</b> , Phd Student, Graduate Teaching Assistant and Phd Student, Sports Management, Texas A&M University
<b>Life After Sports: Black Males Pursuing Engineering and Related STEM Fields</b>	<b>Leroy Long</b> , PhD, Assistant Professor, Engineering Fundamental, Embry-Riddle Aeronautical University <b>Robert Bennett</b> , PhD, Visiting Assistant Professor, Health, Exercise and Sport Studies, Denison University <b>Morris Council</b> , PhD, Assistant Professor, Special Education, Department of Literacy and Special Education, University of West Georgia
<b>Interrupting the Negative Succession of STEM Women’s Denial of Tenure and Promotion at Research Intense Institutions</b>	<b>Dwayne Plaza</b> , PhD, Professor of Sociology, Sociology, Oregon State University <b>Bonnie Ruder</b> , Doctoral Candidate, Graduate Research Assistant, Anthropology, Oregon State ADVANCE <b>Kali Furman</b> , Doctoral Candidate, Graduate Research Assistant, Women, Gender, and Sexuality Studies, Oregon State University
<b>Leadership Style: A Fair and Equitable Way to Hire the Right Head Coach</b>	<b>Matthew Raidbard</b> , EdD, Associate Athletic Director-Compliance, Intercollegiate Athletics, Chicago State University
<b>Never Personal Always Purpose</b>	<b>Monique Turner</b> , Founder, Family Purpose

# CAUCUS SCHEDULE

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## The Asian American/Pacific Islander Caucus at NCORE (APINCORE)

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

- **APINCORE Social—1500**  
**Date:** Tuesday, May 28, 2019  
**Time:** 6:00 a.m. to 9:00 p.m.  
**Location:** Capella Lounge at Aster Tower  
**Sponsored by:** UTOPIA PDX & API other organizations in Portland

## Latinx Caucus

The Latinx Caucus at NCORE, while open to all conference attendees, is designed to provide a format to voice and address the interests and current issues of Latinx students, faculty, staff and community. The Caucus meets regularly throughout the annual conference for both business and social purposes. Visit our NCORE Latinx Caucus Facebook page or send an e-mail to Raul Hinojosa Jr. (raul.hinojosa@utdallas.edu) to be added to our Slack channel. We use these communication channels to stay in contact during and after the conferences.

### Day #1

Tuesday, May 28, 2019

- **Host Welcome Dinner—1504**  
**Time:** 6:30 p.m.  
**Location:** To be announced – visit our social media for details

### Day #2

Wednesday, May 29, 2019

- **Caucus Meeting #1—2050**  
**Time:** 8:30 a.m. to 9:40 a.m.  
**Location:** D139  
Join us for our first meeting of the NCORE Latinx Caucus to network and meet other conference attendees and to share your story. We will facilitate structured networking and sharing among our members.
- **No-Host Lunch**  
**Time:** 11:45 a.m. to 1:30 p.m.  
**Location:** To be announced – visit our social media for details  
Visit the NCORE Latinx Caucus Facebook Page for updates on the lunch location or attend the Caucus Kickoff Session for information.
- **Adelante Mujeres Caucus Session—3450**  
**Time:** 3:30 p.m. to 4:30 p.m.  
**Location:** E143  
Latinx leaders in the Pacific Northwest are serving the community in many ways. At this meeting, we will feature a guest speaker from Adelante Mujeres, a local non-profit to share more about how they are focused on addressing the needs of marginalized Latina women in Oregon. Members will learn about how they can support the work of this great organization.

### Day #3

Thursday, May 30, 2019

- **Breakfast Meet Up**  
**Time:** 7:00 a.m. to 8:15 a.m.  
**Location:** Citizen Baker (Hotel Eastlund), 1089 NE Grand Ave., Portland OR  
Are you an early riser? Join us for a breakfast meet up to connect with colleagues and discuss the conference proceedings.
- **Caucus Meeting #2—3050**  
**Time:** 8:30 a.m. to 9:40 a.m.  
**Location:** E142  
This meeting of our caucus will focus on how we are working on the needs of our community at our members' institutions. We want to learn about what works for you, what are your challenges, and how you are engaged in social justice work.

### Day #4

Friday, May 31, 2019

- **Caucus Meeting #3—4050**  
**Time:** 8:30 a.m. to 9:40 a.m.  
**Location:** Portland Ballroom  
Before we leave Portland, it is time to start debriefing and gathering your input for the next conference. Don't miss your chance to share what you enjoyed about the conference and what you would like to see in 2020. At this meeting, we will also discuss ways to keep in touch until the next conference.

## Native Delegates of NCORE (NDNCORE)

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

- **Caucus Session—1501**  
**Date:** Tuesday, May 28, 2019  
**Time:** 6:00 p.m. to 7:00 p.m.  
**Location:** D133-D134
- **Caucus Session—2700**  
**Date:** Wednesday, May 29, 2019  
**Time:** 6:00 p.m. to 7:00 p.m.  
**Location:** D133-D134
- **Caucus Session—4700**  
**Date:** Friday, May 31, 2018  
**Time:** 6:00 p.m. to 7:00 p.m.  
**Location:** D133-D134

## Queer People of Color Caucus (name changed from LGBTQ POC)

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

- **Caucus Session—1502**  
**Date:** Tuesday, May 28, 2019  
**Time:** 6:00 p.m. to 7:00 p.m.  
**Location:** Location: D135
- **Caucus Session—4701**  
**Date:** Friday, May 31, 2018  
**Time:** 6:30 p.m. to 7:00 p.m.  
**Location:** D135

## White Caucus

The White Caucus at NCORE is for people who identify as white and/or have white skin privilege to build community and do our own work: to authentically and critically engage in whiteness, white privilege, and hold each other accountable for change. We explore how to recognize whiteness and white privilege, identify and interrupt our internalized dominance, and collectively develop strategies for liberation and change. Join our Facebook community at <https://www.facebook.com/groups/NCOREWhiteCaucus/> to get updated information on our meet ups, and to sustain dialogue, reflection, and action between the conferences.

- **Social Meet up**  
**Date:** Wednesday, May 29, 2018  
**Time:** 6 p.m.  
**Location:** Lobby of *The Hoxton*, 15 NW 4<sup>th</sup> Ave, Portland, OR, 97209
- **Caucus Session—3250**  
**Date:** Thursday, May 30, 2018  
**Time:** Noon to 1:15 p.m.  
**Location:** E147-E148  
Caucus Session on Self Work (*Bring Your Own Lunch*)
- **Caucus Session—4250**  
**Date:** Friday, May 31, 2018  
**Time:** Noon to 1:15 p.m.  
**Location:** E147-E148  
Caucus Session with a focus on cultivating connecting beyond NCORE (*Bring Your Own Lunch*)

# NCORE 2019 Schedule Overview

32nd Annual National Conference on Race and Ethnicity  
in American Higher Education

May 28 - June 1, 2019 | Portland, Oregon

## Monday, May 27:

1:00 p.m.-8:00 p.m. Onsite Registration & Check-In Open

## Tuesday, May 28:

7:30 a.m.-8:00 p.m. Onsite Registration & Check-In  
9:00 a.m.-5:30 p.m. Pre-Conference Institutes (optional day)  
11:45 a.m.-1:15 p.m. Lunch On-Your-Own  
12:00 p.m.-7:00 p.m. Exhibit Hall Open  
6:00 p.m.-8:00 p.m. Caucus Meetings  
6:30 p.m.-8:00 p.m. Student Scholars' Reception Evening  
8:00 p.m.-9:15 p.m. Events To Be Announced

## Wednesday, May 29:

7:30 a.m.-7:00 p.m. Onsite Registration & Check-In  
7:45 a.m.-7:00 p.m. Exhibit Hall Open  
8:30 a.m.-11:45 a.m. Conference Sessions  
11:45 a.m.-1:30 p.m. Lunch On-Your-Own  
1:30 p.m.-2:45 p.m. Opening Keynote Address  
2:45 p.m.-3:30 p.m. Exhibit Hall & Networking Opportunities  
3:30 p.m.-5:30 p.m. Conference Sessions  
7:00 p.m.-8:15 p.m. NCORE Welcoming Reception  
8:30 p.m.-10:00 p.m. NCORE Entertainment Showcase  
8:30 p.m.-10:30 p.m. Film Screenings

## Thursday, May 30:

7:45 a.m.-8:30 a.m. Continental Breakfast  
7:45 a.m.-7:00 p.m. Exhibit Hall Open  
8:00 a.m.-5:00 p.m. Onsite Registration & Check-In  
8:30 a.m.-11:45 a.m. Conference Sessions  
11:45 a.m.-1:30 p.m. Lunch On-Your-Own  
1:30 p.m.-2:45 p.m. Keynote Address  
2:45 p.m.-3:30 p.m. Exhibit Hall & Networking Opportunities  
3:30 p.m.-5:30 p.m. Conference Sessions  
6:00 p.m.-7:00 p.m. Books & Bites in Exhibit Hall  
8:30 p.m.-10:30 p.m. Evening Programming and Film Screenings

## Friday, May 31:

7:45 a.m.-8:30 a.m. Continental Breakfast  
7:45 a.m.-7:00 p.m. Exhibit Hall Open  
8:00 a.m.-5:00 p.m. Onsite Registration & Check-In  
8:30 a.m.-11:45 a.m. Conference Sessions  
11:45 a.m.-1:30 p.m. Lunch On-Your-Own  
1:30 p.m.-2:45 p.m. Keynote Address  
2:45 p.m.-3:30 p.m. Exhibit Hall & Networking Opportunities  
3:30 p.m.-5:30 p.m. Conference Sessions  
10:00 p.m.-12:00 a.m. JDOTT Dance

## Saturday, June 1:

8:00 a.m.-12:00 p.m. Onsite Registration Open  
8:45 a.m.-12:00 p.m. Conference Sessions  
12:00 p.m.-12:30 p.m. Luncheon  
12:30 p.m.-1:45 p.m. Closing Keynote Address



Preliminary Schedule published: 9/17/18. All events and times are subject to change



# PRE-CONFERENCE INSTITUTES

Time	Session #	Title	Room
Tuesday, May 28 9:00 a.m. - 5:30 p.m. <i>(continued on next page)</i>	1100	Preserving, Restoring, and Honoring Indigenous ways in Agriculture: Directions and Implications in Higher Education	Room: PSU Native American Student and Community Center, 710 SW Jackson St, Portland, OR 97201
	1101	Using Activist Assessment & Evaluation for Socially Just Educational Environments: It Works if You Work it!	Room: A103-A104
	1102	Asian and Asian American Students: 'Nothing About Us, Without All of Us' on University and College Campuses	Room: A105
	1103	Black Identity Development at American Higher Institutions: An Examination of How Concepts of Blackness Inform the Campus Climate Experience	Room: A106
	1104	Women of Color & Women's Stealth Leadership; Done with Ugly, and Still Doing the Hard Work-Chapter 13	Room: A107-A108
	1105	Aspire Women of Color Leadership Institute	Room: B110-B111
	1106	Intersectional Interventions: Supporting Queer and Trans Students of Color	Room: B112
	1107	Resources and Tools for Latinx Leaders in Higher Education	Room: B113
	1108	Repositioning Cultural Centers to Better Leverage our Social Capital	Room: B114
	1109	Clearing a Path for Healing to Enter: Exploring a Process of Liberation from Internalized Racism	Room: B115
	1110	Reimagining Higher Education through a Multiracial Lens	Room: B116
	1111	Empowering Diverse Queer Communities in Higher Education	Room: B117
	1112	White Fragility	Room: B118-B119
	1113	Understanding and Leveraging the Student Voice to Impact Institutional Change	Room: C120-C121-C122
	1114	Not in My School! How White Supremacy, White Privilege, and Other Forms Of Oppression Undermine Best Intentions	Room: C123
	1115	Navigating Triggering Events: Critical Competencies for Facilitating Difficult Dialogues	Room: C124
	1116	Advanced Facilitation Skills for Compassionately and Lovingly Facilitating Large and Small Group Workshops Aimed at Challenging Racism and White Supremacy	Room: C125-C126
	1117	The Body Already Knows: A Framework for Dismantling Race, Racism and Whiteness and Achieving Racial Justice	Room: D133-D134
	1118	The Complexity of Student-Centered Work, Race & Inclusion in the American Academy	Room: D135
	1119	Praxis: A Practical Institute on Creating Sustainable, Data Driven, Systemic Change to Build an Equitable Institution	Room: D136
	1120	Designing and Facilitating Diversity and Social Justice Education: Honing Our Skills	Room: D137
	1121	Creating Counter-storytelling Community for Cross-Race Dialogue and Action	Room: D138
	1122	From the Ground Up: Developing Your Campus' Strategic Plan for Diversity and Inclusion	Room: D139
	1123	The Pacific Islander Institute: Creating Ocean	Room: D140
	1124	Dismantling the 'U.S. versus International' Dichotomy: Creating Synergy between Intercultural and Diversity/Social Justice Approaches in a Globalizing Context	Room: E141
1125	Writing and Assessing Student Learning Outcomes for Social Justice Education	Room: E142	

# PRE-CONFERENCE INSTITUTES

Time	Session #	Title	Room
Tuesday, May 28 9:00 a.m. - 5:30 p.m. (continued)	1126	Beyond Google: Social Justice Fundamentals for the Newly Woke	Room: E143
	1127	The Chief Diversity Officer: Role, Structure, Strategy, and Sustainability	Room: E144
	1128	Hip-Hop & The Future: How Hip-Hop Can Help Us Change the World!	Room: E145
	1129	All I Want is a Little R-E-S-P-E-C-T... Tools and Strategies for Responding to Oppression in the Classroom and Institution	Room: E146
	1130	Applying the Multicultural Competency Interviewing Rubric (MCIR) to Hire Multiculturally Competent Faculty and Administrators/ Leaders Using a Comprehensive Hiring Framework	Room: F149
	1131	Exploring Decolonization in Pedagogy and Practice: Identifying, Naming and Decentering Structures and Processes that Maintain the Status Quo	Room: E147-E148
	1132	Power, Privilege, and Colonialism: Higher Education's Quest to Overcome Christian Hegemony	Room: F150
	1133	Cultural Competence and Leading Change	Room: F151
	1134	Student Social Justice Institute	Room: F152
Wednesday, May 29 9:00 a.m. - 5:30 p.m.	1100	Preserving, Restoring, and Honoring Indigenous ways in Agriculture: Directions and Implications in Higher Education	Room: PSU Native American Student and Community Center, 710 SW Jackson St, Portland, OR 97201
	1101	Using Activist Assessment & Evaluation for Socially Just Educational Environments: It Works if You Work it!	Room: A103-A104
	1104	Women of Color & Women's Stealth Leadership; Done with Ugly, and Still Doing the Hard Work-Chapter 13	Room: A107-A108
	1105	Aspire Women of Color Leadership Institute	Room: B110-B111
	1116	Advanced Facilitation Skills for Compassionately and Lovingly Facilitating Large and Small Group Workshops Aimed at Challenging Racism and White Supremacy	Room: C125-C126
	1124	Dismantling the 'U.S. versus International' Dichotomy: Creating Synergy between Intercultural and Diversity/Social Justice Approaches in a Globalizing Context	Room: E141
	1127	The Chief Diversity Officer: Role, Structure, Strategy, and Sustainability	Room: E144
	1130	Applying the Multicultural Competency Interviewing Rubric (MCIR) to Hire Multiculturally Competent Faculty and Administrators/ Leaders Using a Comprehensive Hiring Framework	Room: F149
	1131	Exploring Decolonization in Pedagogy and Practice: Identifying, Naming and Decentering Structures and Processes that Maintain the Status Quo	Room: E147-E148

# PRE-CONFERENCE INSTITUTES

Tuesday, May 28

9:00 a.m. - 5:30 p.m.

1100

PSU Native American Student and  
Community Center, 710 SW Jackson St, Portland, OR 97201

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

All Levels

## Preserving, Restoring, and Honoring Indigenous ways in Agriculture: Directions and Implications in Higher Education

Session Track: Intersectionality, Identities and Discussions

The Native Delegates of NCORE's Pre-Conference Institute particularly benefits people who serve Indigenous students in higher education. Intergenerational healing and wisdom can be linked to the rich stories and traditions experienced in tribal communities. In this Pre-Conference Institute, explore tribal community food systems and the influence of climate change on cultural practices and what this means for Natives in higher education, as they emerge as leaders in their communities. Food sovereignty and related topics such as sustainability, treaty rights, and shifts in cultural practices, will guide conversations. The Pre-Conference Institute invites participants to embrace their five senses as they share and discover the importance of tribal community food systems as a gatekeeper to cultural knowledge. Day One: This session should particularly benefit people who serve Indigenous students in higher education. Intergenerational healing and wisdom can be linked to the rich stories and traditions experienced in agriculture and tribal community food systems. In this Pre-Conference Institute, explore how agricultural opportunities in higher education provide Native students a sense of belonging, purpose, and cultural centeredness as they emerge as leaders in the community. The Pre-Conference Institute invites participants to embrace their five senses as they share and discover the importance of agriculture, especially in regard to food sovereignty and as a gatekeeper to cultural knowledge. Day Two: In this workshop, participants explore tribal community food systems with emphasis on food sovereignty, environmental impact on traditional cultural gatherings, and the importance of safeguarding our cultural knowledge. The workshop includes presentations, discussion, reflection, and taste testing. Additionally, participants will gain resources to consider for their ongoing work with Native students in higher education. Presenters will provide samples of traditional foods. Participants discuss Native ways in agriculture in higher education by exploring climate change and its impact on cultural practices. Workshop topics may include: Sustainability, Treaty Rights in Relation to Memos of Understanding with Institutions of Higher Education, Impact on Traditions and Subsistence, Intergenerational Shifts in Practices.

**Joe Graham**, PhD, Regional Director, Native American Agriculture Fund- El Paso, TX

**Judy Blue Horse Skelton**, Assistant Professor, Indigenous Studies, Portland State University- Portland, OR

**Keir K. Johnson**, Technical Assistance Specialist, Pacific Region Department, Intertribal Agriculture Council- Placerville, CA

**Browning Michael Neddeau**, EdD, Assistant Professor of Education, Liberal Studies Department, California State University, Monterey Bay- Marina, CA

**Nora Frank-Buckner**, MPH, WEAVE-NW Project Coordinator, Northwest Portland Indian Health Board- Portland, OR

# PRE-CONFERENCE INSTITUTES

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**1101** Room: A103-A104

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

All Levels

## Using Activist Assessment & Evaluation for Socially Just Educational Environments: It Works if You Work it!

Session Track: Race and Social Justice in Higher Education

Too often, well meaning, well-intentioned initiatives have unintended problematic impacts that result in the social costs of accepting help being too high. With little consequence for ourselves, we do violence to others' truths when we fail to cultivate the SELF as an open, diversity-conscious, equity-minded and expansively learning-centered, responsive instrument. Doing so requires dynamic SELF-in Context assessments along with appropriate engagement of our own lenses, filters, frames and social locations. Without such vigilant attention, our capacity to do excellent boundary-spanning work suffers greatly. Truly offering Helpful-Help requires deep understandings of the self in dynamically diverse contexts within power and privilege/oppression hierarchies at a single point in time and also our understandings of the contexts embodied in the self across time. Help is Helpful when responsive to and congruent with the needs and vantage points of the persons being helped, given the success vision. Activist Assessment/Evaluation provides generative resources for this work. It involves systematic evidence-grounded inquiry for making judgments about merit/worth/value/significance/congruence in the service of action research. Action Research involves actively participating in a change situation while simultaneously conducting research. This Institute uses my Integral Educator model to help us enliven Theory U as we move beyond "ego-system" work towards more socially just "eco-system" orientations, agendas and pathways. It introduces a multi-level systematic inquiry & reflective practice framework: Self-to-Self (intrapersonal), Self-to-Others (interpersonal) and Self-to-Systems (social structures & systems). We will weave together 3 key rhythms that help us holistically serve as responsive instruments for more diverse, equitable and socially just educational environments and systems: Work-WITH vs. Work-ON, Letting GO vs. Letting COME, Calling-IN vs. Calling-OUT.

**Hazel Symonette**, PhD, Evaluation Facilitator, Wisconsin Center for Education Research/the Learning through Evaluation, University of Wisconsin-Madison, WI

Keyword(s): Assessment/Evaluation, Diversity & Inclusion, Perspective Taking, Practitioner Development, Cultural Competence,

**1102** Room: A105

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Intermediate

## Asian and Asian American Students: 'Nothing About Us, Without All of Us' on University and College Campuses

Session Track: Intersectionality, Identities and Discussions

Asian American individuals with their families and communities have had a rich and dynamic history in communities across the country and on college campuses. The presence and significant contributions of diverse Asian and Asian American (AAA) communities in higher education are undeniable. Yet challenges remain. Our AAA history is multilayered and complex given the large number of populations represented and different, even contrasting experiences in the U.S. and in higher education. Recent national movements for greater diversity and ongoing inclusion have special meaning for our AAA students. This special NCORE Pre-Institute continues to bring together some diverse voices among AAA representatives including some who are immigrant or refugee, bi-racial, quite acculturated, included, or marginalized by social standing, all with intersectional identities even in higher education. Through their own narratives, professional experiences and richness of interacting with AAA college-age students the audience will hear some of their reflections, struggles as well as triumphs in pursuit of educational success. Now more than ever, in the context of current times including on university and college campuses, we must continue to further strategies with a firm stance of "Nothing about us Asians without all of us Asians" i.e. focusing on our cultural diversity as well as inclusion on campuses nationwide. After each presentation in sequence there will be a distribution of compiled resources and references for attendees. This Pre-Conference session should particularly benefit: a) students, faculty, and staff identifying as Asian and Asian American (AAA); b) individuals wanting to understand the AAA experience to support successful inclusion in educational settings; c) students desiring ways to access AAA coping strategies, strengths, and meaning at colleges and universities; d) staff and students seeking meaningful strategies to engage AAA students, staff and faculty in educational settings.

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

**Kayoko Yokoyama**, PhD, Professor, College of Psychology, John F. Kennedy University- El Cerrito, CA

**Sherry Wang**, PhD, Assistant Professor, Counseling Psychology, Santa Clara University- Santa Clara, CA

**Zubaida Qamar**, PhD, Assistant Professor, Family, Interiors, Nutrition and Apparel (FINA), San Francisco State University (SFSU)- San Francisco, CA

**Rita Phetmixay**, MA, MSW, Transfer Center Wellness Specialist, Bruin Resource Center, University of California, Los Angeles (UCLA)- Los Angeles, CA

Keyword(s): Asian Pacific American, Intergroup, Diversity & Inclusion, Intersectionality, International/Transnational, Multiple Racial Identities

# PRE-CONFERENCE INSTITUTES

**1103**

Room: A106

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Intermediate

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

Session Track: Race and Social Justice in Higher Education

This institute will explore perceptions of Blackness and how it effects student development at a Predominantly White Institution (PWI), and society in general. The presenter will examine the historical context that Blackness is situated in, how it is informed by that context, and exploited by the media to the masses, particular in light of the current political environments of #TakeA Knee, #BlackLivesMatter, #StayWoke and others.

**Nzingha Sonya Dugas**, MA, Director, Superintendent's Office, Oakland Unified School District- San Francisco, CA

Keyword(s): African American/ Black, Student Affairs, Cultural Competence, Multicultural Affairs, Organizing/Activism, Mentoring

**1104**

Room: A107-A108

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Intermediate

## **Women of Color & Women's Stealth Leadership; Done with Ugly, and Still Doing the Hard Work-Chapter 13**

Session Track: Race and Social Justice in Higher Education

This highly interactive pre-institute will explore the evolving professional narrative that both illuminates and alerts women of color and women regarding the challenges they face as leaders in the academy. We will excavate the dynamics of transitions, change, and risks within academic political environments and the unwritten rules, customs, and practices based on recent research and shared professional experience through participatory methods associated with pedagogies of creative engagement. The focus of our collaborative work has been on stealth leadership from the perspective of constant conscious vigilance of the personal, professional, and institutional culture. We have conducted environmental scans and made adjustments based on transitions from one crisis, or one issue, or the multiple congruence of crisis in response to the influences of external forces in order to remain resilient in the academy. However, a corollary to the ever-present caution and watchfulness of our scans is imperative to stay alert and attend to our internal wellbeing, fitness, and vigor. What are those processes, skills, and talents necessary to sustain, mindfulness, empathy, and authenticity? For women and women of color, the triage of our multiple identities for each instance of question, microaggression or challenge of credential requires a unique strategy for recovery in order to stay in the fray and produce the consistency in leadership we strive for and expect. The work of stealth leadership is multifaceted and requires constant vigilance, adaptability, and negotiation. These behaviors often reduce the proportion of effort that could be dedicated to the principle scope of the work assignment. This pre-institute will reveal existing and innovative competencies towards deep stealth applications (being "uber" stealth), as the educational system can be pernicious and harmful to the spirit and soul of women and women of color who decide to make their careers in higher education. This pre-institute will also delve into how to accrue culture capital, determine what cultural wealth (Yosso) we bring, and then how to leverage both using stealth leadership in the academy. Furthermore, women of color and women cannot continue to be solely responsible for managing the hostilities within their work spaces. Colleagues with privilege – either through positionality or through identity – must begin to be conscious of their roles in either putting in the hard work or ceasing to create the "ugly." This pre-institute should particularly benefit women of color and women faculty, mid to senior level administrators and individuals with administrative supervisory roles.

**Catherine Wong**, MEd, Director, Urban Outreach Initiatives, Boston College- Chestnut Hill, MA

**Jackie Reza**, EdD, MFT, Professor/Director Professional Development - Emeritus, Office of Professional Development, De Anza College- Newark, CA

**Pat Lowrie**, MS, Director Emeritus, Michigan State University- Miami Beach, FL

Keyword(s): Women, POC, Leadership Development, Systemic Racism, Changing Institutional Practices, Coalition Building

# PRE-CONFERENCE INSTITUTES

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**1105**

Room: B110-B111

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Novice

## Aspire Women of Color Leadership Institute

Session Track: Human Resources

The Women of Color Pre-Conference Leadership Institute is designed to increase the number of women of color in senior level administrative positions within higher education. The goal of the institute is to provide entry level and mid level professionals with essential skills, strategies, and practices that will help them advance in their careers of leadership. In this way, we hope to have an impact on the levels of participation and power by women of color in the field of higher education. Institute participants will have an opportunity to meet and interact with other women of color who possess a similar interest in administration, as well as women of color who already have administrative experience. This pre-conference institute will particularly benefit graduate students, entry-level professionals, and mid-level professionals interested in pursuing advanced leadership roles in student affairs.

**Ashley Hazelwood**, MEd, Aspire Women of Color Leadership Institute, University of North Texas- Lewisville, TX

**Edwanna Andrews**, PhD, Director, Social Justice and Advocacy, University of Central Florida- Orlando, FL

**Toby Jenkins**, PhD, Associate Professor/Director Museum of Education, Curriculum Studies, University of South Carolina- Columbia, SC

Keyword(s): Women, Academic Affairs, Leadership Development, Empowering Diversity, Identity Development, Intersectionality

**1106**

Room: B112

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Intermediate

## Intersectional Interventions: Supporting Queer and Trans Students of Color

Session Track: Intersectionality, Identities and Discussions

In an ever-changing world, many institutions of higher education and beyond are being met with queer students of color. To strive for more celebratory, educational spaces previous frameworks must make room for re-imagined inclusive frameworks to better support these students. Join four queer, higher education practitioners as they work in a variety of roles and strive to intervene with an intersectional perspective rooted in liberation. During this all day preconference participants will walk away with a litany of qualitative and quantitative tools to engage or establish their own frameworks included but not limited to; the over-policing of LGB students in juvenile centers, the foremothers and future of intersectionality, a through examination of themes and frameworks vital for all social justice educators. This pre-conference workshop will benefit intermediate to advanced higher education practitioners invested in engaging examining how to take theoretical frameworks of intersectionality to practice and application.

**Nathan Nguyễn**, MEd, Director, Office of LBGT Student Services, Western Michigan University- Kalamazoo, MI

**Michael Riley**, MS, LGBTQIA Resource Center Coordinator, Office of Multicultural Success, DePaul University- Chicago, IL

**Vanessa Gonzalez-Siegel**, MA, Associate Director of Multicultural Affairs & LGBTQ Outreach, Multicultural Affairs - Undergraduate Student Life, Columbia University- New York, NY

**Romeo Jackson**, MEd, LGBTQ & Gender Program Coordinator, Student Diversity & Social Justice, University of Nevada, Las Vegas- Las Vegas, NV

Keyword(s): Intersectionality, Diversity & Inclusion, Changing Institutional Practices, QTPOC, Administrators, Student Affairs

# PRE-CONFERENCE INSTITUTES

**1107** Room: B113

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Intermediate

**Resources and Tools for Latinx Leaders in Higher Education**

Session Track: Student Affairs and Affiliated Professionals

The session should particularly benefit individuals who are seeking information on best practices in higher education, including professionals at both beginning and middle management seeking professional development insights for personal/professional growth. The presenters provide a wide variety of skills and experiences that enable participants to connect with and develop partnerships, mentorships and awareness of opportunities for growth in higher education. This day-long institute explores best practices and resources through active and interactive dialogue with expert panels and keynote presenters. A focus on professional development for Latinx professionals will be addressed.

**Guadalupe Rodriguez Corona**, EdD, Director, Office of Student Equity Programs and Services, Division of Student Affairs, Southwestern Community College District- Chula Vista, CA

**Jesus Cisneros**, PhD, Assistant Professor, Educational Leadership and Foundations, University of Texas, El Paso- Anthony, TX

**Cristobal Salinas**, PhD, Assistant Professor, Educational Leadership and Research Methodology, Florida Atlantic University- Fort Lauderdale, FL

**Samuel T. Lopez**, DPT, Former, Assistant Vice President, Division of Diversity, Equity and Inclusion, West Virginia University- Morgantown, WV

Keyword(s): Latinx, Administrators, Faculty, Student Affairs, Leadership Development, Administrator Recruitment and Retention

**1108** Room: B114

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Intermediate

**Repositioning Cultural Centers to Better Leverage our Social Capital**

Session Track: Race and Social Justice in Higher Education

This session should particularly benefit staff and faculty who work within and alongside cultural centers. This session will also benefit those in the process of establishing cultural centers at 2-year and 4-year institutions. As we continue to meet the challenges of the dynamic demographic shifts in our country and the rise of student activism, American institutions of higher education must re-position themselves to remain relevant while under a microscope. In this educational enterprise, cultural centers continue to assume vital roles as partners, collaborators, and safe havens for exploration and problem solving. Cultural centers support, facilitate, and enhance the multicultural mission of higher education and are integral to institutional strategies and long-range planning processes involved in organizational development and change. The Cultural Center Establishment and Growth Model developed by the California Council of Cultural Centers in Higher Education (CaCCCHE) will be presented and utilized. Through dialogue, activities and case studies this institute will provide participants with tools and strategies for the application of the model on their campus. As Dr. Lori Patton states, "In addition to providing social and psychological support for students of color, well developed centers also serve as an important educational corrective." Cultural Centers have become the lens in which many historically oppressed communities navigate through the university. Although universities have seen a major shift in the demographics they serve, many of these centers have remained in the same position within the overall hierarchy of institutions. This interactive workshop is designed to strategize how cultural centers can re-position themselves within their current structure in order to increase their influence and capacity to serve students.

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

**Rosalind Conerly**, EdD, Associate Dean and Director, Black Community Services Center, Stanford University- Los Angeles, CA

**Koby Rodriguez**, MA, Associate Director, UC Davis Cross Cultural Center, University of California Davis- Davis, CA

**Chaz Cruz**, MA, Assistant Director, Cross Cultural Centers, California State University, Los Angeles- Los Angeles, CA

Keyword(s): Multicultural Affairs, Student Affairs, Diversity & Inclusion, Intersectionality, Identity Development, Chief Diversity Officers (CDO)

# PRE-CONFERENCE INSTITUTES

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**1109** Room: B115

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Intermediate

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

Session Track: Race and Social Justice in Higher Education

Internalized racism is part of the system of chains contributing to the continuation of racism affecting racially oppressed groups and it has encouraged the physical, spiritual, and emotional self-mutilation and self-degradation of a community of people. By influencing the psychological experience of People of Color, it has enticed individuals to contribute to their own demise within a larger system of oppression. Because this is a cognitive phenomenon over which individuals can have agency, it is important to study, understand, and seek out ways that groups of Color are able to gain a liberatory perspective in the midst of a racist society, just as it is important for whites to work to gain a liberatory perspective over internalized dominance. This interactive institute workshop is specifically designed for individuals who identify as People of Color and multiracial, and who also have a subordinated identity in a system of racism. This workshop grounds itself in a dissertation study of Black and African American women, which explores a process of liberation from internalized racism. It will investigate the complexity of the phenomena of internalized racism and offer participants the opportunity to explore manifestations of internalized racism and consequences of internalized racism in their personal and professional lives. Additionally participants will explore models and tools of liberation and how and why practicing a liberatory consciousness is a path to confronting internalized racism in the midst of a racially oppressive society. This session should particularly benefit participants who want to explore another way to challenge a system of oppression, want to understand the psychological impacts of oppression and work toward individual and collective healing.

**Tanya O. Williams**, EdD, Consultant, Authentic Coaching and Consulting- New York, NY

Keyword(s): Identity Development, POC, Systemic Racism, Self-Care/Self-Work, Leadership Development, Critical Race Theory

**1110** Room: B116

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Intermediate

## Reimagining Higher Education through a Multiracial Lens

Session Track: Student Affairs and Affiliated Professionals

Despite evidence from the 2010 U.S. Census that Multiracial youth are the fastest growing demographic in the nation, multiraciality continues to be on the margins of the discourse on race and racism in higher education theory and practice. With such growth, institutions of higher education will continue to see increasing enrollments of Multiracial students, many who have only known their ability to “check all that apply” (Johnston-Guerrero & Renn, 2016). Yet, the social structures at many institutions have resisted explicit and intentional engagement of mixed race students given their monoracial norms (Harris, 2016). New models are needed to better understand and engage this often overlooked population before, during, and after college. We believe community building is the key to supporting not only students, but also staff, faculty, and other community members to develop sense of belonging, which is an important foundation for successful outcomes. This two-part institute should particularly benefit educators from all backgrounds and expertise levels who are interested in engaging in deep learning about the complexities of serving Multiracial students. After briefly reviewing contemporary models of Multiracial identity and development, we will focus our efforts on better understanding the contexts shaping and complicating such models. This is the starting point of a larger conversation surrounding how we can reimagine U.S. higher education through a multiracial lens. The second part of the institute will focus on engaging participants using interactive activities to share stories about belonging and not belonging, and engage in asset mapping as a form of cultural organizing to reimagine their institutional landscapes, and develop tools for Multiracial community building. Throughout the institute, contradictions in the popular discourse about multiraciality and recent controversies will be presented for participants to engage in critical thinking about their own potential biases (i.e., self-work) as well as how to educate others toward creating more inclusive contexts for Multiracial students. Overall, participants of this Institute will: 1) engage in deep exploration of Multiracial identity; 2) develop tools for building Multiracial community; and 3) apply dialogue and storytelling for identity and competency development.

**Marc Johnston-Guerrero**, PhD, Associate Professor, Higher Education and Student Affairs, The Ohio State University- Columbus, OH

**Sabrina Kwist**, EdD, Dean, Equity and Inclusion, Los Medanos College- Pittsburg, CA

**Jenn Wells**, MA, Assistant Dean and Director of SCORE, Scripps College- Claremont, CA

**Charlene Martinez**, MA, Associate Director, Student Experiences & Engagement, Oregon State University- Corvallis, OR

Keyword(s): Multiracial, Multiple Racial Identities, Multicultural Affairs, Practitioner Development, Predominantly White Institution, Portland Focus



# PRE-CONFERENCE INSTITUTES

**1111** Room: B117

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Advanced

## Empowering Diverse Queer Communities in Higher Education

Session Track: Intersectionality, Identities and Discussions

This session will particularly benefit diverse queer communities, particularly those whose marginalized identities lie at the intersection of sexuality, gender, race, and ethnicity. Intended for those who support equity, empowerment and advocacy for diverse queer communities, this full-day session begins with an exploration of the ways in which queer communities of color and queer multiracial/multiethnic communities are uniquely targeted within institutions of higher education. Yet, the session will also highlight the specific ways in which diverse queer communities survive and thrive in environments that challenge empowerment and/or impose oppressive policies and practices. The resilience of diverse queer communities within oppressive contexts will be honored and explored. Further, we will discuss avenues to promote queer multiracial/POC solidarity, empowerment, and visibility, particularly for queer communities of color in educational institutions who live in isolation. In addition, this session will provide an opportunity for attendees to collaboratively problem solve the major issues threatening diverse queer groups in higher education. Facilitators will employ a combination of educational presentations, large and small group work, and reflective discussion to guide our work throughout the session. The attendees will generate topics of particular concern with facilitation provided by the presenters. While attendees of all levels of professional experience are welcome, those in leadership positions will particularly benefit from this session.

**Jan Estrellado**, PhD, Assistant Professor, PsyD Program, CSPP, Alliant International University- San Diego, CA

**Saeromi Kim**, PhD, Assistant Clinical Director, Counseling and Psychological Services, University of California, Los Angeles- Los Angeles, CA

**Lou Felipe**, PhD, Assistant Professor, University of San Francisco- San Francisco, CA

Keyword(s): Intersectionality, LGBTQIAA, QTPOC, Empowering Diversity, Systemic Racism, Identity Development

**1112** Room: B118-B119

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Intermediate

## White Fragility

Session Track: Race and Social Justice in Higher Education

White people in the U.S. live in a racially insular social environment. This insulation builds our expectations for racial comfort while at the same time lowering our stamina for enduring racial stress. I term this lack of racial stamina "White Fragility." White Fragility is a state in which even a minimal challenge to the white position becomes intolerable, triggering a range of defensive moves including: argumentation, invalidation, silence, withdrawal and claims of being attacked and misunderstood. These moves function to reinstate white racial equilibrium and maintain white control. Those who see themselves as "the choir" can be particularly challenging, for we tend to focus on "evidence of our advancement" rather than reach for humility and continually grapple with how to engage in intentional action. This talk will provide an overview of the socialization that inculcates white fragility and provide the perspectives and skills needed for white people to build their racial stamina and develop more equitable and just racial norms and practices. This session should particularly benefit any white person who positions themselves as "already getting it," those whose main question is, "how do I talk to other white people about racism?" those who want to know "what to do" about racism, and people of color who wonder how white people manage to not know and why we are so difficult to talk to about racism.

**Robin DiAngelo**, PhD, Associate Affiliate Faculty, Education, University of Washington- Seattle, WA

Keyword(s): Antiracism, Critical Race Theory, Identity Development, Whiteness, Systemic Racism, Intersectionality

# PRE-CONFERENCE INSTITUTES

**1113** Room: C120-C121-C122

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Novice

## Understanding and Leveraging the Student Voice to Impact Institutional Change

Session Track: Student Interest and Engagement

Serving as the opening session of the NCORE Student Leadership Development Program (SLDP), this day long pre-conference institute seeks to equip undergraduate student participants with the skills to be transformative leaders within their respective higher education institutions. This institute will be presented and has been developed by the Student Leadership and Participation committee, a group of professionals whose leadership experiences span the many types of institutions and the multiple professional levels of higher education. During the institute, participants will take part in case study exercises that explore student movements on campus, in depth brainstorming and discussion around leveraging student voices to affect change. Students should walk away from this institute, and the conference as a whole, with a better understanding of the complex political structures that exist within all higher education institutions and the many ways that students may strategically navigate these complex structures in an effort to create long lasting and positive change.

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

**David H. Garcia**, MEd, PhD Candidate, Assistant Dean Pathway Programs and Inclusion, Elson S. Floyd College of Medicine, Washington State University- Spokane, WA

**Jasmine Scott**, MEd, Assistant Director, Equity, Inclusion, and Social Justice Initiatives, NASPA - Student Affairs Administrators in Higher Education- Washington, DC

**Angie Wellman**, LPCC, Associate Director, Student Life Multicultural Center, The Ohio State University- Columbus, OH

**Nicole Johnson**, Associate Dean of Students, Center for Race, Equity, and Identity, Goucher College- Baltimore, MD

Keyword(s): POC, Multiple Racial Identities, Students, Coalition Building, Intersectionality, Changing Institutional Practices

**1114** Room: C123

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Intermediate

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

Session Track: Race and Social Justice in Higher Education

This session should particularly benefit those grappling with the power of whiteness to reassert itself in ways large and small. What are the patterns of power and privilege that continue to drive our school communities and our nation apart? Where do they come from? How do they operate in our everyday lives, institutional policies, and cultural waters? How equipped do we feel to respond to emotional events such as Charleston and Charlottesville? Do we feel skilled enough to use them as teachable moments that create community and support those most impacted? This interactive and challenging session explores how these headline stories relate to the impacts power, privilege, and oppression have on student life, campus engagement, faculty preparedness, curriculum development, and everyday campus interactions. We will explore U.S. and institutional history and how both connect to today's deeply polarized, hate-filled political landscape. Finally we'll learn and practice skills to support personal and institutional transformation amid chaos and activism fatigue. Participants can expect to leave with the following: new tools to analyze racial and other systems of oppression; deepened understanding of the origin of differences, their manifestation in recent events, and how they obstruct efforts to create equity; increased confidence in engaging in systemic changes throughout a campus to increase a positive climate, particularly for students, faculty, and administrators of color; and an Action Planning tool to create and follow through on tangible goals – short and long term, personal and systemic.

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

**Eddie Moore**, PhD, Founder/Director, The Privilege Institute- Green Bay, WI

Keyword(s): Changing Institutional Practices, Diversity & Inclusion, Whiteness, Cultural Competence, Institutionalized Privilege, Identity Development

**1115** Room: C124

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Advanced

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

Session Track: Race and Social Justice in Higher Education

Facilitating authentic, constructive dialogue is a critical core competency for creating inclusive, socially just campus communities. Meetings, workshops, and conversations about how to achieve inclusive excellence and student success can become “difficult” when participants feel “triggered” and experience intense, unexpected emotional reactions to the comments and actions of others. If well-managed, difficult triggering situations can result in greater understanding, communication, and team work. If mismanaged, however, our reactions may shut down the conversation and result in significant misunderstanding, damaged relationships, and long lasting unresolved conflict. Effectively navigating difficult situations and triggering moments is a critical multicultural competency for creating sustainable campus change. In this very interactive session, participants will identify their common triggers and less effective reactions during discussions about creating inclusive campuses, practice tools to navigate their own triggered reactions so they can respond most effectively, and explore strategies to use triggering events as teachable moments to advance learning outcomes and equity on campus. This session should particularly benefit participants who are interested in strategies to facilitate meaningful dialogue among campus constituencies as well as increasing their capacity to respond effectively when they feel triggered, including: faculty, Senior Diversity Officers, members of Diversity Councils, Multicultural Affairs and student affairs staff, HR professionals, and other types of administrators. Participants will receive a comprehensive handout packet of worksheets and tools along with access to a free copy of Dr. Obear’s recent book, *Turn the Tide: Rise above toxic, difficult situations in the workplace*.

**Kathy Obear**, EdD, President, Center for Transformation & Change- Denver, CO**Micia Mosely**, PhD, Founder & Executive Director, The Black Teachers’ Project- Oakland, CA

Keyword(s): Facilitator Development, Intergroup Dialogue/Facilitation, Leadership Development, Practitioner Development, Self-Care/Self-Work, Cultural Competence

**1116** Room: C125-C126

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Advanced

**Advanced Facilitation Skills for Compassionately and Lovingly Facilitating Large and Small Group Workshops Aimed at Challenging Racism and White Supremacy**

Session Track: Chief Diversity Officer and Executive Leader

This institute will begin with an in-depth exploration of systemic racism and its impacts, and will move to a facilitated skill building session to learn skills to effectively deconstruct the culture of white supremacy and privilege through facilitated intergroup and interpersonal interactions. Participants will learn, practice, and share key skills and methods needed to compassionately and effectively facilitate meaningful large and small group sessions focused on issues of racism, white privilege, white supremacy, and intersecting oppressions. We will also take the opportunity practice and coach one another in utilizing these skills in a variety of challenging scenarios. Additionally attendees will critically examine how to construct a safe space including development of a deepened understanding of the difference between “safe” and “comfortable.” By increasing our skill in clearly defining, explaining, and discussing the construction of racism to individuals who are at varying levels of experience, and deepening the understanding of how to establish safer spaces using ground rules, dialogue principles, non-judgmental listening, and unconditional care – we will offer tools and techniques necessary to build the compassionate connections, understanding, and respect necessary for social change, by and through supporting and engaging difficult conversations on racism and white supremacy.

**Natalie Thoreson**, MEd, Consultant/Owner, inVision Consulting- Oakland, CA

Keyword(s): Systemic Racism, Facilitator Development, Diversity &amp; Inclusion, Intersectionality, Antiracism, Theory to Praxis

# PRE-CONFERENCE INSTITUTES

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**1117**

Room: D133-D134

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Advanced

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

Session Track: Race and Social Justice in Higher Education

This workshop is based on two key ideas: The first is that Race, Racism and Whiteness (RRW) serve to unnaturally divide us and violently disrupt our inherent human connection. The second is that our bodies already know how to live in just and supportive community and this knowledge can serve as a powerful framework for uprooting racial oppression and achieving racial justice. Thus, the dismantling of RRW is not actually something we have to “work toward,” but rather a “coming home” to our rightful human interdependence. And, it is in the space of this interconnectivity, rooted in our bodies’ own knowledge, that we can find the deep sources of racial liberation and healing. Based on the above two ideas, the workshop addresses the impacts of RRW on ourselves, our interactions with others, our experiences with race and the systems of racism and whiteness, and finally with the long history of these racial dynamics in our society. On all four of these levels, we address the content by first grounding into the body and helping participants explore the notion of “embodied racial justice.” To be sure, this is not a watering-down of critical race work and instead helps participants be more present and more capable of leaning into the complexities of racial justice work. We then discuss concrete concepts regarding Race, Racism and Whiteness, such as the power of the U.S. “racial narratives,” the mechanisms of systemic racism and how its impacts land on our bodies, and the role of the whiteness (white privilege and white supremacy) in our individual and structural lives. For all of these concepts materials will be provided, opportunities for discussion and application will be central, and time for questions will be made at the end of this section. Having said that, this section is truncated based on the Intermediate to Advanced level of this session and the expectation that folks coming in already know most if not all of this content. The latter half of the day then examines the innovative framework of “cellular wisdom” developed for this workshop, and provides a range of opportunities to practice using it on the same four levels we explored in the first half of the day. The workshop concludes with small group work dedicated to the concrete application of this framework to participants’ racial justice work in higher education. This session should particularly benefit those who are looking for more complex ways to understand how to dismantle the dynamics of RRW on their campuses. Participants can expect to leave with both cognitive and somatic tools for their racial justice work as well as resources to further their individual growth in these areas. While there is attention given to embodiment in the session, the primary focus is the deepening our critical race knowledge base and developing racial justice tools that can be used in any sector of a higher educational setting. Because of the complexity of its content, this interactive workshop is not a good fit for folks new to racial justice content.

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

Keyword(s): Systemic Racism, Critical Race Theory, Whiteness, Self-Care/Self-Work, Organizing/Activism, Antiracism

**1118**

Room: D135

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Advanced

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

Session Track: Student Affairs and Affiliated Professionals

This pre-conference institute will explore how race has shaped the development of Student Affairs as a professional practice. Through a review of Student Affairs history, student activism, changes in public policy, and the development of academic disciplines, we will discuss the dynamic process of student-centered work and the challenges (and opportunities) it presents in today’s environment. How can professionals in Residential Life, Fraternity & Sorority Affairs, Student Activities, Student Support Services, Community Services, Student Conduct, Wellness, and other Student Affairs offices engage in anti-racist practices to effect progressive change? How do professionals in Cultural Centers negotiate institutional priorities and tensions with underrepresented student needs and perspectives? At this important time in the United States, what is the role of student development in the American Academy? These are some central questions that will guide the institute. This session should particularly benefit all those who work in Student Affairs and/or engage as scholars or professionals in the area of higher education and student development.

Genyne Royal, PhD, Assistant Dean for Student Success Initiatives and Director of the Student Success Collaborative, Michigan State University- East Lansing, MI

Ariana Vargas, MEd, Doctoral Student, Educational Leadership &amp; Research, School of Education - College of Human Sciences &amp; Education, Louisiana State University- Baton Rouge, LA

Christopher Weiss, MEd, Counselor, Office of Supportive Services, Syracuse University- Syracuse, NY

Paul Buckley, PhD, Assistant Vice President, Colorado College- Colorado Springs, CO

Keyword(s): Student Affairs, Multicultural Affairs, Critical Race Theory, Antiracism, Residence Life, Predominantly White Institution

**1119** Room: D136

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Intermediate

**Praxis: A Practical Institute on Creating Sustainable, Data Driven, Systemic Change to Build an Equitable Institution**

Session Track: Race and Social Justice in Higher Education

This session should particularly benefit administrators, faculty, and staff who are engaged in Institutional Equity Planning, Student Success, Diversity and Inclusion, Institutional Research, Professional Development, or CA AB 705 Implementation, as well as anyone interested in planning long-term, collaborative, sustainable systemic change for equity and inclusion at their institution. Intermediate and advanced practitioners can benefit from this session. American River College established a shared vision to transform the future of all students and our community through inclusive, equitable educational experiences. The challenge is that the current design of the college is not able to support this vision. The structure and culture of the institution often creates a disjointed and unwelcoming experience for the students whose success we want and need to support. To accomplish our shared vision and transform our community, we needed to redesign American River College. Our redesign has shifted our governance structure, student success, and equity efforts have moved towards data-driven, race-conscious institutional outcomes. Our presentation team will walk you through our successes and failures in centering equity in institutional priorities and our long-game perspective in creating an intersectional and equity conscious culture. We will work with you through small group activities in order for you to adapt these strategies and actions to your institution. We understand that there is no perfect plan, and each institution is different. We are still in process towards our goals. Our working assumption is that the more we share and brainstorm, the better we become at finding ways to create more equitable institutions. In this session, our team of students, staff, faculty, administrators, and consultants will address how we approached the redesign, created the Equity Action Institute (Faculty Professional Development Initiative), and how we are currently creating our Institutional Equity Plan. As we focus on these outcomes, we will integrate how we use data to support equity and drive our decision-making processes. We will discuss transparent and stealth leadership strategies, community building and recognizing stakeholders and constituent groups, student roles in creating institutional change, and the role of faculty and professional development. We will also address funding, political pitfalls and successes, the long game, and self-care. We will provide handouts and worksheets so you can brainstorm with us and take ideas and plans back with you to your institution.

**Adam Karp**, PhD, Dean, Planning, Research, and Technology, American River College- Sacramento, CA**Noe Leung**, MEd, Assistant Professor, Reading, American River College- Sacramento, CA**Amanda Corcoran**, MA, Professor, English, American River College- Sacramento, CA**Jesus Valle**, MA, Professor/Director, English/Native American Resource Center, American River College- Sacramento, CA**Jennifer Laflam**, MA, Professor, Reading, American River College- Sacramento, CA**Joshua Moon Johnson**, EdD, Dean of Student Services, Equity Programs & Pathways, Student Services, American River College- Sacramento, CA**Lisa Aguilera Lawrenson**, PhD, Vice-President, Instruction, American River College- Sacramento, CA**Pamela Chao**, MA, Professor, Sociology, American River College- Sacramento, CA**Liz Cassanos**, PhD, Psychologist- Santa Rosa, CA

Keyword(s): Institutional Efforts at Transformation, Changing Institutional Practices, Theory to Praxis, Diversity &amp; Inclusion, Practitioner Development, Systemic Racism

# PRE-CONFERENCE INSTITUTES

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**1120** Room: D137

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Intermediate

## Designing and Facilitating Diversity and Social Justice Education: Honing Our Skills

Session Track: Race and Social Justice in Higher Education

Many people on college campuses are engaged in doing some kind of education about diversity and social justice issues workshops, classes, trainings, etc. Frequently, people in these roles have content knowledge or lived experiences, yet have not had the opportunity to gain formal training on how to educate others or to intentionally develop their skills. This session should particularly benefit people who already have the basics around social justice content and some experience with facilitation, but would like to further improve their design and facilitation skills. The goal of the workshop is to help people become more effective social justice educators. It will be highly interactive with a mix of theory, discussion, practical strategies, and practice. It is not focused on learning new activities. In the first part of the institute, we will review some key concepts and principles for effective diversity and social justice education. We will discuss the importance of design and its connection to facilitation. A well-designed session can reduce facilitation challenges. We will review some key features of good workshop design including the importance of clear goals, climate setting, and sequencing of activities. Some facilitation tools will be shared and practiced. In the second part of the institute, significant time will be devoted to addressing the particular issues and needs of the participants and practicing how to handle specific situations, such as resistance, conflict and strong emotions, responding to microaggressions, and triggering feelings. Participants should leave the institute with ways to more intentionally design their social justice educational sessions, enhanced facilitation skills, and greater competency to address issues that arise.

**Diane Goodman**, EdD, Diversity and Equity Consultant- Nyack, NY

Keyword(s): Pedagogy, Multicultural Affairs, Faculty, Diversity & Inclusion, Student Affairs, Chief Diversity Officers (CDO)

**1121** Room: D138

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Intermediate

## Creating Counter-storytelling Community for Cross-Race Dialogue and Action

Session Track: Race and Social Justice in Higher Education

This one-day institute is designed for those who are interested in facilitating authentic cross-racial dialogue in educational and community settings. The institute will introduce and use the Storytelling Model and four Story Types (Bell, 2010) as a frame for identifying and understanding the kinds of stories we tell about race and racism in the US. The institute will involve participants in cross-racial dialogue using the documentary film, "40 Years Later: Now Can We Talk?" as a prompt for writing, reflection, dialogue and planning future action. The institute provides an opportunity to consider cross-race dialogue from both an historical and contemporary perspective (Bell, Joshi, Funk & Valdivia, 2016), examine factors that prevent authentic dialogue across difference, and identify skills and frameworks that can more effectively sustain honest dialogue across diverse communities. The institute invites participants to build a counter-storytelling community in which genuine dialogue about race and racism is possible and productive. Because we hope to engage in cross-race dialogue we encourage participants to bring colleagues whose perspectives and experiences can enhance the diversity of the group. We can accommodate a group of 20-30 participants in this institute. This session should particularly benefit those who seek to more effectively and creatively facilitate authentic cross-race dialogue in campus and community settings.

**Michael Funk**, EdD, Clinical Assistant Professor, Higher Education and Student Affairs, New York University- New York, NY

**Lee Anne Bell**, EdD, Professor Emerita, Education, Barnard College, Columbia University- New Paltz, NY

Keyword(s): Intergroup Dialogue/Facilitation, Diversity & Inclusion, Pedagogy, Theory to Praxis, Systemic Racism, Antiracism

# PRE-CONFERENCE INSTITUTES

**1122** Room: D139

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Intermediate

## From the Ground Up: Developing Your Campus' Strategic Plan for Diversity and Inclusion

Session Track: Chief Diversity Officer and Executive Leader

This session will benefit any academic institution developing a strategic plan for Diversity. Participants should have a basic knowledge of the strategic planning process, and experience with developing campus-wide programs. This Pre-Conference Institute will provide an overview of the development process used by University of Michigan's senior leadership to assist the units in developing their plans. These unit plans were incorporated into the institution's 5-year strategic diversity plan. The attendees to the Institute will also work in groups to develop a template that can be used to start the strategic planning process for their campuses. Attendees will leave the Institute with the framework for a Campus Wide Diversity Plan. This is the third year of the plan and this session will include evaluation of the first two years.

During the panel discussion, presenters representing a variety of units at the University (for example Academic Affairs, a College of the University, a School of the University) will discuss the current climate at U-M, and review the development process for unit plans. Included in this group will be a University of Michigan student to give the student view of the plan. In addition, the implementation/roll out of the overall plan will be discussed.

Special guest speaker: Dr. Katrina Wade-Golden is Deputy Chief Diversity Officer within the Office of Diversity, Equity & Inclusion (ODEI), as well as Director of Implementation for the Campus wide Diversity, Equity & Inclusion Strategic Plan

**Charles Ransom**, MLS, Multicultural Studies Librarian, University Library, University of Michigan- Ann Arbor, MI

**Ellen Meader**, PhD, Assistant Vice Provost, Office of Diversity, Equity and Inclusion, University of Michigan- Ann Arbor, MI

**Hannah Mesa**, BA, Graduate Student, Master of Public Health and Public Policy, University of Michigan- Ann Arbor, MI

**Deborah Willis**, PhD, Program Manager, Professional and Academic Development, Rackham Graduate School, University of Michigan- Ypsilanti, MI

**Katrina Wade-Golden**, PhD, Deputy Chief Diversity Officer & Director of Implementation for the Diversity, Equity & Inclusion Strategic Plan, Office of Diversity, Equity & Inclusion (Provost Office), University of Michigan- Ann Arbor, MI

**Marlanna Landeros**, MSW, Program Manager for Diversity, Equity & Inclusion and Student Programs, Division of Public Safety & Security, University of Michigan- Ann Arbor, MI

Keyword(s): African American/ Black, Institutional Efforts at Transformation, Changing Institutional Practices, Empowering Diversity, Academic Affairs, Administrators

**1123** Room: D140

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

All Levels

## The Pacific Islander Institute: Creating Ocean

Session Track: Global, Multicultural and Transnational issues

"The Pacific Islander Institute: Creating Ocean" will cover an introduction of services, programs and narratives of our Pacific Islander Community in Higher Education. Oceania [3] [4] [5] is the largest body of water on earth but is home to one of the least known communities on college campuses throughout the United States. This session should particularly benefit those who are seeking to enhance their knowledge of Oceania, the narratives of her people, land, ocean, and best practices that empower Pacific Islander communities to excel in higher education. We will also address the specific needs and support (or lack thereof) for Pacific Islanders within ascribed "Asian & Pacific Islander" spaces and explain the unique trajectory of indigenous Pacific Islander communities. Explore, share, learn, and reimagine what you know about the people of the Pacific Ocean. Our presenters range from folks in the higher education, public health, community organizations, private sector, staff, faculty, and cultural practitioners.

**Vid Raattior**, EdD, Education Consultant, Pacific Resources for Education & Learning (PREL)- Soquel, CA

**Makerusa "Mak" Porotesano**, MEd, Coordinator, Multicultural Center, Portland Community College- Portland, OR

**David Palaita**, PhD, Associate Professor, Interdisciplinary Studies and Critical Pacific Islands and Oceania Studies, City College of San Francisco (Ocean Campus)-,

**Laurie Franklin**, MEd, Dean of Enrollment and Student Financial Services, Everett Community College- Everett, WA

**Va'eomatoka "Toka" Valu**, Manager, Leadership Programs, Samuel E. Kelly Ethnic Cultural Center, University of Washington- Seattle, WA

**Brett Kuwada**, PsyD, Instructor, Rehabilitation Counseling Graduate Program, Western Washington University- Everett, WA

**Virginia Luka**, MS, Program Specialist Senior - Pacific Islander Community, Community Partnerships and Capacity Building, Multnomah County Public Health Department- Portland, OR

# PRE-CONFERENCE INSTITUTES

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**1124** Room: E141

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Intermediate

## **Dismantling the ‘U.S. versus International’ Dichotomy: Creating Synergy between Intercultural and Diversity/Social Justice Approaches in a Globalizing Context**

Session Track: Race and Social Justice in Higher Education

Globalization has catapulted people from different cultures into shared and contested physical and virtual spaces in homes, relationships, schools, neighborhoods, and workplaces, resulting in new forms of misunderstanding and conflict as well as unparalleled potential for intercultural alliances. Magnified economic inequality and political polarization have given rise to increased ethnic nationalism, xenophobia, racism, and other forms of fear and expulsion. In U.S. higher education, there are structural barriers to holistically addressing the challenges and opportunities of engaging our rapidly globalized world. Global educational efforts often employ Intercultural approaches while Diversity and Social Justice approaches tend to be focus on historical and systemic issues of equity and access in U.S. contexts. In recent years there have been widespread efforts to “globalize” our campuses and curriculum. As this trend continues, the role of global intercultural education has rapidly grown with a focus on increasing international student populations, sending students abroad, and embedding global topics and requirements into curriculum. This focus has often been at odds with traditional discourses and historical issues related to U.S. Diversity, Equity, and Social Justice issues. As the trend of ‘globalizing’ higher education continues, there are many missed opportunities due to the lack of synthesis of these approaches. This dichotomy often prevents us from understanding the relationship between local and global factors that impact our ability to engage constituencies holistically. For example, by engaging issues related to immigration and more specifically undocumented people in only one of these approaches, it prevents us from understanding the relationship between local and global factors impacting diverse contextual realities around the world. In addition, the integration of these approaches better highlights the historical context and inequities created from power dynamics that must be considered in order to effectively navigate intercultural realities in our world today. This institute offers a critical theory, social justice approach to intercultural communication, education, and development. Participants will explore opportunities to synergize Intercultural and Global Educational in Higher Education with Diversity and Social Justice issues in order to help foster ideas that can support the development of diverse, inclusive and globalized campus communities with a commitment to addressing historically-based inequity. This session should particularly benefit administrators who seek conceptual frameworks that synergize U.S. Diversity and Global educational efforts in higher education. Through the exploration these concepts, participants will bring theory to practice by applying theory into practical applications within their respective institutions.

**Amer F. Ahmed**, EdD, Director, Intercultural Teaching and Faculty Development, University of Massachusetts – Amherst- Amherst, MA

**1125** Room: E142

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Novice

## **Writing and Assessing Student Learning Outcomes for Social Justice Education**

Session Track: Student Affairs and Affiliated Professionals

Faculty and student affairs staff who teach social justice education content in curricular or co-curricular settings are often asked to demonstrate their impact on student learning to compete for attention and resources. Not only is there pressure to demonstrate what students are learning, regional accreditation associations are beginning to require universities to annually assess all curricular and co-curricular learning experiences on campus. This pre-conference institute will prepare attendees to create measurable learning outcomes and associated assessment strategies that collect data on student learning related to your curricular courses or your co-curricular workshops and programs. Specifically, attendees will learn the basics of learning assessment, best practices for writing student learning outcomes, skills to map learning outcomes to components of educational experiences, and strategies to create qualitative and quantitative learning assessments using rubrics and learning surveys. This institute is very hands-on and will utilize mini-lecture, small group activities, and large group “show-and-tell” as we practice developing learning outcomes and assessment tools that you can begin using when you return to campus. This session should particularly benefit staff or faculty with little experience with learning assessment who want (or need) to assess student learning within courses, workshops or programs, as well as professionals who want to use learning assessment to inform and improve the design and implementation of your educational experiences.

**D. Scott Tharp**, PhD, MSW, Assessment & Effectiveness Specialist, Office of the Vice President of Student Affairs, DePaul University- Chicago, IL



# PRE-CONFERENCE INSTITUTES

**1126** Room: E143

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Novice

## Beyond Google: Social Justice Fundamentals for the Newly Woke

Session Track: Race and Social Justice in Higher Education

Beyond Google: Social Justice Fundamentals for the Newly Woke is designed to engage new higher education professionals and scholars in comprehensive conversation on the impact of race, gender identity, socioeconomic status, sexual orientation, ability and other identity markers within the higher education multiverse. In effort to fully address issues of dominance and power throughout institutional environments, this pre-conference institution will explore the lived experiences of various institutional constituents: undergraduate students, graduate students, staff members, faculty members, and administrators. Drawing from a plethora of recent campus based happenings and news stories, facilitators plan to lead participants through a variety of group and self-reflective activities, brainstorming sessions, and exploratory case studies. Within the seven hour time frame, this session shall explore the following topics: relevant social justice terminology, social climate, privilege, intersectionality, implicit and explicit bias, microaggressions, White fragility, inter and intra group social violence, color blind ideology, tokenism, and stereotype threat. This session should particularly benefit individuals who are new to discussions of race and justice within higher education and are seeking a foundational overview of social justice work in the institutional context.

**Bryce Coefield**, MS, Associate Director, Multicultural Student Development, George Fox University- Newberg, OR

**Gloria L. Howell**, PhD, Associate Director, Neal-Marshall Black Culture Center- Bloomington, IN

**Brian Richardson Jr.**, Director of Diversity, Equity and Inclusion, School of Public and Environmental Affairs, Indiana University- Bloomington, IN

**1127** Room: E144

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

All Levels

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

Session Track: Chief Diversity Officer and Executive Leader

This day and a half long, interactive, three-part institute is designed for aspiring new and seasoned Chief Diversity Officers. Part one will provide an overview of the CDO portfolio; essential competency areas and Standards of Professional Practice associated with the CDO role; the importance of strategic partnerships with Affirmative Action/EEO & compliance professionals with community organizations, government, and others; and the role your identity plays in your work. Part two will focus on how to build a viable infrastructure for the work of the CDO. Presenters will discuss the process of developing strategic priorities, assessment metrics, and how to use various forms of data to lead broad-scale, sustainable organizational change. The importance of strategic communication to internal and external constituents will also be discussed. Part three (day 2) will feature participant-identified small group coaching sessions led by session facilitators who will draw from their own expertise and experiences and those of the group to provide guidance on "moving to the next level." Participants may bring current resumes or CVs if they are wondering what additional knowledge, skills, and abilities they need to acquire to move up, or they may bring strategic plan drafts or ideas about which they wish to consult. This session is led by diversity professionals in higher education who have administrative authority across varying institutional contexts ranging from academic departments to central university diversity offices and within a system-level diversity unit.

**Roger L. Worthington**, PhD, Professor and Executive Director, Department of Counseling, Higher Education, and Special Education, University of Maryland- College Park, MD

**Becky Pettitt**, PhD, Vice Chancellor, Equity, Diversity, and Inclusion, University of California – San Diego- La Jolla, CA

**Victoria Sanchez**, PhD, Associate Dean for Educational Equity, College of Earth and Mineral Sciences, Penn State- University Park, PA

**Liz Halimah**, MPP, Associate Vice Provost, Diversity and Engagement – Office of the President, University of California- Oakland, CA

# PRE-CONFERENCE INSTITUTES

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**1128**

Room: E145

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Intermediate

## Hip-Hop & The Future: How Hip-Hop Can Help Us Change the World!

Session Track: Race and Social Justice in Higher Education

Hip-hop grew out of African oral tradition and forms of black culture, as well as a long history of interaction between Black and Latinx urban culture. It is an art form that has created theory, trends, capital and social equity. It is here and undeniably imbedded in our everyday reality. Hip-Hop is music, fashion, poetry, graffiti, dance, and a specialized language and vocabulary that serves as both an expression of and an alternative to social issues plaguing the lives of marginalized communities. It is a pedagogy that includes analysis and praxis around race, class, & gender and modes of expression we now see in media, education, and even politics. Through, lecture, presentations, dialogue and performance our pre-conference will provide an in-depth analysis about the impact of hip-hop in the classroom and beyond. Specifically, we will look at Race and Politics, Feminism and Sexuality, Commercialization of Hip-Hop, and Tension Between Art and Ideology. The pre-conference will look at how hip-hop has become an influencer in political discourse and how it has helped us navigate racialized America. We will explore how women have created a space for the creation of radical feminism within hip-hop that includes spaces for identities around sexuality. We will discuss how hip-hop is now the extremely profitable packing, marketing, and distributing of art from the underprivileged for mainstream consumption and enjoyment. We will explore how Hip-Hop becomes a tension between art and ideology, capital and social equity, old and new, real and fake, pragmatism and imagination. This session should particularly benefit all levels involved with or in Chief Diversity Officer and Executive Leadership, Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application, Race and Social Justice in Higher Education and Intersectionality, Identities and Discussions.

Aisha Sara Fukushima, BA, Singer, Speaker, RAPTivist, RAPTivism - Seattle, WA

Jasiri X, LTD, Founder, 1Hood Media- Pittsburgh, PA

DJ Kuttn Kandi, DJ, Performing Artist, Poet, Writer, Community Organizer, Southwestern College- Chula Vista, CA

Khalid el-Hakim, MA, PhD Candidate, Founder, Black History 101 Mobile Museum- Kalamazoo, MI

Olmeca, MA, Hip-Hop artist/scholar/activist- Las Vegas, NV

Morpheus Project Portland

**1129**

Room: E146

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Intermediate

## All I Want is a Little R-E-S-P-E-C-T... Tools and Strategies for Responding to Oppression in the Classroom and Institution

Session Track: Race and Social Justice in Higher Education

The common experience of faculty and students of color in predominately white institutions is too often find themselves experiencing different forms of disrespect and both conscious and unconscious bias in and out of the classroom. People of color too often feel that there is an expectation that they must "over perform" to be viewed as a legitimate scholar or student. The marginalization of people of color and disrespect through both words and actions can result in making them wanting to explode. The damage to their self-efficacy and reputation are tarnished and at times are irreparable. Thus the cycle of disrespect and marginalization negatively affect how they are viewed and their retention at the institution.

Kristina Marshall, JD, Program Director, Social Science, Baker College- Okemos, MA

Keyword(s): Faculty, Students, Empowering Diversity, Predominantly White Institution, Empowering Diversity, Institutional Efforts at Transformation

**1130**

Room: F149

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Novice

**Applying the Multicultural Competency Interviewing Rubric (MCIR) to Hire Multiculturally Competent Faculty and Administrators/Leaders Using a Comprehensive Hiring Framework**

Session Track: Human Resources

This session will particularly benefit constituencies at any institution interested in hiring multiculturally competent faculty and administrators/leaders who will further the institution's commitment to promoting greater equity and inclusion. In this workshop, we will focus specifically on hiring administrators and faculty at educational institutions. Our framework presupposes that effective higher education institutions in the 21st century should include leaders and employees who possess knowledge, skills, and personal action consistent with the multicultural competency framework. Using high impact engagement strategies, participants will learn how to utilize the Multicultural Competency Interviewing Rubric (MCIR), developed by Johnson and Terrell-Powell, to assess the multicultural competency of potential employees engaged in the hiring process. Participants will learn how to use The Rising Above Cognitive Errors (CE), developed by Dr. JoAnn Moody, to identify and avoid likely errors within the hiring process. The participants will use The Diversity and Equity and Professional (DEHPD)-17 Steps to a Hiring Process, which begins with a needs assessment and ends with onboarding and retention of the employee.

Both the MCIR and CE models will be examined within the DEHPD, in order to assist screening committees in evaluating both the potential cognitive errors and levels of multicultural competency within a hiring process. Using the MCIR, participants will examine and discuss the behaviors of potential employees as evident in their responses to supplemental, interview and open-forum questions. The conceptual framework of this MCIR focuses on five levels of multicultural competency, each of which is correlated with a corresponding stage of the multicultural organizational development (MCOOD) model. For faculty, the performance outcomes assessed relate to their typical duties and responsibilities within their respected fields and institutions that support multicultural organizational development. For senior administrators, the performance outcomes on this measure are correlated with the employee's capacity to lead the implementation of institutional change that supports multicultural organizational development. Participants will have the opportunity to examine the utility of the MCIR, CE and DEHPD within the context of advancing a multicultural organization.

**Yvonne Linette Terrell-Powell**, PhD, LMHC, Vice President, Equity and Inclusion, Edmonds Community College- Lynnwood, WA

**Ernest Johnson**, PhD, Professor, Multicultural Studies, Equity and Social Justice, Shoreline Community College- Seattle, WA

Keyword(s): Human Resources, Diversity & Inclusion, Assessment/Evaluation, Institutional Efforts at Transformation, Cultural Competence, Faculty Hiring

# PRE-CONFERENCE INSTITUTES

**1131** Room: E147-E148

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

All Levels

## Exploring Decolonization in Pedagogy and Practice: Identifying, Naming and Decentering Structures and Processes that Maintain the Status Quo

Session Track: Global, Multicultural and Transnational issues

This Institute will explore ways the academy privileges the “knowing” voice above the critical thinking and discourse that emerges from a practice of shared responsibility. As such, this Institute will center the practice of questioning in order to build a truly inclusive and equitable learning community. From our time together, we expect to reimagine ideas and practices toward this end. If you are interested in taking part in collaborative dialogue, we invite you to join us as a partner in this learning community. Given the rhetoric of our strategic plans – “honoring diversity,” “supporting cultural identities,” “developing global citizens,” and “internationalizing” – how carefully have we examined our existing structures, practices and policies with a critical lens for our treatment of racialized faculty, students and staff? This Institute will provide a space to explore the following questions: To what extent have we tacitly accepted structures, silos, policies and practices that reify a culture of whiteness and white supremacy? Have we considered the ways in which inequitable results regarding student matriculation, faculty, staff recruitment and retention, and graduate students’ progress, are not happenstance, but constructed and to some extent intended? Is it possible to provide an “education” that will prepare students to live and work successfully in a “multicultural” and “globalized society” without discussing the contexts of white supremacy, colonization, racism and xenophobia? Given that our institutions are centered on whiteness and white supremacy, how do structures and practices like tenure, departmental control of curriculum, pedagogy, and operationalized concepts like free speech and academic freedom reinforce that center? What would happen to the institution if these are decentered and even decolonized? What is the threat to whiteness and white supremacy if we address issues of race, ethnicity, color, class, immigrant status, gender identity, religion and others as intersectional, interconnected and interacting? What does student “success” mean? What is the purpose of their “schooling?” Who defines success? For whom is it defined? How do the ways we structure the resulting programs and offices, continue to center whiteness and white supremacy? This session should particularly benefit to anyone who wishes to explore these questions in depth with the presenters and other participants, with the aim of making visible the hidden racism, colonialism and xenophobia in our institutional structures and practices, and to collectively reimagine ways to create equity and excellence through our scholarship, teaching and educational activism.

**Li-Chen Chin**, PhD, Assistant Vice President for Intercultural Programs, Student Affairs, Duke University- Durham, NC

**Carl James**, PhD, Professor, Faculty of Education and the Graduate Program in Sociology, York University- Toronto, ON

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

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

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

**1132** Room: F150

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Intermediate

## Power, Privilege, and Colonialism: Higher Education’s Quest to Overcome Christian Hegemony

Session Track: Race and Social Justice in Higher Education

Beginning with the founding of Harvard College in 1636, expanding to hundreds of privately funded institutions, and continuing through the development and growth of public institutions of higher education through the Morrill Land Grant Act – Christianity has been a dominant force in higher education’s history. Fueled by the growth of Protestantism and the need for clergy, Christian denominations built institutions hoping to prepare young men of the cloth. With the emergence of the modern university in the nineteenth and twentieth century, college campuses became increasingly secular. However, organizations such as the YMCA (see Setran, 2007) along with university chaplains and campus ministers, helped preserve a legacy of Protestantism on college campuses. And while efforts have been made to create structures of support for other marginalized religious identities, Christianity still dominates the religious and spiritual culture on college campuses. The data makes clear that while the percentage of Millennial and Generation Z Christians are decreasing, Christians still make up the majority of religiously identified students on campus (see Rockenbach, Mayhew, Correia-Harker, Dahl, & Morin, 2017; Pew Research Center, 2014). The result of hegemonic Christianity is often the erasure of the religiously minoritized and the nonreligious. At the heart of the issue are power dynamics; those with minoritized religious identities have to grapple with marginalization on campus. Often times the marginalization is intersectional, and students are grappling not only with their religious or nonreligious identity, but must also contend with myriad of other social identities including race, gender, class, and sexual orientation. This workshop will spend a significant amount of time examining the interplay of these issues and use will draw on case studies as a strategy for approaching issues at an institutional level.

**J. Cody Nielsen**, MA, Founder and Executive Director, Convergence on Campus- Guelph, ON

# PRE-CONFERENCE INSTITUTES

**1133** Room: F151

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

All Levels

## Cultural Competence and Leading Change

Session Track: Chief Diversity Officer and Executive Leader

The events of Charlottesville 2017 sparked a national conversation about race and national identity; specifically the naming of public buildings and monuments connected to the Confederacy. In the wake of Charlottesville, communities across the country removed or renamed Confederate monuments. In Tulsa, Oklahoma, the superintendent launched a community engaged review of the names of the buildings of Tulsa Public School District. This presentation will reflect on the story of how Rev. Tamara Lebak, Cultural Competency Expert, and Dr. Karlos Hill, Chair of African and African American Studies at OU lead Tulsa Public School District (TPS) in grappling with the renaming of TPS buildings. In Cultural Competence and Leading Change, Lebak and Hill will explain how they applied the Bennett Scale to create cross-cultural understanding on a deeply polarizing issue and how other community-engaged scholars and activists could apply the Bennett Scale in their respective work. The workshop design parallels the process used at TPS in order to demonstrate the methodology.

An integral part of building trust and introducing the Bennett Scale to community leaders was offering them the IDI (Intercultural Development Inventory) prior to their first meeting. Pre-registrants will have an opportunity to take the IDI and receive 1-1 feedback (via Zoom) prior to the workshop. This session should particularly benefit Chief Diversity Officers, Executive Leadership and faculty interested in cultural competence at the intersection of academia and praxis.

**Karlos K. Hill**, PhD, Associate Professor and Chair, African and African American Studies, The University of Oklahoma- Norman, OK

**Rev. Tamara Lebak**, PCC, MDIV, CEO, Cultural Transformation Consulting, Celebrating Difference- Tulsa, OK

**1134** Room: F152

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

All Levels

## Student Social Justice Institute

Session Track: Intersectionality, Identities and Discussions

The current national and global context is centralizing identity in many ways. There is an increased focus and awareness on how race, class, gender, sexual orientation, nationality, immigrant status and more are having an impact on how people live and operate. Colleges and universities are often places where students have a strong voice and play a major role in addressing these issues. While we might be getting opportunity to learn about the issues, we don't always have the opportunity to focus on how to "skill up" and apply our learnings. This session should particularly benefit students who are looking to explore how we create more inclusive and liberatory spaces on campus and/or in their communities regardless of the current experience they have. How do we build community? How do we hold others and ourselves accountable? How do we engage conflict and dissonance? How do we apply theoretical concepts in the lived environment? How do we center our work in values such as love and compassion? These are examples of questions we hope to explore with students in this session where participants and presenters will co-construct the experience.

**Sam Offer**, BS, Vice President, Washington Consulting Group- Baltimore, MD

**Carmen Rivera**, MS, Talent Manager for Organizational Development, Division of Student Affairs, Colorado State University- Fort Collins, CO

# PRE-CONFERENCE INSTITUTES

## Wednesday, May 29

**1100** Room: PSU Native American Student and Community Center, 710 SW Jackson St,  
Portland, OR 97201 9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

All Levels

### **Preserving, Restoring, and Honoring Indigenous ways in Agriculture: Directions and Implications in Higher Education**

Session Track: Intersectionality, Identities and Discussions

The Native Delegates of NCORE’s Pre-Conference Institute particularly benefits people who serve Indigenous students in higher education. Intergenerational healing and wisdom can be linked to the rich stories and traditions experienced in tribal communities. In this Pre-Conference Institute, explore tribal community food systems and the influence of climate change on cultural practices and what this means for Natives in higher education, as they emerge as leaders in their communities. Food sovereignty and related topics such as sustainability, treaty rights, and shifts in cultural practices, will guide conversations. The Pre-Conference Institute invites participants to embrace their five senses as they share and discover the importance of tribal community food systems as a gatekeeper to cultural knowledge. Day One: This session should particularly benefit people who serve Indigenous students in higher education. Intergenerational healing and wisdom can be linked to the rich stories and traditions experienced in agriculture and tribal community food systems. In this Pre-Conference Institute, explore how agricultural opportunities in higher education provide Native students a sense of belonging, purpose, and cultural centeredness as they emerge as leaders in the community. The Pre-Conference Institute invites participants to embrace their five senses as they share and discover the importance of agriculture, especially in regard to food sovereignty and as a gatekeeper to cultural knowledge. Day Two: In this workshop, participants explore tribal community food systems with emphasis on food sovereignty, environmental impact on traditional cultural gatherings, and the importance of safeguarding our cultural knowledge. The workshop includes presentations, discussion, reflection, and taste testing. Additionally, participants will gain resources to consider for their ongoing work with Native students in higher education. Presenters will provide samples of traditional foods. Participants discuss Native ways in agriculture in higher education by exploring climate change and its impact on cultural practices. Workshop topics may include: Sustainability, Treaty Rights in Relation to Memos of Understanding with Institutions of Higher Education, Impact on Traditions and Subsistence, Intergenerational Shifts in Practices.

**Joe Graham**, PhD, Regional Director, Native American Agriculture Fund- El Paso, TX

**Judy Blue Horse Skelton**, Assistant Professor, Indigenous Studies, Portland State University- Portland, OR

**Keir K. Johnson**, Technical Assistance Specialist, Pacific Region Department, Intertribal Agriculture Council- Placerville, CA

**Browning Michael Neddeau**, EdD, Assistant Professor of Education, Liberal Studies Department, California State University, Monterey Bay- Marina, CA

**Nora Frank-Buckner**, MPH, WEAVE-NW Project Coordinator, Northwest Portland Indian Health Board- Portland, OR

**1101** Room: A103-A104 9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

All Levels

### **Using Activist Assessment & Evaluation for Socially Just Educational Environments: It Works if You Work it!**

Session Track: Race and Social Justice in Higher Education

Too often, well meaning, well-intentioned initiatives have unintended problematic impacts that result in the social costs of accepting help being too high. With little consequence for ourselves, we do violence to others’ truths when we fail to cultivate the SELF as an open, diversity-conscious, equity-minded and expansively learning-centered, responsive instrument. Doing so requires dynamic SELF-in Context assessments along with appropriate engagement of our own lenses, filters, frames and social locations. Without such vigilant attention, our capacity to do excellent boundary-spanning work suffers greatly. Truly offering Helpful-Help requires deep understandings of the self in dynamically diverse contexts within power and privilege/oppression hierarchies at a single point in time and also our understandings of the contexts embodied in the self across time. Help is Helpful when responsive to and congruent with the needs and vantage points of the persons being helped, given the success vision. Activist Assessment/Evaluation provides generative resources for this work. It involves systematic evidence-grounded inquiry for making judgments about merit/worth/value/significance/congruence in the service of action research. Action Research involves actively participating in a change situation while simultaneously conducting research. This Institute uses my Integral Educator model to help us enliven Theory U as we move beyond “ego-system” work towards more socially just “eco-system” orientations, agendas and pathways. It introduces a multi-level systematic inquiry & reflective practice framework: Self-to-Self (intrapersonal), Self-to-Others (interpersonal) and Self-to-Systems (social structures & systems). We will weave together 3 key rhythms that help us holistically serve as responsive instruments for more diverse, equitable and socially just educational environments and systems: Work-WITH vs. Work-ON, Letting GO vs. Letting COME, Calling-IN vs. Calling-OUT.

**Hazel Symonette**, PhD, Evaluation Facilitator, Wisconsin Center for Education Research/the Learning through Evaluation, University of Wisconsin-Madison, WI

Keyword(s): Assessment/Evaluation, Diversity & Inclusion, Perspective Taking, Practitioner Development, Cultural Competence,

# PRE-CONFERENCE INSTITUTES

**1104**

Room: A107-A108

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Intermediate

## Women of Color & Women's Stealth Leadership; Done with Ugly, and Still Doing the Hard Work-Chapter 13

Session Track: Race and Social Justice in Higher Education

This highly interactive pre-institute will explore the evolving professional narrative that both illuminates and alerts women of color and women regarding the challenges they face as leaders in the academy. We will excavate the dynamics of transitions, change, and risks within academic political environments and the unwritten rules, customs, and practices based on recent research and shared professional experience through participatory methods associated with pedagogies of creative engagement. The focus of our collaborative work has been on stealth leadership from the perspective of constant conscious vigilance of the personal, professional, and institutional culture. We have conducted environmental scans and made adjustments based on transitions from one crisis, or one issue, or the multiple congruence of crisis in response to the influences of external forces in order to remain resilient in the academy. However, a corollary to the ever-present caution and watchfulness of our scans is imperative to stay alert and attend to our internal wellbeing, fitness, and vigor. What are those processes, skills, and talents necessary to sustain, mindfulness, empathy, and authenticity? For women and women of color, the triage of our multiple identities for each instance of question, microaggression or challenge of credential requires a unique strategy for recovery in order to stay in the fray and produce the consistency in leadership we strive for and expect. The work of stealth leadership is multifaceted and requires constant vigilance, adaptability, and negotiation. These behaviors often reduce the proportion of effort that could be dedicated to the principle scope of the work assignment. This pre-institute will reveal existing and innovative competencies towards deep stealth applications (being "uber" stealth), as the educational system can be pernicious and harmful to the spirit and soul of women and women of color who decide to make their careers in higher education. This pre-institute will also delve into how to accrue culture capital, determine what cultural wealth (Yosso) we bring, and then how to leverage both using stealth leadership in the academy. Furthermore, women of color and women cannot continue to be solely responsible for managing the hostilities within their work spaces. Colleagues with privilege – either through positionality or through identity – must begin to be conscious of their roles in either putting in the hard work or ceasing to create the "ugly." This pre-institute should particularly benefit women of color and women faculty, mid to senior level administrators and individuals with administrative supervisory roles.

**Catherine Wong**, MEd, Director, Urban Outreach Initiatives, Boston College- Chestnut Hill, MA

**Jackie Reza**, EdD, MFT, Professor/Director Professional Development - Emeritus, Office of Professional Development, De Anza College- Newark, CA

**Pat Lowrie**, MS, Director Emeritus, Michigan State University- Miami Beach, FL

Keyword(s): Women, POC, Leadership Development, Systemic Racism, Changing Institutional Practices, Coalition Building

**1105**

Room: B110-B111

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Novice

## Aspire Women of Color Leadership Institute

Session Track: Human Resources

The Women of Color Pre-Conference Leadership Institute is designed to increase the number of women of color in senior level administrative positions within higher education. The goal of the institute is to provide entry level and mid level professionals with essential skills, strategies, and practices that will help them advance in their careers of leadership. In this way, we hope to have an impact on the levels of participation and power by women of color in the field of higher education. Institute participants will have an opportunity to meet and interact with other women of color who possess a similar interest in administration, as well as women of color who already have administrative experience. This pre-conference institute will particularly benefit graduate students, entry-level professionals, and mid-level professionals interested in pursuing advanced leadership roles in student affairs.

**Ashley Hazelwood**, MEd, Aspire Women of Color Leadership Institute, University of North Texas- Lewisville, TX

**Edwanna Andrews**, PhD, Director, Social Justice and Advocacy, University of Central Florida- Orlando, FL

**Toby Jenkins**, PhD, Associate Professor/Director Museum of Education, Curriculum Studies, University of South Carolina- Columbia, SC

Keyword(s): Women, Academic Affairs, Leadership Development, Empowering Diversity, Identity Development, Intersectionality

# PRE-CONFERENCE INSTITUTES

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**1116**

Room: C125-C126

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Advanced

## **Advanced Facilitation Skills for Compassionately and Lovingly Facilitating Large and Small Group Workshops Aimed at Challenging Racism and White Supremacy**

Session Track: Chief Diversity Officer and Executive Leader

This institute will begin with an in-depth exploration of systemic racism and its impacts, and will move to a facilitated skill building session to learn skills to effectively deconstruct the culture of white supremacy and privilege through facilitated intergroup and interpersonal interactions. Participants will learn, practice, and share key skills and methods needed to compassionately and effectively facilitate meaningful large and small group sessions focused on issues of racism, white privilege, white supremacy, and intersecting oppressions. We will also take the opportunity practice and coach one another in utilizing these skills in a variety of challenging scenarios. Additionally attendees will critically examine how to construct a safe space including development of a deepened understanding of the difference between “safe” and “comfortable.” By increasing our skill in clearly defining, explaining, and discussing the construction of racism to individuals who are at varying levels of experience, and deepening the understanding of how to establish safer spaces using ground rules, dialogue principles, non-judgmental listening, and unconditional care – we will offer tools and techniques necessary to build the compassionate connections, understanding, and respect necessary for social change, by and through supporting and engaging difficult conversations on racism and white supremacy.

Natalie Thoreson, MEd, Consultant/Owner, inVision Consulting- Oakland, CA

Keyword(s): Systemic Racism, Facilitator Development, Diversity &amp; Inclusion, Intersectionality, Antiracism, Theory to Praxis

**1124**

Room: E141

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Intermediate

## **Dismantling the ‘U.S. versus International’ Dichotomy: Creating Synergy between Intercultural and Diversity/ Social Justice Approaches in a Globalizing Context**

Session Track: Race and Social Justice in Higher Education

Globalization has catapulted people from different cultures into shared and contested physical and virtual spaces in homes, relationships, schools, neighborhoods, and workplaces, resulting in new forms of misunderstanding and conflict as well as unparalleled potential for intercultural alliances. Magnified economic inequality and political polarization have given rise to increased ethnic nationalism, xenophobia, racism, and other forms of fear and expulsion. In U.S. higher education, there are structural barriers to holistically addressing the challenges and opportunities of engaging our rapidly globalized world. Global educational efforts often employ Intercultural approaches while Diversity and Social Justice approaches tend to be focus on historical and systemic issues of equity and access in U.S. contexts. In recent years there have been widespread efforts to “globalize” our campuses and curriculum. As this trend continues, the role of global intercultural education has rapidly grown with a focus on increasing international student populations, sending students abroad, and embedding global topics and requirements into curriculum. This focus has often been at odds with traditional discourses and historical issues related to U.S. Diversity, Equity, and Social Justice issues. As the trend of ‘globalizing’ higher education continues, there are many missed opportunities due to the lack of synthesis of these approaches. This dichotomy often prevents us from understanding the relationship between local and global factors that impact our ability to engage constituencies holistically. For example, by engaging issues related to immigration and more specifically undocumented people in only one of these approaches, it prevents us from understanding the relationship between local and global factors impacting diverse contextual realities around the world. In addition, the integration of these approaches better highlights the historical context and inequities created from power dynamics that must be considered in order to effectively navigate intercultural realities in our world today. This institute offers a critical theory, social justice approach to intercultural communication, education, and development. Participants will explore opportunities to synergize Intercultural and Global Educational in Higher Education with Diversity and Social Justice issues in order to help foster ideas that can support the development of diverse, inclusive and globalized campus communities with a commitment to addressing historically-based inequity. This session should particularly benefit administrators who seek conceptual frameworks that synergize U.S. Diversity and Global educational efforts in higher education. Through the exploration these concepts, participants will bring theory to practice by applying theory into practical applications within their respective institutions.

Amer F. Ahmed, EdD, Director, Intercultural Teaching and Faculty Development, University of Massachusetts – Amherst- Amherst, MA



**1127** Room: E144

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

All Levels

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

Session Track: Chief Diversity Officer and Executive Leader

This day and a half long, interactive, three-part institute is designed for aspiring new and seasoned Chief Diversity Officers. Part one will provide an overview of the CDO portfolio; essential competency areas and Standards of Professional Practice associated with the CDO role; the importance of strategic partnerships with Affirmative Action/EEO & compliance professionals with community organizations, government, and others; and the role your identity plays in your work. Part two will focus on how to build a viable infrastructure for the work of the CDO. Presenters will discuss the process of developing strategic priorities, assessment metrics, and how to use various forms of data to lead broad-scale, sustainable organizational change. The importance of strategic communication to internal and external constituents will also be discussed. Part three (day 2) will feature participant-identified small group coaching sessions led by session facilitators who will draw from their own expertise and experiences and those of the group to provide guidance on “moving to the next level.” Participants may bring current resumes or CVs if they are wondering what additional knowledge, skills, and abilities they need to acquire to move up, or they may bring strategic plan drafts or ideas about which they wish to consult. This session is led by diversity professionals in higher education who have administrative authority across varying institutional contexts ranging from academic departments to central university diversity offices and within a system-level diversity unit.

**Roger L. Worthington**, PhD, Professor and Executive Director, Department of Counseling, Higher Education, and Special Education, University of Maryland- College Park, MD

**Becky Pettitt**, PhD, Vice Chancellor, Equity, Diversity, and Inclusion, University of California – San Diego- La Jolla, CA

**Victoria Sanchez**, PhD, Associate Dean for Educational Equity, College of Earth and Mineral Sciences, Penn State- University Park, PA

**Liz Halimah**, MPP, Associate Vice Provost, Diversity and Engagement – Office of the President, University of California- Oakland, CA

**1130** Room: F149

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

Novice

**Applying the Multicultural Competency Interviewing Rubric (MCIR) to Hire Multiculturally Competent Faculty and Administrators/Leaders Using a Comprehensive Hiring Framework**

Session Track: Human Resources

This session will particularly benefit constituencies at any institution interested in hiring multiculturally competent faculty and administrators/leaders who will further the institution's commitment to promoting greater equity and inclusion. In this workshop, we will focus specifically on hiring administrators and faculty at educational institutions. Our framework presupposes that effective higher education institutions in the 21st century should include leaders and employees who possess knowledge, skills, and personal action consistent with the multicultural competency framework. Using high impact engagement strategies, participants will learn how to utilize the Multicultural Competency Interviewing Rubric (MCIR), developed by Johnson and Terrell-Powell, to assess the multicultural competency of potential employees engaged in the hiring process. Participants will learn how to use The Rising Above Cognitive Errors (CE), developed by Dr. JoAnn Moody, to identify and avoid likely errors within the hiring process. The participants will use The Diversity and Equity and Professional (DEHPD)-17 Steps to a Hiring Process, which begins with a needs assessment and ends with onboarding and retention of the employee.

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**Ernest Johnson**, PhD, Professor, Multicultural Studies, Equity and Social Justice, Shoreline Community College- Seattle, WA

Keyword(s): Human Resources, Diversity & Inclusion, Assessment/Evaluation, Institutional Efforts at Transformation, Cultural Competence, Faculty Hiring

# PRE-CONFERENCE INSTITUTES

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**1131**

Room: E147-E148

9:00 a.m. - 5:30 p.m.

Pre-Conference Institute

All Levels

## **Exploring Decolonization in Pedagogy and Practice: Identifying, Naming and Decentering Structures and Processes that Maintain the Status Quo**

Session Track: Global, Multicultural and Transnational issues

This Institute will explore ways the academy privileges the “knowing” voice above the critical thinking and discourse that emerges from a practice of shared responsibility. As such, this Institute will center the practice of questioning in order to build a truly inclusive and equitable learning community. From our time together, we expect to reimagine ideas and practices toward this end. If you are interested in taking part in collaborative dialogue, we invite you to join us as a partner in this learning community. Given the rhetoric of our strategic plans – “honoring diversity,” “supporting cultural identities,” “developing global citizens,” and “internationalizing” – how carefully have we examined our existing structures, practices and policies with a critical lens for our treatment of racialized faculty, students and staff? This Institute will provide a space to explore the following questions: To what extent have we tacitly accepted structures, silos, policies and practices that reify a culture of whiteness and white supremacy? Have we considered the ways in which inequitable results regarding student matriculation, faculty, staff recruitment and retention, and graduate students’ progress, are not happenstance, but constructed and to some extent intended? Is it possible to provide an “education” that will prepare students to live and work successfully in a “multicultural” and “globalized society” without discussing the contexts of white supremacy, colonization, racism and xenophobia? Given that our institutions are centered on whiteness and white supremacy, how do structures and practices like tenure, departmental control of curriculum, pedagogy, and operationalized concepts like free speech and academic freedom reinforce that center? What would happen to the institution if these are decentered and even decolonized? What is the threat to whiteness and white supremacy if we address issues of race, ethnicity, color, class, immigrant status, gender identity, religion and others as intersectional, interconnected and interacting? What does student “success” mean? What is the purpose of their “schooling?” Who defines success? For whom is it defined? How do the ways we structure the resulting programs and offices, continue to center whiteness and white supremacy? This session should particularly benefit to anyone who wishes to explore these questions in depth with the presenters and other participants, with the aim of making visible the hidden racism, colonialism and xenophobia in our institutional structures and practices, and to collectively reimagine ways to create equity and excellence through our scholarship, teaching and educational activism.

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

<b>Time</b>	<b>Session #</b>	<b>Title</b>	<b>Room</b>
6:00 p.m. - 7:30 p.m.	1400	NCORE 2019 Student Reception	Room: Portland Ballroom 251-252
8:00 p.m. - 9:30 p.m.	1600	Policy, Politics and Players: The Intersectionality of Race & Athletics	Room: Second Floor-Portland Ballroom
8:00 p.m. - 10:00 p.m.	1601	SINCE I BEEN DOWN in progress Documentary film	Room: C123-C124

# TUESDAY, MAY 28

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6:00 p.m. - 7:30 p.m.

**1400** Room: Portland Ballroom 251-252

6:00 p.m. - 7:30 p.m.

Special Event

All Levels

## **NCORE 2019 Student Reception**

Session Track: Student Interest and Engagement

All student attendees are invited to join the community in a meal of celebration and student excellence at NCORE. This is a fantastic opportunity to meet and connect with student leaders from campuses across the nation. A short program to honor our student scholarship recipients is included.

8:00 p.m. - 9:30 p.m.

**1600** Room: Second Floor- Portland Ballroom

8:00 p.m. - 9:30 p.m.

Keynote

All Levels

## **Policy, Politics and Players: The Intersectionality of Race & Athletics**

Session Track: Race and Athletics

A panel of national experts shares and reflects on the realities experienced by minorities who are student athletes, professional athletes, coaches, administrators and those who aspire to reach the highest level of leadership in athletics. These industry leaders will discuss the intersectionality of race and athletics along with critically important topics such as the decreasing representation of leadership of color in athletics, current politics and policies that impact student and professional athletes and those that coach and lead them.

**Katrice Albert**, PhD, Executive Vice President, Office of Inclusion & Human Resources, National Collegiate Athletic Association (NCAA)- Indianapolis, IN

**Bakari Sellers**, CNN Political Analyst & Former Representative from South Carolina

**Marques Colston**, Partner, Executive Education Program for Professional Athletes, Columbia Business School – New York, NY

**Richard Lapchick**, PhD, Director, The Institute for Diversity in Sport, University of Central Florida

8:00 p.m. - 10:00 p.m.

**1601** Room: C123-C124

8:00 p.m. - 10:00 p.m.

Film & Dialogue

All Levels

## **SINCE I BEEN DOWN in progress Documentary film**

Session Track: Race and Social Justice in Higher Education

Since I Been Down exposes the systemic impact of policies and laws that attempted to transform urban communities into prison-like containment camps where gangs, and illegal activity becomes the outcome not the source of problems. Washington is among 14 states with no parole and the first to initiate 3 strikes law.

The documentary invites viewers to take an in-depth look at incarcerated men and women, in order to understand processes that led to their incarceration, resilience and their ultimate role, as models for all of us. Set in an "every town" American city, Tacoma, Washington we bear witness to an urban neighborhood's fight to stay alive with police racial profiling, gangs, drugs, gun violence, and love.

The film brings statistics of racial and gender disparity, processes of gentrification, to life through stories from community, police and attorneys, as we explore justice, crime and punishment. The film highlights a prisoner initiated group, The Black Prisoners' Caucus (BPC), whose focus on education, compassion, culture and prevention has reconstructed lives inside and outside prison.

Despite the culture of punishment, the BPC is transforming their lives, the prison, and communities they left behind using inmate-driven education and advocacy programs across race and ethnic lines. The education models they developed are serving as blueprints for schools and communities they once harmed. Their experiences speak to the role of activism, compassion, love, and self-forgiveness in personal, and community transformation. It helps us understand that "how we punish says as much about us as those we punish."

**Laney Ellisor**, JD, Associate Attorney, Boise Matthews LLP-,

**Gilda Sheppard**, PhD, Director of Since I Been Down, Professor, Sociology Cultural and Media Studies, Evergreen State College Tacoma- Tacoma, WA

**Tonya Wilson**, Student, Bachelor of Arts in Education, Evergreen State College Tacoma- Tacoma, WA

**June Nho Ivers**, BS, Producer, Since I Been Down-,

Keyword(s): African American/ Black, Multiple Racial Identities, Antiracism, Critical Race Theory, Intersectionality, Organizing/Activism

Time	Session #	Title	Room
8:30 a.m. - 9:45 a.m.	2003	Building Toward Diversity: An Oregon Case of Building Social Capital	Room: D137
	2004	The Final Score: Professional, Personal & Social Issues for the Post-Collegiate Letterman	Room: A106
	2007	From Science Posse to Inclusive Excellence: Supporting Underrepresented Students in STEM Disciplines at Brandeis University	Room: B114
	2008	How a University's History With Slavery Plays a Role in Current Black Student Experiences: Evidence from a Pilot Study	Room: B112
	2009	Disability, Race, Gender, Class, and Social Justice in Education – a Workshop	Room: B113
	2010	Knowing Your Worth in the Job Market	Room: B115
	2011	Cultivating Critical Conversations: How to Start, Continue, and Embrace Cultural Understanding on College Campuses	Room: B116
	2012	Melanin Magic: Amplifying the Voices of Black First-Gen Doctoral Students	Room: B117
	2013	Equity in Praxis: An Interdisciplinary Course for Graduate Students, Faculty, and Staff	Room: B118
	2014	"No Mirrors in My Nana's House": Black Feminist Praxis as Reflected Resistance and Resilience in Higher Education	Room: C122
	2015	White Nationalism and Rising Authoritarianism: The Threat to Democratic Institutions and How Communities can Respond	Room: C123-C124
	2019	Living it: A 6-Year Cultural Competence Staff Development Program in a Multi-Department Unit	Room: D133-D134
	2020	Experiences of LGBTQ+ Individuals in the Christian Religion	Room: D130
	2022	Bridging Acceleration in California Community Colleges: The Puente Project as a Model for Success in a Changing Academic Landscape	Room: D135
	2023	Seeing the Invisible – Training Our Awareness to See Our Privileges	Room: D136
	2024	Being a Woman (of Color) is Not Enough: A Critical Look at Asian American Women and White Women's Efforts to Destabilize Racism in Neoliberal Higher Education	Room: A105
	2025	How Student Awareness can Enhance Student Retention, Persistence & Success For Students	Room: E145
	2027	'Marginality as Site of Resistance' in Intersectional Coalition Building at the Community College: The Academic Success & Equity Programs Framework	Room: D140
	2029	Examining the Experiences and #Hashtag Activism of College Students with Critical Race Theory and Counter-narratives	Room: D138
	2030	Latina/o/x Student Belonging at a PWI in the midst of Past & Present Political Times	Room: E146
2031	Countering the Pushback in Intersectionality	Room: F151	
2032	Confronting the Double Standard – Cultural Sharing from Dishonor and Disregard to Anti-racist Respect and Reverence	Room: F152	
2033	"The Fit." Debunking Bias in the Search Process within a Mission Based Institution	Room: A109	
2034	Race in Medical Education	Room: B119	
8:45 a.m. - 11:45 a.m. (continued on next page)	2101	The Black Women & White Women Project	Room: D139
	2102	Intergenerational Conversation on Intersectionality	Room: E142
	2103	Multicultural Change on Campus: Advancing Multicultural Competence and Social Justice	Room: E143

**WEDNESDAY, MAY 29**

Time	Session #	Title	Room
8:45 a.m. - 11:45 a.m. (continued)	2104	Engaging Faculty in Inclusive Teaching Practices and Curriculum Development	Room: C120-C121
	2107	Understanding the ...isms within Latinx Culture in Transnational Contexts: Becoming Latinx and the Invisible Lines that Divide & Unite Us in America	Room: F150
10:15 a.m. - 11:45 a.m.	2203	The Stake White Women have in Racial Justice	Room: A105
	2204	The NCAA's Integrated Approach to Diversity and Inclusion	Room: A106
	2207	Holi, , Holy: Creating Academic Calendars that are Inclusive of Non-Christian Identities	Room: B112
	2208	Anti-Racist Work with White People for Collective Liberation	Room: B113
	2209	Career Exploration and the Emerging Scholar	Room: B119
	2210	The Guide for White Women Who Teach Black Boys	Room: B115
	2211	Claiming Space: Resisting Gentrification and Transforming Cultural Narratives through Art and Social Change	Room: B116
	2212	Relating Educational Experiences During the Era of Segregation to Being Faculty in the Current Era	Room: B117
	2213	Hispanic-Serving Institution or Hispanics Serving the Institution?: A Case Study of Color-Blind Racism in the Use of Title V	Room: B118
	2214	Supporting Student Educational Pathways to Success in Community College	Room: C122
	2215	Woke Olympics: Navigating a Cultural of Social Justice Arrogance in the Context of Higher Education	Room: C123-C124
	2219	Critical Race Theory: Bringing Theory to Praxis in Decision-Making	Room: D133-D134
	2220	When Responding to White Nationalism Becomes All of Our Jobs	Room: D130
	2222	DREAM Scholars: A First-Year Seminar for the Holistic Development of Undocumented Students	Room: D135
	2224	"Parenting is Political": Educating Our Children from a Social Justice Lens	Room: D137
	2225	Taking the "Co" out of Co-Curricular: The Role of Cultural Centers in Enhancing the Academic Achievement of Under-Represented Minority Students	Room: E146
	2226	What's Race Got to do With it?: Transformative Professional Development for Faculty, Staff, and Administrators	Room: E145
	2229	Can a DNA Ancestry Test Tell Me Who I am? Multiple Perspectives on Direct-to-Consumer Ancestry Testing and Implications for Higher Education	Room: D139
	2230	At the Intersection of Black Identity and Sexual Orientation: The Call for Inclusion at HBCUs	Room: D138
	2231	Speak Out with Tim Wise -- When Hate Comes to Campus: Responding to the New White Nationalism in the Age of Trump	Room: F151
2232	Cosplaying with Intersections	Room: F152	
2233	Affirming & Empowering African American Women in Pursuit of Higher Learning	Room: A109	
2234	Social Justice Through Cultural Geography and Oral Histories	Room: B114	
1:30 p.m. - 2:45 p.m.	2300	Why Aren't There More Black People in Oregon? A Hidden History	Room: Second Floor-Portland Ballroom

Time	Session #	Title	Room
3:30 p.m. - 5:30 p.m. (continued on next page)	2400	Native Film and Storytelling: Utilizing Film to Reclaim Our Narratives	Room: Portland State University Native American Student and Community Center
	2401	The Black-Jew Dialogues: A Cross Cultural Comedy	Room: A103-A104
	2403	Arresting Power: Resisting Police Violence in Portland, Oregon	Room: A105
	2404	The Problem with Plan B: Cultivating Career-Minded Black Male Student-Athletes	Room: A107-A108
	2405	Inspiring Underrepresented Students to Aspire	Room: A106
	2406	"Surviving and Thriving in Times of Educational Challenge"	Room: B110-B111
	2407	The Mentoring Institute: A Collaborative Space to Build and Develop NCORE Professional Networks	Room: B112
	2408	Professional & Personal Development for Diversity Officers: Competencies for Enhancing Success	Room: B113
	2409	Census 2020 Campus Mobilizing and Activism	Room: B114
	2410	Designing Social Justice Education Workshop Curriculum: A Step-by-Step Process for Practitioners	Room: B115
	2411	What's Woke Got to do with It?	Room: B116
	2412	Transformational Leadership for Racial Equity	Room: C120-C121
	2413	From Theory to Practice: Creating Synergy Between Scholars and Practitioners in Multiracial Programs	Room: B118
	2415	Ensuring Racial Equity in a Post-Affirmative Action Country: The Supreme Court, and the Future of Campus Diversity	Room: C123-C124
	2419	Mapping Our Future: An Approach to Native Student Identity Development in Higher Education	Room: D130
	2420	Redesigning Higher Education for Equity: Exploring Power, Race, and Age for Intersectional Collaboration	Room: D133-D134
	2422	An Inclusive Classroom Framework: Resources, Onboarding Approach and Ongoing Programs from CELT at Iowa State University	Room: D135
	2423	Understanding Intersectionality: The Keep it Real Game Workshop	Room: D136
	2424	Building Bayanihan: Disrupting Whiteness in Higher Education	Room: D137
	2425	Exhibit 14-B: An Equal Rights Approach to the First Amendment	Room: D138
	2426	Social Justice Innovation: Strategies for Cultivating a Compelling Future	Room: E141
	2430	LGBTQ+ Faculty of Color Navigating Academia Panel Discussion & Dialogue	Room: E146
	2431	Hip-Hop as a Mode of Dealing with Issues of Immigration, Racism, U.S. Imperialism	Room: F151
	2433	The Black Women & White Women Project	Room: D139
	2434	Justice Beyond Oppression: Moving Higher Education Campuses Toward Wholeness and Healing	Room: E142
	2435	Does Your Writing Reflect Your Excellence?: A Hands-On Workshop for NCORE Student Leaders	Room: E143
2436	Creating Space on Campus for Black & Brown Youth	Room: E144	
2438	Behind Closed Doors: Inequity in Disciplining Students, Faculty and Staff	Room: F149	
2439	Understanding the ...isms within Latinx Culture in Transnational Contexts: Becoming Latinx and the Invisible Lines that Divide & Unite Us in America	Room: F150	



**WEDNESDAY, MAY 29**

Time	Session #	Title	Room
3:30 p.m. - 5:30 p.m. <i>(continued)</i>	2440	Curating Critical Conversations: Transforming the Path for Students of Color to Thrive in Group and Individual Therapy Through Leadership	Room: A109
	2441	It's Complicated: Experiences of Mixed Middle Eastern American Women	Room: B119
	2442	#MeToo rated R Kelly	Room: B117
3:45 p.m. - 5:00 p.m.	2500	Walidah Imarisha: Informal Dialogue and Book Signing	Room: Booth # 506/508/510/512
	2501	Board Leadership Matters: Advancing Institutional Diversity & Equity	Room: E147-E148
	2502	White Administrators as Allies: Credibility, Actions and Outcomes	Room: E145
4:00 p.m. - 5:30 p.m.	2601	The Native American Intersegmental Pathways Committee Model: Weaving Traditional Methods into Recruitment & Retention of Native Students	Room: D140
	2602	The Mexican American War Never Ended	Room: F152
	2603	How the Psychology of Omission Fuels a Cycle of Bias Against Native Americans	Room: C125-C126
6:00 p.m. - 7:00 p.m.	2701	NCORE Community College Mixer	Room: F149
7:00 p.m. - 8:30 p.m.	2800	NCORE 2019 Welcoming Reception	Room: Second Floor-Portland Ballroom
8:00 p.m. - 10:00 p.m.	2227	SINCE I BEEN DOWN in progress Documentary film	Room: C123-C124
8:30 p.m. - 10:00 p.m.	2801	NCORE 2019 Entertainment Showcase	Room: Second Floor-Portland Ballroom
	2901	Can We Talk? – Difficult Conversations with People of Color in STEM	Room: D136
8:30 p.m. - 10:30 p.m.	2900	Film Screening: Ohiyesa: The Soul of an Indian	Room: F151

8:30 a.m. - 9:45 a.m.

**2003** Room: D137

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **Building Toward Diversity: An Oregon Case of Building Social Capital**

Session Track: Student Interest and Engagement

In Oregon, the surge of educational reform toward diversity has been five-fold: 1) become more effective K-20, 2) more strategic to mobilization of resources, 3) increase local economic effectiveness, 4) transparent with accountability, and 5) use civic strength of local and diverse communities through education. The presentation explores how we have endeavored to 1) advance the educational aspirations of Native American students and 2) strengthen science curriculum to better serve disadvantaged students toward technological careers. We conclude with lessons learned for other educative systems.

**Samuel Henry**, EdD, Prof. Emeritus, Curriculum & Instruction, Portland State University- Portland, Oregon

Keyword(s): Coalition Building, Systemic Racism, Changing Institutional Practices, Empowering Diversity, African American/Black, African American/Black

**2004** Room: A106

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Novice

## **The Final Score: Professional, Personal & Social Issues for the Post-Collegiate Letterman**

Session Track: Race and Athletics

This session will offer a very realistic examination of life after college sports. We will explore the gaps in institutional preparation of students to effectively transition into a professional/non-sports life. Beyond the lack of preparation students might have to translate their passions, academic skills, and leadership acumen into a professional career, many college athletes are also grossly shielded from wrestling with critical social realities like race, gender, or even the very economic inequities that cause them to so desperately need to play sports in order to attend college. In our personal experience as athletes, we were in many ways living in a bubble of a truly honest merit-based system. The best players played. Performance trumped race. But this does not always translate in life beyond the stadium, arena, or field. Athletes, like other student leaders, can benefit from leadership development that addresses racial identity, social justice, civic responsibility, and inequities. They need to understand how they are impacted by such issues and what role they have to play in addressing them. This session should particularly benefit college athletic staff who work in student services, student affairs professionals interested in partnering with athletics in order to enrich the college experience of athletes, faculty in higher education programs that teach about college student development, and senior administrators who influence the development with new programs and changing policies to better and more holistically serve student athletes.

**William Henry**, MA, Executive Director, Personal Development, BeMobile- Columbia, SC

Keyword(s): Changing Institutional Practices, Multiple Racial Identities, Men, Women, Student Life, Practitioner Development

**2007** Room: B114

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Intermediate

## **From Science Posse to Inclusive Excellence: Supporting Underrepresented Students in STEM Disciplines at Brandeis University**

Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

In 2008, Brandeis University created the first Science Posse in the nation. Now in its tenth year, the Brandeis Science Posse program boasts a 97.5% graduation rate, 67.5% retention in STEM majors (82.5% in STEM plus science policy), recognition by the Obama White House, and adoption of the program by ten other institutions. In summer 2017, Brandeis was awarded the highly coveted Howard Hughes Medical Institute Inclusive Excellence Grant to reform our academic systems to foster a more inclusive learning environment not only for underrepresented students interested in pursuing STEM majors but for all STEM students. This presentation will use Brandeis University as a case study for colleges and universities, particularly PWIs that are working to implement innovative strategies to support underrepresented students in STEM disciplines, particularly first-generation, and/or low-income, and/or Black and Latino students. Our presentation will include a formal presentation of 45 minutes followed by an interactive session for 30 minutes. This session would particularly benefit faculty and administrators interested in learning best practices to support underrepresented students in STEM, how to change campus climate and culture, and inclusive teaching pedagogies. The presentation assumes an intermediate knowledge of the literature and best practices of the field.

**Melissa Kosinski Collins**, PhD, Professor, Biology, Brandeis University- Waltham, MA

**Kim Godsoe**, PhD, Associate Provost for Academic Affairs, Provost's Office, Brandeis University- Waltham, MA

Keyword(s): STEM/STEAM, Pedagogy, Academic Affairs, Administrators, Faculty, Predominantly White Institutions

# WEDNESDAY, MAY 29

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**2008**

Room: B112

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Novice

## **How a University's History With Slavery Plays a Role in Current Black Student Experiences: Evidence from a Pilot Study**

Session Track: Race and Social Justice in Higher Education

Many American universities established in the colonial era were involved in the institution of slavery, and this involvement played a critical role in their development, survival and success (Wilder, 2013). While many of these institutions have begun the process of acknowledging their involvement, prior research has primarily been historical and has yet to comprehensively explore its impact on contemporary black students. This study uses data collected from a pilot study at an institution currently investigating its relationship with enslaved laborers to explore how a university's historical relationship with slavery relates to Black students' college experiences. Using Critical Race Theory and Hurtado et. al's (2012) Multicontextual Model for Diverse Learning Environments, this study examines Black students' academic and social engagement with this particular history, their perception of faculty and white students' engagement in this history, its impact on their educational experiences and emotional well-being, as well as their support or opposition to various forms of amends. Through an overview of research findings and practitioner implications, this session should particularly benefit participants who seek to identify important experiences and supports for furthering Black students' success in similar institutional environments.

**Juan Garibay**, PhD, Assistant Professor, Curry School of Education and Human Development, University of Virginia- Charlottesville, VA

**Christopher Mathis**, JD, Doctoral Student, Curry School of Education and Human Development, University of Virginia- Charlottesville, VA

**Christian West**, MEd, Doctoral Student, Curry School of Education and Human Development, University of Virginia- Charlottesville, VA

Keyword(s): Changing Institutional Practices, Critical Race Theory, Systemic Racism, Research, Institutionalized Privilege, Students

**2009**

Room: B113

8:30 a.m. - 9:45 a.m.

Special Feature

Intermediate

## **Disability, Race, Gender, Class, and Social Justice in Education – a Workshop**

Session Track: Intersectionality, Identities and Discussions

This workshop is designed to help educators and staff think about how disability, race, gender, and class intersect in the classroom. There is ample data showing that students of color are underserved by disability services in higher education, while overserved and overdiagnosed in many other contexts, especially in the school-to-prison pipeline. The effects of ableism and racism are compounded by gender, sexuality, socioeconomic status, and other factors. This workshop will start with thinking through definitions and intersectionality and end with thinking about how social justice, inclusion, and belonging practices can help create campuses where all students can thrive, while acknowledging the challenges of competing accommodations and belonging practices. Participants are not required to have any background in disability services or disability studies, but are asked to come to the session thinking of how disability identity (or disidentification) has operated in their own lives as well as the lives of their students and colleagues. The definition of disability used in this workshop will be expansive, including physical, intellectual, and psychiatric disabilities as well as learning disabilities including chronic fatigue, MCS, lupus, and other non-apparent disabilities; and other disability categories. The facilitator identifies as a disabled person of color and kindly requests that participants be scent-free for this session.

**Karen Nakamura**, PhD, Haas Chair in Disability Studies, University of California Berkeley- Berkeley, CA

Keyword(s): POC, QTPOC, Administrators, Multicultural Affairs, Disability, Diversity & Inclusion

**2010**

Room: B115

8:30 a.m. - 9:45 a.m.

Major Workshop

Intermediate

## **Knowing Your Worth in the Job Market**

Session Track: Human Resources

In today's higher education marketplace it is more important than ever before to understand what your skills are worth. At the outset of our careers we are often times not well informed about how much are knowledge, skills and abilities should bring us as we look for work. During this highly interactive and engaging session we will discuss the factors that help determine compensation for roles in organizations, what resources are used to determine pay for positions and how to determine what your position is worth in the higher education marketplace. The presentation will be followed by a question and answer session.

**Isaac E. Dixon**, PhD, SPHR-SCP, Associate Vice President, Human Resources, Portland State University- Portland, OR

Keyword(s): African American/ Black, POC, Men, Administrators, Human Resources, Affirmative Action

**2011** Room: B116

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Novice

## **Cultivating Critical Conversations: How to Start, Continue, and Embrace Cultural Understanding on College Campuses**

Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

This session provides information about the University of Oklahoma's Academic Advising Resource Center's development of a workshop series providing information to advisors about underrepresented special populations. Initially developed at a time when there were no training opportunities for staff, the workshops are designed with the intention of providing advisors with resources, information and enlightenment about the diversity, equity and inclusion issues surrounding students of marginalized race and ethnicity. By bringing in campus experts who work with these students daily, we have been able to increase awareness and educate OU's predominantly white academic advising community in supporting these special populations across our campus. Academic advisors are the first line of communication for most students as well as one of the first staff students meet upon arrival to the university. By increasing cultural competency with advisors, the University of Oklahoma is striving to become an inclusive climate. This beginning-level session should particularly benefit individuals from institutions desiring to increase training opportunities and cultural awareness among their advising communities and other staff who work with students on a daily basis.

**Kendra Tahsequah**, MEd, Academic Advising Specialist, Academic Advising Resource Center, University of Oklahoma - Norman, OK

**Lori DeKalb**, JD, Pre-Law Advisor, Academic Advising Resource Center, University of Oklahoma - Norman, OK

**Laura Cullen**, MEd, LPC, Academic Advising Specialist, Academic Advising Resource Center, University of Oklahoma - Norman, OK

Keyword(s): Academic Affairs, Diversity & Inclusion, Predominantly White Institutions, Retention, Cultural Competence, Perspective Taking

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**2012** Room: B117

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **Melanin Magic: Amplifying the Voices of Black First-Gen Doctoral Students**

Session Track: Ongoing Doctoral Research

The experiences of first-generation college students continue to be a hot topic in higher education literature and discourse, though many conversations center only the undergraduate experience. Additionally, many scholars have failed to nuance research on first-generation students by only viewing these students through their first-generation identity and neglecting other salient identities. How does racial identity impact the experiences of first-generation doctoral students? What do first-generation experiences look like beyond the undergraduate experience? What is the university's role in supporting this student population? This session discusses the findings of a study, which explored the experiences of African American first-generation doctoral students at historically White institutions. Using White Institutional Presence (Gusa, 2010) as a theoretical framework, this qualitative narrative study sought to unearth systemic issues that impact Black first-generation doctoral students as well as amplify the voices of racially minoritized first-generation doctoral students. This session should particularly benefit higher education administrators and faculty, at any level, who seek to support first-generation students of color at the undergraduate and graduate levels.

**Jason Wallace**, MEd, Graduate Assistant, Counseling and Human Development Services, University of Georgia- Athens, GA

Keyword(s): African American/Black, Faculty, Research, Systemic Racism, Predominantly White Institutions, Pedagogy

# WEDNESDAY, MAY 29

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**2013** Room: B118

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **Equity in Praxis: An Interdisciplinary Course for Graduate Students, Faculty, and Staff**

Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

This session highlights the lessons learned from an innovative course on equity and social justice designed for graduate students, faculty, and staff. Inspired by Freire's notion of praxis (the intersection of critical reflection and transformatory action), our course, titled "Microaggressions and Macroassaults: Equity in Praxis" sought to provide a space for participants to critically engage with microaggressions and macroassaults – both the everyday insults and hostilities as well as the large-scale policies and practices that perpetuate the oppression of marginalized populations – and strategize ways to confront and interrupt these forces in our personal and professional lives. This course is part of a series developed by the Graduate School. It incorporated participants from a variety of disciplines, professional positionalities, personal identities, and varying levels of experience engaging with social justice issues. Although the participants had different motivations for joining the course, they all self-selected based on their dedication to learn effective ways to advance social justice and equity. This session should particularly benefit faculty and administrators seeking to develop innovative curriculum and pedagogical practices to facilitate discourse across difference and advance transformative practices at their own institutions.

**Gino Aisenberg**, PhD, MSW, Associate Dean for Diversity and Student Affairs, Graduate School, University of Washington- Seattle, wa

**Saejin Kwak Tanguay**, MEd, PhC, Research Assistant, College of Education; Graduate School, University of Washington- Seattle, WA

Keyword(s): Curriculum, Empowering Diversity, Pedagogy, Changing Institutional Practices, Faculty, Diversity & Inclusion

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**2014** Room: C122

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **"No Mirrors in My Nana's House": Black Feminist Praxis as Reflected Resistance and Resilience in Higher Education**

Session Track: Intersectionality, Identities and Discussions

Black women experience unique challenges in higher education, particularly at PWIs. We often find ourselves isolated by solo presence in Senior Faculty and Executive Leadership roles, simultaneously negotiating invisible labors related to our intersectional identities. While extant literature notes the importance of mentorship as a vehicle for thriving, gaps in successful mentorship relationships persist. This presentation is an interdisciplinary reflection that unpacks strategies for Black womens' resilience through the lens of Black feminist praxis. Ysaye Barnwell's No Mirrors in my Nana's House combines Black womens' tradition of making the theoretical practical by combining scholarship, storytelling, and song, to illustrate the significance of Black womens' voices in organizing, leadership, and the transformation of space. Through this empowerment lens, Barnwell's text is a framework for understanding Black womens' resilience in the academy as leaders and leader aspirants in faculty and administrative roles-translating lessons from Nana's House as we navigate the disaffirming dissonance of the Ivory Tower. As a Senior Equity, Diversity, and Inclusion Officer, the presenter reflects on this framework to underscore its resonance with institutional Inclusive Excellence practices in higher education.

**Marita Gilbert**, PhD, Dean, Institutional Equity and Inclusive Excellence, Senior Leadership Team, Juniata College- Huntingdon, PA

Keyword(s): African American/Black, CDO, Diversity & Inclusion, Intersectionality, Predominantly White Institutions, Women

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**2015** Room: C123-C124

8:30 a.m. - 9:45 a.m.

Special Feature

All Levels

## **White Nationalism and Rising Authoritarianism: The Threat to Democratic Institutions and How Communities can Respond**

Session Track: Intersectionality, Identities and Discussions

As white nationalism increasingly shapes mainstream political debates in the U.S., the stakes are rising for communities where anti-immigrant, anti-refugee, anti-Muslim, and anti-Semitic organizing is occurring. This session will share analysis of the threat white nationalism poses to democratic institutions through case studies of effective action to counter bigoted and authoritarian movements and data to help build a shared understanding of the context and the stakes. This session is intended for a broad audience: Anyone invested in preserving democracy in the United States as we face threats from the authoritarian right.

**Amy Herzfeld-Copple**, Deputy Director, Programs and Strategic Initiatives, Western States Center- Portland, OR

**Zakir Khan**, JD, Board Chair, Council on American-Islamic Relations(CAIR) – Oregon- Portland, OR

**Scot Nakagawa**, Senior Partner, ChangeLab- Brooklyn, NY

Keyword(s): Portland Focus, Systemic Racism, Organizing/Activism, Antiracism, ,

**2019**

Room: D133-D134

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Intermediate

## **Living it: A 6-Year Cultural Competence Staff Development Program in a Multi-Department Unit**

Session Track: Student Affairs and Affiliated Professionals

How do you engage employees in a unit (several departments) to fully participate in equity and inclusion staff development for multiple years, which isn't required, but is tied to a job requirement for cultural responsiveness to meet the growing diverse student population at a predominantly white institution? How do you center anti-racism work? How do you handle somewhat hostile push back or the growing pains with the accompanying risks? Who do you consult on program design? Who are your resources? What is the pedagogy over time? Who teaches/facilitates? How do you know you are being effective? What does increasing competence look like? How does training impact the unit's abilities to serve undergraduates using programs and services? How is it relevant to custodial staff, office/administrative support staff, campus child care employees, and others? How do you reinforce knowledge acquisition and skill use outside the training? What do you do with the mistakes? What makes you brave enough to do this with intact departments of employees and supervisors over time? This session should particularly benefit participants who want to venture into the deep water, taking on continuous departmental and unit cultural competence and social justice employee development.

**Nick Sanchez**, JD, Director, Ethnic Student Center, Western Washington University- Bellingham, WA

**Ted Pratt**, MEd, Associate Vice President, Dean of Students, Western Washington University- Bellingham, WA

**Joanne DeMark**, PhD, Leadership Development Specialist (Program Director level), LEADS, Western Washington University- Bellingham, WA

**Christina Van Wingerden**, MEd, Learning in Communities and Schools Educational Specialist, Office of the Dean - Woodring College of Education, Western Washington University- Bellingham, WA

Keyword(s): Cultural Competence, Predominantly White Institutions, Diversity & Inclusion, Student Affairs, Antiracism, Assessment/Evaluation

**2020**

Room: D130

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **Experiences of LGBTQ+ Individuals in the Christian Religion**

Session Track: Intersectionality, Identities and Discussions

This session is the presentation of a groundbreaking survey of the experiences of LGBTQIAA people in the Christian religion. Stories and statistics collected from the survey will be provided, as well as practical applications for the research and areas where further research would be beneficial. This session should benefit participants who work with LGBTQIAA people, especially those who work in Student Affairs in a Chaplain's Office or other faith-based areas, staff and faculty of Christian private schools, those in religious studies, and anyone else who is interested in the intersection of the LGBTQIAA identity and the Christian identity.

**Rachel Mumaw**, BS, BA, Human Rights Scholar-Practitioner, Embrey Human Rights Program, Southern Methodist University- Dallas, TX

Keyword(s): LGBTQIAA, Religion, Research, Faith, Intersectionality, Student Affairs

**2022**

Room: D135

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Novice

## **Bridging Acceleration in California Community Colleges: The Puente Project as a Model for Success in a Changing Academic Landscape**

Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Bridging Acceleration in California Community Colleges: The Puente Project as a Model for Success in a Changing Academic Landscape. With the passing of new state laws aimed at closing the equity gap for students of color stuck in systems of remedial courses, many California community colleges are eliminating all remedial math and English courses and building accelerated transfer level courses with required support. As our community colleges work to redesign their pedagogy and student support services, the Puente Project provides a model of culturally responsive pedagogy designed to meet the needs of traditionally underrepresented students and provides structures of a mentorship program that allows students to network with professionals, creating opportunities for students to connect across the state at a yearly motivational conference. In this session, we will present the Puente Project model, as well as specific pedagogical and program tools that focus on developing the cultural capital, college readiness, and transfer throughput of the students of color our community college system is finally working to serve. This session should particularly benefit educators looking to expanding their culturally responsive teaching practices, student service administrators developing new services on their campus focused on students of color and other underrepresented students that will increase student engagement and connection to campus community.

**Larissa Gomez Vazquez**, MS, Puente Project Counselor Training Coordinator, University of California, Berkeley- Berkeley, CA

**Ambar Alvarez Soto**, MS, Counselor, Co-Coordinator Puente Program, College of the Sequoias- Visalia, CA

**Jamie Moore**, MFA, English Professor, Co-Coordinator of Puente Program at College of the Sequoias, Language Arts, College of the Sequoias- Visalia, CA

Keyword(s): Pedagogy, Latino/a, Diversity & Inclusion, Cultural Competence, Minority Serving Institutions, Faculty

**2023**

Room: D136

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Novice

## **Seeing the Invisible – Training Our Awareness to See Our Privileges**

Session Track: Intersectionality, Identities and Discussions

This session should particularly benefit all who feel uncomfortable when our privilege is pointed out to us, be it that we are white, able-bodied, a cisgendered man, U.S. born, native English speaking, heterosexual, middle-class, Christian, etc. Most of us experience privilege in some areas and marginalization in other areas. Society lets us know every day where we do not have privilege, but makes it very hard to see where we do have privilege. In this interactive session, we will explore together ways how we can train our awareness to see our privileges more and consequently understand them better, be able to acknowledge having them, and become better educators and allies.

**Heiko Spoddeck**, MS, Instructor, Math Department, Portland Community College- Portland, OR

Keyword(s): Whiteness, Intersectionality, Facilitator Development, Leadership Development, Cultural Competence, Predominantly White Institutions

2024

Room: A105

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Novice

## **Being a Woman (of Color) is Not Enough: A Critical Look at Asian American Women and White Women's Efforts to Destabilize Racism in Neoliberal Higher Education**

Session Track: Ongoing Doctoral Research

The Chief Diversity Officer of the University of San Francisco places two ongoing dissertation studies in conversation with one another which focus on the role of white and Asian American women in addressing racism in neoliberal higher education. The first study uses lenses in critical feminism and collective liberation to examine how white women negotiate their privileges to disrupt or sustain racial injustice on their college campuses. The purpose of the second study is to examine the experiences of Asian American women diversity professionals (DPs) in the context of neoliberal higher education in the United States. In doing so, this study seeks to understand what the gendered and racial experiences of these women reveal about the actions and embodiments of neoliberalism as it has become the ideological foundation of higher education. Taken together, these studies suggest that when it comes to equity work that is radically anti-racist, holding the identity of woman, and that of woman of color, are not always enough. This session should particularly benefit individuals seeking to engage in conversations about taking action against hidden or often ignored racism on college campuses while considering racialized and gendered identities.

**Mary Wardell-Ghirarduzzi**, EdD, Vice Provost and Chief Diversity Officer, Campus Administration, University of San Francisco- San Francisco, CA

**Jennifer E. Bosco**, MA, Doctoral Candidate, International and Multicultural Education, University of San Francisco- San Francisco, CA

**Ria DasGupta**, MA, Diversity and Community Relations Program Manager, Diversity Engagement & Community Outreach, University of San Francisco- San Francisco, CA

Keyword(s): Antiracism, Systemic Racism, Women, Whiteness, Asian Pacific American, Diversity & Inclusion

2025

Room: E145

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **How Student Awareness can Enhance Student Retention, Persistence & Success For Students**

Session Track: Student Interest and Engagement

This workshop will address the trend of self-awareness as a student and how it impacts their success, retention, and persistence strategy. It will also highlight early learnings from a current initiative from the Multicultural Academic and Support Department at the University of Central Florida, who is piloting in combination with Who Am I & Why Am I Here to enhance multicultural and first generation student success. This session should particularly benefit those administrators who want to help students find their passion and meaning in life.

**Pamela Hoelzle**, BA, CEO, Entrepreneurship, Entrepreneur Ready- Miami, Florida

**Wayne Jackson**, MA, Director, Multicultural Academic and Support Services, University of Central Florida- Orlando, Florida

Keyword(s): Multicultural Affairs, Student Affairs, Facilitator Development, Retention, African American/Black, African American/Black



**2027**

Room: D140

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **'Marginality as Site of Resistance' in Intersectional Coalition Building at the Community College: The Academic Success & Equity Programs Framework**

Session Track: Race and Social Justice in Higher Education

Academic Success & Equity (ASE) Programs intentionally center communities that have been historically marginalized in traditional higher education settings, including students who are Black and African-American, Latinx and Chicanx, Native Hawaiian and Pacific Islander, and former foster youth. The present session will highlight strategies and intentional campus-wide efforts to honor students' intersectional identities and cross-cultural experiences through mentorship, community building, tailored resources, and culturally sustaining pedagogies that reflect an institutional commitment to student academic achievement. This session should particularly benefit participants who are interested in creating or sustaining programs that foster inclusion, cultivate leadership, and increase student engagement and achievement. This session will also connect the ASE framework to Guided Pathways and the urgency of scaling programs, while also retaining cultural intentionality. Further, it will address how faculty, staff, and administrators can work in solidarity and unity with students to hold histories and heritage close, while leveraging a platform for future generations of leaders and advocates.

**Wendy Stewart**, EdD, Dean, Counseling & Student Development, Counseling, MiraCosta College- Oceanside, CA

**Cristine Sidela**, MS, Student Services Coordinator, Academic Success & Equity Programs, Student Equity, MiraCosta College- Oceanside, CA

**JP Bareng Schumacher**, MPA, Director, Student Equity, MiraCosta College- Oceanside, CA

**Jodi Mulhall**, MA, Student Services Coordinator, Student Equity, MiraCosta College- Oceanside, CA

Keyword(s): Retention, Coalition Building, Diversity & Inclusion, Institutional Efforts at Transformation, Cultural Competence, Pedagogy

**2029**

Room: D138

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Intermediate

## **Examining the Experiences and #Hashtag Activism of College Students with Critical Race Theory and Counter-narratives**

Session Track: Race and Social Justice in Higher Education

This paper offers a qualitative examination of a predominantly white university where racist epithets and threats targeting African Americans were painted on buildings. While faculty officials struggled to compose a collective written response, researched state law and the University's Code for Conduct around hate speech, and waited for words of encouragement from the administration, students rallied collectively to reaffirm their humanity through tweets, Facebook PSAs, snapchat videos, and with walk-outs and sit-ins. Employing Critical Race Theory, specifically counter-storytelling as an analytic tool, this case study uses interview data to historicize the racial violence and document students' activism in that moment.

**Darquilius Mayweather**, MEd, Coordinator, Academic Success Center, Eastern Michigan University - Ypsilanti, MI

**Rema Reynolds**, PhD, Assistant Professor, Leadership and Counseling, Eastern Michigan University - Ypsilanti, MI

Keyword(s): African American/Black, Diversity & Inclusion, Antiracism, Faculty, Social Media, Changing Institutional Practices

**2030** Room: E146

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **Latina/o/x Student Belonging at a PWI in the midst of Past & Present Political Times**

Session Track: Race and Social Justice in Higher Education

This session focuses on Latina/o/x students in a PWI and how institutional barriers impact the way that students are able to navigate their undergraduate and graduate experience. This session will benefit practitioners, advocates, and administrators in higher education. Through our work as Latina/o/x academic advisors, staff in minority student affairs and cultural centers, and administrators we bring a holistic view of how the current political climate in the historical context can (negatively) affect our students. Advocating, supporting, and empowering students of color comes with its own particular needs and challenges. Moreover, based on our observations we know that a student's social and cultural background directly impacts their academic success. While dealing with imposter syndrome, financial deficits, immigration policies, and mental health barriers, among other challenges, it is crucial that we have culturally appropriate responses to their marginalization and trauma that is ongoing – before and after the current political climate.

**Alicia Rodriguez**, PhD, Academic Advisor & Administrative Coordinator, Latina/Latino Studies, University of Illinois at Urbana-Champaign- Urbana, IL

**Urias Betoel Escobar**, PhD, Assistant Director, Office of Minority Student Affairs-TRIO Student Support Services, University of Illinois at Urbana-Champaign- Urbana, IL

**Jorge Mena Robles**, MA, Interim Director, La Casa Cultural Latina, University of Illinois at Urbana-Champaign- Urbana, IL

**Gioconda Guerra Perez**, PhD, Assistant Vice Chancellor for Diversity Academic Inclusive Excellence, Office of the Chancellor, University of Illinois at Urbana-Champaign- Urbana, IL

Keyword(s): Latino/a, Identity Development, Predominantly White Institutions, Retention, Empowering Diversity, Changing Institutional Practices

**2031** Room: F151

8:30 a.m. - 9:45 a.m.

Major Workshop

All Levels

## **Countering the Pushback in Intersectionality**

Session Track: Intersectionality, Identities and Discussions

This session will explore recent resistance to intersectionality as a framework for analyzing power and injustice, and as a framework for informing student success in higher education. Some examples of such criticisms are: intersectionality is “identity politics” gone too far, intersectional frameworks invites students to engage in forms of “oppression Olympics” as a means of gaining moral authority over their peers. Intersectionality is often misused and misrepresented in ways that limit its power (a critique sometimes made by Kimberlé Crenshaw herself), intersectionality may be helpful as a method of social analysis but is inappropriate to understanding the lived experiences of students in today's institutions. Intersectionality has become so widely used that it has become a buzzword and lost its radical edge. We will provide space to define what we mean by intersectionality, present fairly some of the more common criticisms we have heard of the framework, and propose reasons why it can be helpful in our work with students from a variety of backgrounds. We will conclude the session by highlighting programs and initiatives that demonstrate the ongoing power of intersectionality in the work of diversity, inclusion, and equity in higher education.

**James W. McCarty**, PhD, Director, Center for Equity and Inclusion, University of Washington Tacoma- Tacoma, WA

**James C. McShay**, PhD, Assistant Chancellor for Equity & Inclusion, Office of the Chancellor, University of Washington Tacoma- Tacoma, WA

Keyword(s): Multicultural Affairs, Student Affairs, Diversity & Inclusion, Identity Development, Institutional Efforts at Transformation, Intersectionality

**2032** Room: F152

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **Confronting the Double Standard – Cultural Sharing from Dishonor and Disregard to Anti-racist Respect and Reverence**

Session Track: Chief Diversity Officer and Executive Leadership

The purpose of this paper is to discuss efforts to create inclusive higher education environments, programs, and curriculum; improve racial and ethnic relations; expand opportunities for educational access and success by culturally diverse, and traditionally underrepresented populations. These efforts are specific in scope and we begin to realize them by presenting a through systematic, meaningful and worthwhile critical literature review to be able to develop new theories, Confronting the Double Standard of Cultural Sharing from Dishonor and Disregard to Anti-racist Respect and Reverence. The intention is to collect data through funded research from Horizon 2020 and read the findings through the emergent theories. The research will explore the kinds of trust citizens need to have in a governance systems policy that will support the empowerment of communities through education and will legislate in real terms for equity, renewal, and pathways to middle class benefits for all through the democratization of knowledge, and power.

**Alison Taysum**, EdD, Lecturer Educational Leadership and Management, School of Education, University of Leicester- Leicester, Leicestershire

**Carole Collins Ayanlaja**, PhD, Assistant Professor Educational Leadership, Department Educational Leadership, Eastern Illinois University - Charleston, Illinois

Keyword(s): African American/Black, Multicultural Affairs, Identity Development, Diversity & Inclusion, Environmental Justice/Sustainability, Changing Institutional Practices

**2033** Room: A109

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **“The Fit.” Debunking Bias in the Search Process within a Mission Based Institution**

Session Track: Chief Diversity Officer and Executive Leadership

This session is geared towards individuals interested in the intersection of “fit” and bias in the search process; particularly those that work in a mission based institution.

**Kristi Kelly**, EdD, Chief Diversity Officer/Director of Multicultural Student Services, President’s Office/Student Services, Lewis University- Romeoville, IL

**Graciela Dufour**, MA, SPHR, Associate Vice President for Human Resources/Title IX Coordinator, Lewis University- Romeoville, IL

Keyword(s): Human Resources, Recruitment, CDO, Diversity & Inclusion, Changing Institutional Practices, Predominantly White Institutions

**2034** Room: B119

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Novice

## **Race in Medical Education**

Session Track: Race and Social Justice in Higher Education

This session examines a student-led study on the use of race and ethnicity in preclinical education at Georgetown University School of Medicine (GUSOM). Information on the background, ethical dilemmas, and recent discussions on how race is currently used in medical education will be provided. Insights and lessons learned from our study will also be provided. This session will discuss the study’s findings, how the findings are situated within the broader movement among U.S. medical schools to reexamine the use of race in medicine, and ongoing efforts at GUSOM specifically to implement change within this context. This session should particularly benefit health professionals, medical students, students interested in medicine and/or medical education, those interested in reimagining a more progressive conversation around racialized health outcomes, and those who are interested in racial justice in medicine.

**Hailey Roumimper**, BS, Student, Family Medicine, Georgetown University School of Medicine - Washington, DC

Keyword(s): African American/Black, Critical Race Theory, Curriculum, Faculty, Diversity & Inclusion, Students

8:45 a.m. - 11:45 a.m.

**2101** Room: D139

8:45 a.m. - 11:45 a.m.

Major Workshop

Intermediate

## **The Black Women & White Women Project**

Session Track: Intersectionality, Identities and Discussions

The specific behavioral patterns between black and white women are both unique among cross-racial dynamics and crucial to the success of diversity and inclusion initiatives. Unspoken history perpetuates archaic divisions, stunting personal growth and interfering with institutional goals. This five-hour workshop will explore relationships between black and white women in a way that will increase sensitivity, encourage self-reflection, and examine historical and social barriers that keep black and white women from building and maintaining meaningful relationships. Although we cannot heal what ails us in five short hours, we can, if we are willing, work together to expose and begin to overcome historical, interpersonal, and systemic barriers that impede our ability to unite as women. Our day will begin with an exploration of the current relationships between black and white women on cultural, interpersonal and systemic levels. Later we will consider whether and how our relationships have evolved over time. We will take time to connect on a personal level so that we can move into challenging spaces authentically and respectfully. This session will particularly benefit women seeking connection across the black/white racial boundary as we move into and through difficult conversations about the impact of our history with one another.

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

**A. Faith English**, LLM, Manager, Diversity and Inclusion, Lowenstein Sandler- Bayonne, NJ

Keyword(s): African American/ Black, White, Women, General, Intersectionality,

**2102** Room: E142

8:45 a.m. - 11:45 a.m.

Special Feature

Intermediate

## **Intergenerational Conversation on Intersectionality**

Session Track: Intersectionality, Identities and Discussions

In this interaction conversation four educators will engage in a facilitated exchange that highlights their understanding of intersectionality as a theory and guide for practice. Because of the diverse scope of their interests, positions, work, generation, and scholarship the discussion will highlight the varied ways intersectionality informs their work. While in conversation, topics ranging from complexity of intersectionality, fundamental aspects, truths, and misuses of the theory. Participants will also be invited to share their reactions, questions, and their own insights.

**Kristen A. Renn**, PhD, Professor, Higher, Adult, & Lifelong Education, Michigan State University- Okemos, MI

**Romeo Jackson**, MEd, LGBTQ & Gender Program Coordinator, Student Diversity & Social Justice, University of Nevada, Las Vegas- Las Vegas, NV

**Michael Riley**, MS, LGBTQIA Resource Center Coordinator, Office of Multicultural Success, DePaul University- Chicago, IL

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

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

Keyword(s): QTPOC, Diversity & Inclusion, Institutional Efforts at Transformation, Intersectionality, Pedagogy, Practitioner Development

**2103** Room: E143

8:45 a.m. - 11:45 a.m.

Major Workshop

All Levels

## **Multicultural Change on Campus: Advancing Multicultural Competence and Social Justice**

Session Track: Student Affairs and Affiliated Professionals

Given the complex nature of colleges today, it has become increasingly important that higher education professionals develop multicultural awareness, knowledge, skills, and critical action 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, which helps student affairs professionals develop the requisite competencies and take responsibility for creating inclusive, equitable, and socially just campuses. This workshop is based on the newly published second edition of *Multicultural Competence in Student Affairs: Advancing Social Justice and Inclusion* by Pope, Reynolds, & Mueller. The facilitators will utilize small and large group discussions and activities to explore the following topics: 1) how can campuses instill/expect/require requisite multicultural awareness, knowledge, skills, and critical action to create multicultural change; 2) how do we negotiate the complex organizational and political dynamics on campus to create multicultural change; and 3) how do we develop individual and institutional change and create inclusive, equitable, and socially just campuses. 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.

**Raechele L. Pope**, EdD, Associate Dean and Associate Professor, Department of Educational Learning and Policy, University at Buffalo, SUNY- Buffalo, NY

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

Keyword(s): Diversity & Inclusion, Student Affairs, Institutional Efforts at Transformation, Leadership Development, Practitioner Development,

**2104** Room: C120-C121

8:45 a.m. - 11:45 a.m.

Major Workshop

Novice

## **Engaging Faculty in Inclusive Teaching Practices and Curriculum Development**

Session Track: Race and Social Justice in Higher Education

This workshop is centered on how whiteness and other forms of privilege are centered in learning environments (i.e., classrooms – online and in-person, seminars, practicums, etc.) and curriculum. Participants will learn to identify and analyze the ways that whiteness and other forms of privilege 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.

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

**Sharon J. Washington**, PhD, Consultant, Higher Education Leadership and Organizational Development, former Provost and Professor- Oakland, CA

Keyword(s): Faculty, Pedagogy, Teaching and Learning

**2107** Room: F150

8:45 a.m. - 11:45 a.m.

Major Workshop

All Levels

## **Understanding the ...isms within Latinx Culture in Transnational Contexts: Becoming Latinx and the Invisible Lines that Divide & Unite Us in America**

Session Track: Intersectionality, Identities and Discussions

This workshop is geared for those who are committed to self-examination and reflexivity in a collective (inclusive) space 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. Identity development within Latinx culture is complicated by the intensifying political climate and intersections of nationality, gender, language, religion, class, 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 and inter-personal identity tensions or embrace the dominant U.S. narrative in its essentializing stances. This workshop (two linked 3-hour sessions) creates a space for participants to better understand how to identify possibilities to be effective leaders and educators, and should particularly benefit students, practitioners, and scholars whose focus is the identified group Hispanic/Chicano/a/Latin@/ Latina/o/x, etc. We aim to unpack, name, and heal, through a process of historicization and reflexivity, including deeper engagement with intersections of whiteness, anti-blackness, 'machismoism,' and marianismo, within Latinx cultures. This workshop invites participants into a collective space of deep self-inquiry in order to examine our identities, trending issues and professional practices in ways that transform how we lead and take action to decolonize our minds and practices. 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. 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. You do not need to identify as Hispanic, Latinx, etc., but the focus is specifically on the holistic understanding of Latinx groups in order to more effectively support their success.

**Jackie Reza**, EdD, MFT, Professor/Director Professional Development - Emeritus, Office of Professional Development, De Anza College- Newark, CA

**Michael Benitez**, PhD, Chief Diversity Officer and Dean of Diversity and Inclusion, Title XI Coordinator, University of Puget Sound- Tacoma, WA

**Alexandra Escobar**, Assistant Superintendent, Teaching & Learning, Berwyn North School District 98- Berwyn, IL

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

**Olmecca**, MA, Hip-Hop artist/scholar/activist- Las Vegas, NV

**Manuel Del Real**, PhD, Assistant Director, Student Life, Front Range Community College- Westminster, CO

Keyword(s): Latinx, Intersectionality, Multicultural Affairs, International/Transnational, Intergroup Dialogue/Facilitation, Transformation

**10:15 a.m. - 11:45 a.m.**

**2203** Room: A105

10:15 a.m. - 11:45 a.m.

Special Feature

All Levels

## **The Stake White Women have in Racial Justice**

Session Track: Intersectionality, Identities and Discussions

For many generations there have been individual white women in the U.S. who have played an important, though complicated, role in the struggle for racial justice. Whether it was as abolitionists working to eradicate slavery, working for immigration rights of refugees from Mexico, Latin America and Arab countries, or for the equity and inclusion of people of color in higher education. The focus of this session/workshop is a conversation with people who have worked on white supremacy and racial justice for many years. It has become work that they have to do. They are clear that their personal humanity depends on it. They see it as lifetime work requiring humility and the understanding that their primary task is working with other white people. White women must identify our stake in the work for racial justice as one way to avoid reverting to our comfort when the work of racial justice gets hard. We will explore how our collusion and/or participation with racism and white supremacy are not actually in our interest as human beings. We will talk about how to identify the costs of racism and how we might show up to others and ourselves with a grounded commitment to equity and justice.

**Frances Kendall**, PhD, Consultant on Organizational Change, Specializing in Issues of Equity- Accord, NY

**Tema Okun**, PhD, Educator, Writer, Activist- Durham, NC

**Lisa Albrecht**, PhD, Emeritus Associate Professor, College of Education & Human Development, University of Minnesota, Twin Cities- Minneapolis, MN

Keyword(s): White, Women, Whiteness, Leadership Development, General,

**2204** Room: A106

10:15 a.m. - 11:45 a.m.

Special Feature

All Levels

## The NCAA's Integrated Approach to Diversity and Inclusion

Session Track: Intersectionality, Identities and Discussions

This session will educate participants on the strategic value of four Offices that comprise Inclusion and Human Resources (IHR) at the NCAA. These Offices include Human Resources, Inclusion, Leadership Development and External Engagement. Participants will take away how these Offices align their efforts to address identified D&I challenges. The participants will learn the importance of aligning the right initiatives with an organization's D&I strategic objectives to realize true impact. Participants will learn best practices from each of the four functional areas that drive strategic diversity and inclusion throughout the NCAA. The workshop will emphasize the importance of aligning vision and strategy with day-to-day efforts to meet the D&I needs of intercollegiate athletics. The main focus of the workshop is to provide participants with practical examples and real-world practices that have made a direct and proven impact in the area of D&I in intercollegiate sports. The learning format is lecture style followed by a Q&A. The target audience includes administrators, university presidents, faculty members, D&I professionals, students and athletic department staff, coaches and administrators.

**Darryl A. Peal**, MSS, Managing Director, Office of External Engagement and Strategic Partnerships, National Collegiate Athletic Association (NCAA)- Indianapolis, IN

**DeeDee Merritt**, MBA, Acting Director, Office of Leadership Development, National Collegiate Athletic Association (NCAA) - Indianapolis, IN

**Suong Ives**, BA, BS, MHRM, Managing Director, Office of Human Resources, National Collegiate Athletic Association (NCAA)- Indianapolis, IN

**Wendy Pottgen**, MA, Director, Human Resources, National Collegiate Athletic Association (NCAA) - Indianapolis, IN

**Katrice Albert**, PhD, Executive Vice President, Office of Inclusion & Human Resources, National Collegiate Athletic Association (NCAA)- Indianapolis, IN

**Amy Wilson**, PhD, Managing Director, Office of Inclusion, National Collegiate Athletic Association (NCAA)- Indianapolis, IN

Keyword(s): Multiple Racial Identities, LGBTQIAA, Human Resources, Diversity & Inclusion, Intersectionality, Leadership Development

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**2207** Room: B112

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## Holi, חֹלִי, Holy: Creating Academic Calendars that are Inclusive of Non-Christian Identities

Session Track: Race and Social Justice in Higher Education

Based on research and case studies from over 150 institutions, this presentation takes a look at best and promising practices which can support a better inclusion of religious identities within the academic calendars. The presentation will have two halves, the first half will be looking at what kinds of holidays we are considering: Eid & Ramadan for Muslims, the High Holy days in the Jewish traditions including Rosh Shoshana and Yom Kippur, alongside Sukkot and Passover, as well as lesser known holidays like the Hindu tradition of Holi. The second half, taking a more practitioners based approach, will consider what the solutions are to supporting an inclusion campus academic calendar based on case study and scholar recommendations in the last 5 years. Participants will come away with a much greater knowledge of important religious holidays and resources from which to turn to.

**J. Cody Nielsen**, MA, Founder and Executive Director, Convergence on Campus- Guelph, ON

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**2208** Room: B113

10:15 a.m. - 11:45 a.m.

Special Feature

All Levels

## Anti-Racist Work with White People for Collective Liberation

Session Track: Race and Social Justice in Higher Education

How can we inspire, educate and move white people on our campuses – faculty, staff, and students – to come into anti-racist conscious and unite, with people of color, against racism and for racial justice? How can we overcome the obstacles of white silence, denial, and fragility to develop anti-racist narratives that resonate with white people through strategies of effective engagement that move white people to action, and a culture of anti-racist resilience that sustains and nourishes white anti-racist vision and commitment. Chris Crass is a leading anti-racist organizer, author, and educator, specifically working in white communities for over 30 years. He believes that it is vital that white people be organized from a place of love, guided by a vision of collective liberation, to break from the death culture of white supremacy and align with multiracial movements for economic, racial, gender, and environmental justice for all.

**Chris Crass**, Educator, Author and Organizer- Louisville, KY

Keyword(s): White, Antiracism, Theory to Praxis, Organizing/Activism, Coalition Building, Leadership Development

**2209**

Room: B119

10:15 a.m. - 11:45 a.m.

Major Workshop

All Levels

**Career Exploration and the Emerging Scholar**

Session Track: Student Interest and Engagement

This session will provide resources and tips for emerging scholars on setting themselves up for success in their job search, including proactively building and leveraging their mentor and advisor networks to support them in exploring a broad range of options both within and outside academe. As context, 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. In addition, the session will provide opportunities for participants to assess their transferable skills and how they might be applied in settings outside academe. 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 presentation is intended for graduate students, post-docs, and other early career scholars who are seeking guidance as they embark upon their careers beyond the advanced degree (and especially the PhD).

**Tamara A. Johnson**, PhD, Vice Chancellor, Equity, Diversity and Inclusion and Student Affairs, University of Wisconsin-Eau Claire- Eau Claire, WI

**Celina Chatman Nelson**, PhD, Associate Dean, Academic Diversity and Inclusion, Graduate School of Arts and Sciences, Columbia University- New York, NY

Keyword(s): POC, Students, Career Path, Leadership Development, ,

**2210**

Room: B115

10:15 a.m. - 11:45 a.m.

Major Workshop

All Levels

**The Guide for White Women Who Teach Black Boys**

Session Track: Global, Multicultural and Transnational issues

The workshop is based on information from The Guide for White Women Who Teach Black Boys and includes content and activities from all three of the key areas: understanding, respecting and connecting. Participants in the workshop will engage in concentrated, a focused inquiry around their relationships with Black male students and the impact of those relationships on race and racism. A key focus of the workshop is centered on answering the question, "how can the system engage White women in concentrated, focused inquiry around their relationship with Black male students to improve academic success?" Using video footage from interviews with both White female teachers and Black men and boys, the workshop facilitates discussions designed to generate new avenues of reflection and action for White teachers.

**Ali Michael**, PhD, Director, Race Institute for K-12 Educators- Elkins Park, PA

**Marguerite W. Penick-Parks**, PhD, Professor, Educational Leadership and Policy, University of Wisconsin Oshkosh- Oshkosh, WI

**Eddie Moore**, PhD, Founder/Director, The Privilege Institute- Green Bay, WI

Keyword(s): African American/ Black, Curriculum, Leadership Development, Predominantly White Institution, Systemic Racism, Whiteness



# WEDNESDAY, MAY 29

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**2211**

Room: B116

10:15 a.m. - 11:45 a.m.

Special Feature

All Levels

## **Claiming Space: Resisting Gentrification and Transforming Cultural Narratives through Art and Social Change**

Session Track: Intersectionality, Identities and Discussions

Portland has a long history of exclusion, displacement, and erasure of communities of color. At the same time, it enjoys a reputation as a progressive community with a rich arts and culture scene. This panel of artists of color in higher education will explore the role of artistic practice to claim space, resist gentrification, and inform identity. It will also explore the role that higher education institutions can play in creating justice and equity in the face of public divestment from the arts.

**Ralph Pugay**, MFA, James DePriest Visiting Professor, Art Practices, Portland State University- Portland, OR

**Patricia Vázquez Gómez**, MFA, Artist and educator, Pacific Northwest College of Art, Portland State University- Portland, OR

**Anna Vo**, Artist, Radical educator, Diversity, Equity and Inclusion Manager, Impact- Portland, OR

**Victor Maldonado**, MFA, Assistant Dean of Diversity and Inclusion, Chief Diversity Officer, Pacific Northwest College of Art- Portland, OR

**Lisa Jarrett**, MFA, Assistant Professor, Art Practices, Portland State University- Portland, OR

Keyword(s): Multiracial, POC, Institutional Efforts at Transformation, Performing Arts, Portland Focus, Visual Arts

**2212**

Room: B117

10:15 a.m. - 11:45 a.m.

Major Workshop

All Levels

## **Relating Educational Experiences During the Era of Segregation to Being Faculty in the Current Era**

Session Track: Race and Social Justice in Higher Education

Dr. Anthony J. Harris is an author, lecturer, and Professor of Education at Sam Houston State University. He has served in various staff, administrative, and faculty positions during his 43 years in higher education, exclusively at PWIs. Those years have shaped his views regarding the relationship among education, resistance, and civil rights. There are, however, other moments and events from his past that have helped shaped his core beliefs regarding the intersection of education, resistance, and civil rights. Those other events relate to his participation in and as product of the Civil Rights Movement in Hattiesburg, Mississippi. From an early age, Dr. Harris actively participated in marches, demonstrations, and other acts of resistance to white supremacy and Jim Crowism. He was featured in the 2014 PBS/ American Experience Documentary, Freedom Summer. This session will have a dual focus. First, Dr. Harris will share stories from his involvement in the Civil Rights Movement, as a combatant in the resistance to white supremacy and Jim Crowism. Second, he will highlight the links between historical white supremacy and contemporary efforts to intentionally marginalize and victimize African Americans faculty and leaders at PWIs.

**Anthony J. Harris**, EdD, Professor of Education, Department of Educational Leadership, Sam Houston State University- Huntsville, TX

Keyword(s): African American/ Black, Faculty, Antiracism, Critical Race Theory, Systemic Racism,

**2213** Room: B118

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

Novice

## **Hispanic-Serving Institution or Hispanics Serving the Institution?: A Case Study of Color-Blind Racism in the Use of Title V**

Session Track: Race and Social Justice in Higher Education

The value of Hispanic-Serving Institutions (HSIs) to the advancement of Latinx students cannot be overstated. That being said, not all HSIs operate with the interests of their Latinx students in mind. In this paper, we present a case study of an HSI that used its designation to receive Title V grant funds from the federal government and then chose not to support the most culturally-responsive initiative that came from the grant – a community-based research program that allowed students to work with local non-profits that serve predominately Latinx neighborhoods. We analyze their decision using the color-blind racism framework originally developed by Eduardo Bonilla-Silva (2003) and conclude that the administration's fear of being "too Hispanic" drove their decision more than a lack of appreciation for the benefits of experiential learning. This session should particularly benefit faculty, students, and administrators who are committed to developing ethically defensible programs that increase access to and success in higher education among Latinx students. Special attention will be paid to the need for university administrators to provide resources for additive schooling practices that allow Latinx students to develop knowledge and skills without leaving behind their families, peer networks, and neighborhoods.

**Jessica Marquez-Munoz**, BA, Community-based Research Staff, Center for Community-based Research, St. Mary's University- San Antonio, TX

**Rick Sperling**, PhD, Associate Professor, Psychology, St. Mary's University- San Antonio, TX

**Michelle Driffill**, MEd, Project Assistant, Title V - PPOHA Grant, St. Mary's University- San Antonio, TX

**Cristian Avila**, BA, Community-based Research Staff, Center for Community-based Research, St. Mary's University- San Antonio, TX

Keyword(s): Latino/a, Institutionalized Privilege, Identity Development, Minority Serving Institutions, Changing Institutional Practices, Empowering Diversity

**2214** Room: C122

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **Supporting Student Educational Pathways to Success in Community College**

Session Track: Student Interest and Engagement

This session highlights a community college practitioner framework. The framework was developed through action research examining student educational opportunities and pathways to success at Pierce College Fort Steilacoom, one of four community colleges that comprise Pierce College District in Washington State. This District adopted Achieving the Dream and Guided Pathways toward supporting success for all students. This study expands student success by providing qualitative and quantitative information on how students perceive their experiences in community college and how these experiences support the attainment of their future life goals, including employment or transfer to a 4-year university. The results, therefore, provide Pierce College with information on what students say about their experiences and points to support for success those students believe especially matter. This information can be used by Pierce College to further its ongoing commitment to student success, especially by focusing on equity, engagement, and supports through Achieving the Dream and Guided Pathways implementations.

**Dane Fukumoto**, EdD, Program Manager, Organizational and Talent Development, Virginia Medical Center- Seattle, WA

**Ben Talbert**, EdD, Assistant Principal, West Auburn High School, Auburn Public Schools- Auburn, WA

**Stephanie Vieira Koetje**, EdD, Director, Junior Development for Tennis, Bellevue Club- Bellevue, WA

**Frederick Collins, Sr.**, EdD, Assistant Director Viking Union Outdoor Recreation, Enrollment and Student Services, Western Washington University- Bellingham,

**Bridgette Agpaoa Ryder**, EdD, LMHC, Faculty, Human Services Program, Tacoma Community College- Tacoma, WA

**Maria Nassaili**, EdD, Religion Specialist, Instruction, Saint Edward Catholic School- Seattle, WA

Keyword(s): Research, Institutional Efforts at Transformation, Students, Assessment/Evaluation, Career Path, Diversity & Inclusion

# WEDNESDAY, MAY 29

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**2215**

Room: C123-C124

10:15 a.m. - 11:45 a.m.

Major Workshop

All Levels

## **Woke Olympics: Navigating a Cultural of Social Justice Arrogance in the Context of Higher Education**

Session Track: Chief Diversity Officer and Executive Leader

“You are speaking out of your White Privilege.” “If you were non-binary you would understand why pronoun matter.” “This entire training is based on heteronormative assumptions.” “We don’t have anyone on this team qualified to assess how our entire operation is based on racist and colonized frame works.” Have you been in the room when comments like these have been made? Have you felt shut down or at a loss for how do address and deal with the weaponization of social justice knowing? This session is designed to create a space for real conversation about how the “Woke Olympics” are contributing to the challenge of creating learning campus environments and impacting campuses ability to move to more diverse, equitable and inclusive campuses. The session will provide key concepts and foundational frameworks for navigating these important and prevalent dynamic impacting DEI efforts in 2019.

**Jamie Washington**, PhD, President, Washington Consulting Group- Baltimore, MD

**Sam Offer**, BS, Vice President, Washington Consulting Group- Baltimore, MD

Keyword(s): Self-Care/Self-Work, Chief Diversity Officers (CDO), Institutional Efforts at Transformation, Practitioner Development, Administrators, Consultants

**2219**

Room: D133-D134

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **Critical Race Theory: Bringing Theory to Praxis in Decision-Making**

Session Track: Race and Social Justice in Higher Education

This session will particularly benefit all equity-minded leaders in using a structured tool to make decisions that do no further harm to marginalized stakeholders and result in greater institutional equity and inclusion. The use of the tool will help inform a practical application of Critical Race Theory.

This session will examine the work of Portland Community College in collaboration with the Office of Equity and Inclusion and the District Leaders of Diversity Council to develop a decision-making tool guided by Critical Race Theory.

The tool, Take 5, allows for decision-makers to slow down and think critically about the decision at hand, and requires an interdisciplinary critique of past and current practice to dismantle systems that uphold dominant structures and reinforce disparate impact.

The Take 5 tool involves a set of strategic questions based on the tenets of Critical Race Theory, and can be used to assess current policy, practice and procedure with an equity lens.

**Traci Fordham**, PhD, Acting Chief Diversity Officer, Office of Diversity and Equity, Portland Community College- Portland, OR

**Rut Martinez-Alicea**, BA, Director, Equity, People and Culture, Oregon Food Bank- Portland, OR

**Jeff Laff**, MAT, MPA, Interim Director, Links High School Programs, Portland Community College- Portland, OR

**Traci Simmons**, MEd, Associate Dean of Students, Student Services, Portland Community College - Cascade Campus- Portland, OR

**Laura Horani**, MA TESOL, Faculty Department Chair & Instructor, ESOL, Portland Community College- Portland, OR

**Tanya Mead**, MA, Faculty Department Chair, Instructor Education, Portland Community College- Portland, OR

Keyword(s): Critical Race Theory, Theory to Praxis, Intersectionality, Predominantly White Institution, Diversity & Inclusion, Changing Institutional Practices

**2220**

Room: D130

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

Novice

**When Responding to White Nationalism Becomes All of Our Jobs**

Session Track: Race and Social Justice in Higher Education

Incidents of white nationalism have become more visible on college campuses since 2016. While most student affair professionals anticipate central diversity offices to respond to such incidents, we often forget the significant impacts of racism beyond the epicenter of such incident. The impacts of white nationalism ripple through campuses in profound and unexpected ways. Faculty, staff, and administrators are often caught off-guard when responding to such incidents, especially in the impact to their professional staff, student employees, advisees, etc. Join two diversity professionals based out of a housing department in the PNW as they share their experience of a white nationalist incident on their campus. Presenters will use their case study to provide: 1) proactive steps they have taken in the continued aftermath of a white nationalist incident; 2) a tool to analyze informed considerations for responding to major campus incidents; 3) space and reflection for attendees to prepare themselves to respond to similar events on their campuses. This session should particularly benefit beginning and intermediate professionals who want to learn more about responding to major bias incidents from roles and locations outside the primary campus diversity offices.

**Carina Buzo**, MEd, Assistant Director of Diversity Initiatives and Programs, University Housing and Dining Services, Oregon State University- Corvallis, Oregon

**Teresita Alvarez-Cortez**, MEd, Director of Diversity Initiatives and Programs, University Housing and Dining Services, Oregon State University- Corvallis, Oregon

Keyword(s): White, Administrators, Student Affairs, Diversity &amp; Inclusion, Practitioner Development, Predominantly White Institution

**2222**

Room: D135

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

Intermediate

**DREAM Scholars: A First-Year Seminar for the Holistic Development of Undocumented Students**

Session Track: Student Interest and Engagement

Participants will learn about the collaborative efforts at the University of California, Irvine to support the academic, personal, and professional development of first-year undocumented students. This session should particularly benefit Student and Academic Affairs professionals interested in creating a retention program for undocumented students to successfully navigate the university. Presenters will begin with an overview of the needs of undocumented students entering institutions of higher education, and participants will be encouraged to reflect on the unique challenges students might face on their respective campuses. Then, the session facilitators will lead a discussion on how to design an effective program that meets students' holistic needs based on research, campus data, and need assessments. The presenters will share their experience on program components including but not limited to the quarterly syllabi, weekly journal topics, personalized one-on-one advising, peer mentoring, community-building events, and student learning outcomes. Participants will then have an opportunity to reflect and discuss the modifications they would make to the Dream Scholars program based on their campus' needs and capacity. To conclude this session and reflect on the Dream Scholars success, presenters will share the data collected from students' feedback, quarterly evaluations, and pre- and post-assessments.

**Valerie Gomez**, MEd, Transfer Counselor, Student Transition Services, University of California, Irvine- Irvine, California

**Ana Miriam Barragan Santoyo**, BA, Coordinator, Toro Dreamers Success Center, California State University, Dominguez Hills- Carson, California

Keyword(s): Academic Affairs, Immigration, Diversity &amp; Inclusion, Identity Development, Coalition Building, Retention

**2224**

Room: D137

10:15 a.m. - 11:45 a.m.

Major Workshop

Novice

**"Parenting is Political": Educating Our Children from a Social Justice Lens**

Session Track: Intersectionality, Identities and Discussions

This interactive & experiential session focuses on parenting as a site for social justice. Using a four part model, the facilitators will introduce the participants to a social justice approach to having conversations about race and racism with our children. This session should particularly benefit participants who are invested in anti-racism efforts in parenting.

**Rani Varghese**, MSW, EdD, Assistant Professor, School of Social Work, Adelphi University- New York, NY

**Michael Funk**, EdD, Clinical Assistant Professor, Higher Education and Student Affairs, New York University- New York, NY

Keyword(s): Multiple Racial Identities, Systemic Racism, Perspective Taking, Identity Development, Intersectionality, Critical Race Theory

**2225** Room: E146

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **Taking the “Co” out of Co-Curricular: The Role of Cultural Centers in Enhancing the Academic Achievement of Under-Represented Minority Students**

Session Track: Student Affairs and Affiliated Professionals

This presentation will offer participants a pedagogical and curricular framework for developing student-centered initiatives designed to enhance equity and decrease disparities within classroom settings and other curricular initiatives. In particular, we will focus on the work of cultural centers in collaborating with academic programs and faculty to ensure – a) under-represented minority students have access to the full range of learning opportunities; and b) classrooms are inclusive environments in which all identities are engaged and invited into the learning process. This session should particularly benefit practitioners interested in developing their work to include broader institutional change.

**Audrey Grace**, JD, Assistant Director, Office of Institutional Diversity and Inclusion, Northeastern University- Boston, MA

**Nakeisha Cody**, PhD, Director, Undergraduate Research and Fellowships, Simmons University- Boston, MA

Keyword(s): African American/ Black, Institutional Efforts at Transformation, Academic Affairs, Student Affairs, Pedagogy, Practitioner Development

**2226** Room: E145

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **What’s Race Got to do With it?: Transformative Professional Development for Faculty, Staff, and Administrators**

Session Track: Faculty Interest and Needs

Not all professional development is created equal. These experiences often times lack a framework for building critical competencies around issues of race, gender, and culture. From 2016-2018, Skyline College developed a cluster of initiatives (The Equity Training Series, Beyond the Margins Equity Forum, and the Equity Summit at Skyline College) designed to equip staff, faculty, and administrators with strategies and resources on best practices for cultural fluency and educational equity. This session will focus on the development, implementation and outcomes of a strategic and innovative approach towards campus-wide professional development.

**Katrina Pantig**, Project Director, Student Equity and Support Programs and Equity Institute, Skyline College- San Bruno, CA

**Angelica Garcia**, EdD, Vice President, Student Services, Skyline College- San Bruno, CA

**Lasana Hotep**, MA, Dean and Executive Director, Student Equity and Support Programs, Skyline College- San Bruno, CA

Keyword(s): Faculty, Pedagogy, Changing Institutional Practices, Cultural Competence, Theory to Praxis, Practitioner Development

**2229**

Room: D139

10:15 a.m. - 11:45 a.m.

Special Feature

Intermediate

## Can a DNA Ancestry Test 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

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? Building upon a heated session at last year’s NCORE, this session engages this question from multiple theoretical and disciplinary perspectives, including communications and transracial adoptee identity. We also explore potential controversies in the usage of these technologies for higher education institutions, such as West Chester University’s decade-old “DNA Discussion Project” which uses DNA ancestry tests to engage the campus in discussions of diversity. Despite potential benefits in understanding identity and diversity, these tests have also been critiqued for potentially perpetuating biological notions of race and exploiting various communities. 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.

**Myra S. Washington**, PhD, Associate Professor, Department of Communication & Journalism, University of New Mexico- Albuquerque, NM

**Ariel Ashlee**, PhD, Doctoral Candidate, Educational Leadership, Miami University- Cincinnati, OH

**Marc Johnston-Guerrero**, PhD, Associate Professor, Higher Education and Student Affairs, The Ohio State University- Columbus, OH

Keyword(s): Multiple Racial Identities, Transracial Adoptee, Affirmative Action, Identity Development, Media Analysis, Technology

**2230**

Room: D138

10:15 a.m. - 11:45 a.m.

Major Workshop

All Levels

## At the Intersection of Black Identity and Sexual Orientation: The Call for Inclusion at HBCUs

Session Track: Intersectionality, Identities and Discussions

Historically Black Colleges and Universities (HBCUs) have a rich history of educating African Americans providing welcoming, supportive, and inclusive spaces for advanced studies, when other institutions would not. HBCUs have a legacy of serving on the frontline during matters of civil rights and social justice issues, yet have been slow to respond to the movement for gay and transgender inclusion within their campus environment. In an era where attitudes towards homosexuality are shifting there has been a national call for HBCUs to stop “othering” the LGBTQ+ community on its campuses. This session will explore challenges and opportunities to LGBTQ+ inclusivity at HBCUs and how HBCUs have navigated addressing this advanced the conversation.

**Edwanna Andrews**, PhD, Director, Social Justice and Advocacy, University of Central Florida- Orlando, FL

Keyword(s): African American/ Black, QTPOC, LGBTQIAA, Students, Diversity &amp; Inclusion, Intersectionality

**2231**

Room: F151

10:15 a.m. - 11:45 a.m.

Special Feature

All Levels

## Speak Out with Tim Wise -- When Hate Comes to Campus: Responding to the New White Nationalism in the Age of Trump

In this episode, Tim and his panel will discuss the rise of overt racist and white nationalist organizing in the U.S., especially on college campuses. With groups like Identity Europa actively recruiting college students, and with young people especially susceptible to right-wing radicalization via internet-based hate forums, it will be important for colleges—as places of learning and as spaces ostensibly committed to pluralism and equity—to devise strategies for responding to the upsurge of racist, Islamophobic, xenophobic and anti-Semitic activity. Panelists will explore the causes for resurgent white nationalism, controversies regarding free speech/hate speech as they pertain to this new threat, and various institutional responses that colleges and universities will need to explore to meet the challenge.

**Scot Nakagawa**, Senior Partner, ChangeLab- Brooklyn, NY

**Rahuldeep Singh Gill**, PhD, Associate Professor and Campus Interfaith Strategist, California Lutheran University-

**Jacqueline Battalora**, PhD, JD, MTS, Professor of Sociology, Sociology and Criminal Justice, Saint Xavier University- Chicago, Illinois

**Tim Wise**, Author/Educator- Nashville, TN

# WEDNESDAY, MAY 29

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**2232** Room: F152

10:15 a.m. - 11:45 a.m.

Major Workshop

All Levels

## **Cosplaying with Intersections**

Session Track: Intersectionality, Identities and Discussions

How do marginalized folks navigate comic conventions, gaming, geek culture, and anime when a lack of diversity representation and a community can create ostracization, hostility, and anxiety? This workshop will look at issues faced by marginalized communities, co-opting, race-bending, social tropes, trolling, and toxic fandom and its impact. Participants will engage in informative content as well as group dialogue at the intersections of race, gender, and sexuality, within gaming, anime, film/media, comics, and pop culture.

**Nathan Nguyễn**, MEd, Director, Office of LGBT Student Services, Western Michigan University- Kalamazoo, MI

**Rory Gregg James**, MPH, Director of Student Diversity & Inclusion, IU School of Public Health-Bloomington, Indiana University- Bloomington, IN

**Monica Johnson**, MS, Director of the Neal-Marshall Black Culture Center, University Director of Diversity Education and Cross Cultural Engagement, Indiana University- Bloomington, IN

Keyword(s): Multiple Racial Identities, LGBTQIAA, Social Media, Visual Arts, Media Analysis, Popular Culture

**2233** Room: A109

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **Affirming & Empowering African American Women in Pursuit of Higher Learning**

Session Track: Global, Multicultural and Transnational issues

This interactive presentation will explore the challenges African American female doctoral students experience when they pursue higher learning and the coping strategies they use to manage their stress. The concept of the "Super Black Woman" and the undocumented expectations from the African American community are introduced to provide the context for this presentation. This presentation will illustrate and discuss how African American female doctoral students experienced stressors that were from many of the same sources they look to for motivation and support as they pursue higher learning. This session should benefit participants who are interested in pursuing higher learning and/or interested in creating and developing a structured but informal collective experience or informal support group for African American women pursuing higher learning.

**Stacey Myton**, EdD, District Counselor, Pupil Personnel & Diversity, Parkway School District- St. Louis, MO

**Tammy Gocial**, PhD, Assistant Professor, Higher Education Leadership, Maryville University- St. Louis, MO

Keyword(s): African American/ Black, Women, Student Affairs, Leadership Development, Mentoring, Self-Care/Self-Work

**2234** Room: B114

10:15 a.m. - 11:45 a.m.

Special Feature

Intermediate

## **Social Justice Through Cultural Geography and Oral Histories**

Session Track: Race and Social Justice in Higher Education

What are our responsibilities as administrators, practitioners, and faculty to the land our universities occupy and our understanding of the relationship between race and geography? How is space racialized and race spatialized? This panel is intended to explore the relationships between geography/space with race/racism and settler colonialism. We will discuss the meaning of space and why it matters, including in a university context. Panelists will draw from their research highlighting how racialized and indigenous communities are engaged in the various and ongoing productions of geographies. This session is intended to be a conversation between ethnic studies scholars from various campuses and cities who use cultural geography in their research and practice. Examples will explore how social justice tours, public art installations, community-engaged practices, oral histories, and cultural psychology can generate meaningful interventions in our teaching, administration, and research. Participants of this session will walk away with a capacity for more intentionality around space/place in relationship to race and indigeneity. Target audiences are practitioners interested in student engagement, high-impact learning, and campus climate concerns.

**Mia White**, PhD, Assistant Professor, Environmental Studies, The New School- New York, NY

**Natchee Blu Barnd**, PhD, Associate Professor, Ethnic Studies and Native American Studies, Oregon State University- Corvallis, OR

**Juan Herrera**, PhD, Assistant Professor, Geography, University of California, Los Angeles (UCLA)- Los Angeles, CA

**Jason Magabo Perez**, PhD, Assistant Professor of Creative Writing, English, California State University, San Bernardino- San Bernardino, CA

Keyword(s): Multiple Racial Identities, Faculty, Environmental Justice/Sustainability, Pedagogy, Research, Sovereignty

1:30 p.m. - 2:45 p.m.

**2300** Room: Second Floor- Portland Ballroom

1:30 p.m. - 2:45 p.m.

Keynote

All Levels

## Why Aren't There More Black People in Oregon? A Hidden History

Have you ever wondered why the Black population in Oregon is so small? Oregon has a history not only of Black exclusion and discrimination, but also of a vibrant Black culture that helped sustain many communities throughout the state—a history that is not taught in schools. Author and Educator Walidah Imarisha will lead us through an interactive timeline of Black history in Oregon that speaks to the history of race, identity and power in this state and the nation.

**Walidah Imarisha**, PhD, Writer, educator, poet- Portland, OR

3:30 p.m. - 5:30 p.m.

**2400** Room: Portland State University Native American Student and Community Center 3:30 p.m. - 5:30 p.m.

Special Feature

All Levels

## Native Film and Storytelling: Utilizing Film to Reclaim Our Narratives

Session Track: Race and Social Justice in Higher Education

This conference workshop is a collaboration with Portland State University's Indigenous Nations Studies Department and will explore the power of Native filmmaking as a contemporary form of storytelling. How the public views Native people, how communities view themselves, and how the individual comes to understand who, how, and what they are, are all (mis)shaped by popular representations in the media. How then, can we as Native people challenge, reclaim, and delegitimize those representations, supplanting them, instead, with complex depictions of Native community and individual life. How can complex depictions be created, especially ones that avoid the continued freezing or furthering of harmful stereotypes? Are there particular qualities that could be identified that would be markers of an indigenous approach to making films? How can films be used to further the cultural revitalization, material upliftment, and political claims of our communities? Not only will this workshop explore the power of films and storytelling, but it will also facilitate a participatory exploration of how films can be used to create and shape the societies we wish to live in, be a means of healing and self-care, as well as providing a productive and creative outlet for the vibrant energies of Native youth. This workshop will explore how acts of storytelling, through film and other mediums, are bold expressions of visual sovereignty, or creative expressions of flourishing and revitalization. The audience of this workshop is both for practitioners (filmmakers or filmmakers in training), as well as scholars and staff interested (theoretically or practically) in storytelling and cultural/community revitalization.

**John Little**, PhD student, Indian University of North America- Minneapolis, MN

**Megan Red Shirt-Shaw**, PhD Student, University of Minnesota- Minneapolis, MN

**Kenn Little**- Kansas City, MO

**Justin de Leon**, PhD, Researcher, Global Feminisms Research Collaborative, Vanderbilt University- Oakland, CA

**Josh Thunder Little**, MA, Graduate Student, History, University of California, Riverside- Riverside, CA

**Theodore C. Van Alst, Jr**, PhD, Associate Professor and Director, Indigenous Nations Studies, Portland State University- Portland, OR

Keyword(s): American Indian/ Native American, Critical Race Theory, Media Analysis, Social Media, Sovereignty, Visual Arts



# WEDNESDAY, MAY 29

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**2401**

Room: A103-A104

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

## **The Black-Jew Dialogues: A Cross Cultural Comedy**

Session Track: Student Interest and Engagement

This session should particularly benefit individuals who are looking for a program model that uses humor to effectively address many of the issues around social justice, culture and advocacy. The Black-Jew Dialogues is a two-person comedy show that models what a healthy cross cultural/generational dialogue can look like.

**Jeffrey Marcus**, Actor/Diversity-Social Justice Presenter, Dialogues On Diversity- Cambridge, MA

**Ron Jones**, Executive Director, Dialogues on Diversity- Cambridge, MA

Keyword(s): African American/ Black, Intergroup, Multicultural Affairs, Coalition Building, Diversity & Inclusion, Performing Arts

**2403**

Room: A105

3:30 p.m. - 5:30 p.m.

Special Feature

All Levels

## **Arresting Power: Resisting Police Violence in Portland, Oregon**

Session Track: Intersectionality, Identities and Discussions

The film Arresting Power: Resisting Police Violence in Portland, OR takes a closer look at the history of the Portland police and the conflict between the police and the members of the Portland community during the past fifty years. The film features personal stories of resistance, told by some of the victims of these conflicts, as well as the family members of people who were killed as a result of police violence. It also features members from both Portland's reform and abolition movements. The Directors Jodi Darby, Julie Perini and Erin Yanke will screen the film and be available for a 30-minute question and answer session immediately following.

**Jodi M Darby**, Media Artist and Educator- Portland, OR

Keyword(s): Antiracism, Coalition Building, Feminist, Media Analysis, Organizing/Activism, Portland Focus

**2404**

Room: A107-A108

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

## **The Problem with Plan B: Cultivating Career-Minded Black Male Student-Athletes**

Session Track: Race and Athletics

This session should particularly benefit individuals who work with, intend to work with, or study issues affecting post-competition transition of football and/or men's basketball student athletes. Participants will be introduced to opportunities for greater career development for Black males competing in intercollegiate athletics based on findings from studies on psychosocial transition and withdrawal from sport. The presenters will offer suggested interventions to support greater career maturity upon graduation with emphasis on special populations such as first generation students, transfer students from 2-year institutions, and students who are eligible for income-based financial aid.

**Markesha Henderson**, EdD, Associate Professor of Management/Director, Center for Innovative Teaching, Learning, & Engagement, Clark Atlanta University- Atlanta, GA

**Kimberly Lowry**, PhD, Associate Vice Chancellor, Student Engagement and Success, Houston Community College- Houston, TX

**Dawn Person**, EdD, Director, Center for Research on Educational Access and Leadership & Faculty, Educational Leadership, California State University, Fullerton- Fullerton, CA

Keyword(s): African American/ Black, Men, Student Affairs, Career Path, Identity Development, Athletics

**2405** Room: A106

3:30 p.m. - 5:30 p.m.

Major Workshop

All Levels

## Inspiring Underrepresented Students to Aspire

Session Track: Faculty Interest and Needs

Special opportunities and special programs ARE for special students! Underrepresented students are often unaware of and/or ineligible for “special” programs such as Honors Programs. Programs such as Honors often provide students with transfer, financial, retention, and graduation advantages. This NCORE session will explore the barriers, and inequities in many Honors Programs/Colleges. More importantly, this session will focus on solutions to programming, funding, and cohort experiences in Honors Programs. Please join San Diego Mesa College Equity Honors Coordinator, Dr. Veronica Gerace and The University of Chattanooga Assistant Director of the Honors College, Dr. Sherese Williams for an interactive session that will empower you to Inspire Underrepresented Students to Aspire.

**Veronica Gerace**, EdD, Faculty, Communication Studies, Honor Program Equity Coordinator, San Diego Mesa College- San Diego, CA

**Sherese Williams**, MA, Assistant Director Honors College, The University of Tennessee Chattanooga- Chattanooga, TN

Keyword(s): Multiple Racial Identities, Administrators, Faculty, Retention, Curriculum, Diversity & Inclusion

**2406** Room: B110-B111

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

## “Surviving and Thriving in Times of Educational Challenge”

Session Track: Race and Social Justice in Higher Education

Student as well as faculty strategies for continuing to learn about diversity, equity, and social justice are essential. In this didactic, interactive and dynamic workshop presentation and interactive discussion, the presenters will share their experiences of challenges, difficult interactions, discrimination, prejudice, and oppression while ultimately confrontation of equity and social justice within educational settings. There have been difficult dialogues, conversations, and exchanges spurred on by current events in the national political and social sphere brought into classrooms. Underrepresented, minority, socially marginalized students, or new faculty may present additional challenges. In the context of current times there are common examples of daily injustices including impacted youth in an already marginalized in society. How are campuses, a microcosm of society at-large? How can we use these experiences to inspire young adults early on in college to have their voices be heard without being further marginalized or made to feel they do not belong? How can we appropriately mobilize and strategize around youth of color campus issues that moves the nation towards greater social justice? How can we protest unjust acts such as potential detention of undocumented immigrants? This individual presentation will address some of these challenges along with opportunities on college and university campuses for students as well as faculty. Public events or private ones made public quickly reveal how bias, prejudice, discrimination, oppression clearly remain in existence. In educational settings these are rich sources of difficult conversations, interactions, and ultimately transformation for moving towards social justice. While we may hold core beliefs in the centrality of diversity and social justice in our personal and professional lives the situations that we face may at minimum be tinged with inequities and forms of racism, classism, heterosexism, sexism, nativism, ageism, and others as “societal pollutants.” The presenters – each of who are educators – will share situations where they utilized specific strategies to promote awareness centered on situations fraught with emotionally charged differences. To further facilitate engaged learning and have dynamic, open dialogue, participants will be encouraged to share some of their own experiences post mid-term elections. The political is personal is professional. This discussion should particularly benefit the array of students as well as educators who work in multicultural communities, teach multicultural courses, facilitate workshops, or engage in college or university services, initiatives or discussions about discrimination, power and privilege in a wide array of learning/teaching settings.

**Robbin Rasbury**, PhD, Associate Professor, Psychology, John F. Kennedy University- Pleasant Hill, CA

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

Keyword(s): Diversity & Inclusion, Institutional Efforts at Transformation, Retention, Multicultural Affairs, Faculty, Empowering Diversity

**2407**

Room: B112

3:30 p.m. - 5:30 p.m.

Special Feature

All Levels

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

Session Track: Human Resources

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.

**Ria Vigil**, Assistant Vice President for Diversity, Office of the Vice President for Diversity, Colorado State University- Fort Collins, CO**Marco Barker**, PhD, Vice Chancellor for Diversity and Inclusion, Office of Diversity and Inclusion, University of Nebraska-Lincoln- Lincoln, NE**Kimberly Johnson**, EdD, Senior Executive Assistant to the Chancellor, University of Missouri – Kansas City- Kansas City, MO**Natalie Maggitt**, EdD, Managing Director, Soaring Business Solutions, LLC- Woodbridge, VA

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

**2408**

Room: B113

3:30 p.m. - 5:30 p.m.

Major Workshop

Intermediate

**Professional & Personal Development for Diversity Officers: Competencies for Enhancing Success**

Session Track: Chief Diversity Officer and Executive Leader

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](http://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.

**Kathy Obear**, EdD, President, Center for Transformation & Change- Denver, CO**Jamie Washington**, PhD, President, Washington Consulting Group- Baltimore, MD**Vernon A. Wall**, MS, Director, Business Development, LeaderShape, Inc.- Washington, DC**Tanya O. Williams**, EdD, Consultant, Authentic Coaching and Consulting- New York, NY**Becky Pettitt**, PhD, Vice Chancellor, Equity, Diversity, and Inclusion, University of California – San Diego- La Jolla, CA

Keyword(s): Multiple Racial Identities, LGBTQIAA, Chief Diversity Officers (CDO), Diversity &amp; Inclusion, Institutional Efforts at Transformation, Practitioner Development

**2409**

Room: B114

3:30 p.m. - 5:30 p.m.

Major Workshop

All Levels

**Census 2020 Campus Mobilizing and Activism**

Session Track: Intersectionality, Identities and Discussions

With the decennial U.S. Census around the corner in early 2020, communities of color have been historically undercounted in the previous Census counts. Given the implications of a “citizenship” question, how can campus staff protect students, regardless of documentation status, by actively working to make sure that all of our communities understand the process and implications of the Census? How can campuses play a role in encouraging students from historically undercounted communities and their families to participate on the upcoming 2020 Census? How can campuses ensure clear cultural outreach and education that is reflective and inclusive of all its diverse populations? The WA Census Alliance is a statewide coalition of POC lead and serving organizations seeking to coordinate efforts across communities, strengthen collaborations to maximize resources, and provide support for outreach and education.

**Cherry Grace Cayabyab**, MPA, Owner/Principal, KAYA strategik and Census Alliance Consultant- Seattle, WA**Sharon H. Chang**, Independent Scholar, Activist, Author and Photographer- Seattle, WA**Elsa Batres-Boni**, MA, WA Census Alliance Organizer, Washington Census Alliance- Seattle, WA**2410**

Room: B115

3:30 p.m. - 5:30 p.m.

Major Workshop

All Levels

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

Session Track: Student Affairs and Affiliated Professionals

Designing social justice education experiences should be an intentional process grounded in a 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.

**D. Scott Tharp**, PhD, MSW, Assessment & Effectiveness Specialist, Office of the Vice President of Student Affairs, DePaul University- Chicago, IL

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

**2411**

Room: B116

3:30 p.m. - 5:30 p.m.

Major Workshop

Intermediate

**What’s Woke Got to do with It?**

Session Track: Race and Social Justice in Higher Education

Many 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.

**Michael Riley**, MS, LGBTQIA Resource Center Coordinator, Office of Multicultural Success, DePaul University- Chicago, IL**Romeo Jackson**, MEd, LGBTQ & Gender Program Coordinator, Student Diversity & Social Justice, University of Nevada, Las Vegas- Las Vegas, NV

Keyword(s): Student Affairs, Diversity &amp; Inclusion, Facilitator Development, Perspective Taking, Popular Culture, Self-Care/Self-Work

**2412**

Room: C120-C121

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

Intermediate

**Transformational Leadership for Racial Equity**

Session Track: Chief Diversity Officer and Executive Leadership

Are you a leader who wants to be re-energized and gain new strategies on how to effectively lead for Racial Equity at your college or university? This session will particularly benefit Board of Trustees, President's Cabinet, Vice Presidents, Administrators, Deans, Directors, Managers, and any change agents who are currently leading Diversity, Equity, and Inclusion Initiatives. In this experiential and interactive session, we will have a constructive dialog on how authentic culturally responsive adaptive leadership can improve campus racial and ethnic relations to create long-term sustainable change. Participants will also develop an abridged plan to strategically and successfully build partnerships that will positively impact the campus culture. This leadership development opportunity will incorporate skills, tools, and strategies on how to serve our ethnically and linguistically diverse students, staff, and communities. This workshop is designed to provide a courageous learning environment for participants to reflect on their professional practice through a racial analysis and transform their leadership for racial equity.

**Karena L. Hooks**, MSW, Racial Equity Consultant, Facilitator and Coach, PreK-12 and Higher Education, Hooks Global- Mill Creek, Washington

**Bernardo Ruiz**, BA, Racial Equity Consultant, Facilitator and Coach, Racing to Equity Consulting Group- Seattle, WA

Keyword(s): Administrators, CDO, Coalition Building, Diversity & Inclusion, Institutional Efforts at Transformation, Leadership Development

**2413**

Room: B118

3:30 p.m. - 5:30 p.m.

Major Workshop

Intermediate

**From Theory to Practice: Creating Synergy Between Scholars and Practitioners in Multiracial Programs**

Session Track: Race and Social Justice in Higher Education

As the U.S. higher education landscape continues to intensify for student service practitioners who support historically under-represented students, we want to explore how we enter the conversation and work in caring for students of mixed racial and ethnic backgrounds. The purpose of this session is to generate a productive and multifaceted discussion between various educators who wrestle with the evolution of multiracial student identity development and consciousness-building programs at various sized campuses and educational settings across the nation. Scholars and practitioners will discuss how they support students as they are racialized as something other than they self-identify, what this means for anti-Black racism issues, multiracial understandings, and engagement with social justice issues with a geographic lens. Before encouraging self-care, community building, and the development of change agents, we must first encounter how we show up in this work and address regional and environmental factors. We invite participants of the session to engage by describing their institutional landscapes, sharing innovations in programming, and presenting unique challenges in doing the work of supporting multiracial/multiethnic and mixed heritage at all levels and spectrums of identity. This session is intended for those with an intermediate level of experience and will include opportunities for discussion.

**Charlene Martinez**, MA, Associate Director, Student Experiences & Engagement, Oregon State University- Corvallis, OR

**Mitzi Uehara Carter**, PhD, Visiting Professor of Anthropology, Asian Studies, and African and African Diaspora Studies, Global Sociocultural Studies, Florida International University- Miami, FL

**James Ikeda Speed**, MS, Coordinator, Center for Identity & Inclusion, University of Colorado Denver- Denver, CO

**Nana Osei-Kofi**, PhD, Associate Professor, Oregon State University- Corvallis, OR

Keyword(s): Multiracial, Multiple Racial Identities, Antiracism, Identity Development, Mentoring, Practitioner Development

**2415**

Room: C123-C124

3:30 p.m. - 5:30 p.m.

Special Feature

All Levels

## **Ensuring Racial Equity in a Post-Affirmative Action Country: The Supreme Court, and the Future of Campus Diversity**

Session Track: Race and Social Justice in Higher Education

This session will explore the way in which recent Supreme Court (and lower court) appointments by the Trump Administration will likely affect affirmative action and other equity efforts on college and university campuses. With a probable court majority now in place to drive the final nail in the coffin of such efforts (a longstanding goal of the right), educators and administrators committed to racial fairness and representation will need to imagine and implement new methods for obtaining diversity and promoting equity on campus. What might those new methods look like? And how can we create them in such a way as to both maintain (and hopefully expand) the representation of students of color in mostly-white spaces, while also avoiding the kinds of lawsuits that have previously damaged affirmative action as we have known it? The bad news is, an assault on equity efforts has long been underway, and now seems poised for victory. The good news is, with some deeper thinking and the right approach, it is still possible to promote real equity on campus and institutionalize the kind of policies, practices and procedures that will move us beyond what even affirmative action was able to produce thus far. This session will be helpful for administrators, faculty and students interested in a deep dive into the potential policy options available for promoting equity—even if the courts largely bar affirmative action in years to come—and those looking for the necessary language to defend such efforts against ongoing assault.

Tim Wise, Author/Educator- Nashville, TN

**2419**

Room: D130

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

## **Mapping Our Future: An Approach to Native Student Identity Development in Higher Education**

Session Track: Intersectionality, Identities and Discussions

This session summarizes the process of creating a model of an identity development curriculum for first year Native students, and examines the strengths and points of growth for creating a curriculum that can work as a tool for both student retention and empowerment. Using a seminar as part of the Native American Theme Program (NATP) living-learning community at UC Berkeley, the curriculum creates space for Native students to explore the complexities of Native identity, while enriching students' knowledge of historical and contemporary Native issues. The presentation will outline the theoretical framework of the curriculum, discussion of syllabi development, and experiences of students who have participated in the program. The session will have interactive components with attendees, creating examples of possible approaches based on the specific needs of the educational institution and its specific contexts. Insights and learning moments over 5 years of development and implementation, as well as history and contexts of the program will be shared. This session will particularly benefit participants who are interested in the success of Native American/American Indian/Indigenous students in higher education; practitioners who provide direct services to Native American/American Indian/Indigenous students; and those who are concerned with retention issues, curricula, and identity development models related to Native American/American Indians/Indigenous and other historically underrepresented/marginalized populations.

Phenocia Bauerle, BA, Director, Native American Student Development, University of California-Berkeley- Berkeley, CA

Louwanna Montelongo, Student, Native American Student Development, University of California, Berkeley- Berkeley, CA

Xia Jimenez, Student, Native American Student Development, University of California, Berkeley- Berkeley, CA

Sierra Timmons, Student, Theme Program Assistant, Native American Student Development, University of California, Berkeley- Berkeley, CA

Sean Brown, Student, Native American Student Development, UC Berkeley - Berkeley, CA

Keyword(s): American Indian/Native American, Alaska Native, Academic Affairs, Residence Life, Pedagogy, Curriculum

# WEDNESDAY, MAY 29

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**2420**

Room: D133-D134

3:30 p.m. - 5:30 p.m.

Major Workshop

Novice

## **Redesigning Higher Education for Equity: Exploring Power, Race, and Age for Intersectional Collaboration**

Session Track: Intersectionality, Identities and Discussions

What is the role of equity, history, and power in designing higher educational institutions? How might we design more equitable communities and systems through the lens of personal and organizational humility-building? In this interactive introductory workshop, participants will learn about and apply award-winning Equity-Centered Community Design strategies to examine how their own identities shape design and decision-making in collaborative processes, explore and practice inviting diverse co-creators to the table, and begin to develop the foundation for becoming an equity designer or design ally of today and tomorrow. Participants will also explore the reality that oppressive, discriminatory, and inequitable systems are by design; therefore they can and must be redesigned. This session is intended for any and all with an interest in better understanding their relationship to power and their role in either upholding or dismantling oppressive systems.

**Antionette D. Carroll**, MA, President & CEO (Founder), Creative Reaction Lab- St. Louis, MO

Keyword(s): Intersectionality, Diversity & Inclusion, Leadership Development, Identity Development, Perspective Taking, Systemic Racism

**2422**

Room: D135

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

## **An Inclusive Classroom Framework: Resources, Onboarding Approach and Ongoing Programs from CELT at Iowa State University**

Session Track: Faculty Interest and Needs

A task force 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 ISU's Inclusive Classroom Workshop: share characteristics of teaching inclusively and look at why it is important; identify their own attitudes towards inclusion and determine how it impacts teaching; enhance instructional skills that contribute to an inclusive campus environment; and awareness about student support resources. This session will describe how this initiative moved from gathering stakeholder input to the development of pre-workshop online learning modules with workshop curriculum and supporting resources. Finally, we will engage in active learning examples that provide practical ways for educators to build teaching inclusively action plan. To learn more, view CELT's inclusive classroom resources website: <http://bit.ly/celtinclusion>.

**Laura Bestler**, PhD, Program Coordinator, Center for Excellence in Learning and Teaching (CELT), Iowa State University- Ames, IA

Keyword(s): Diversity & Inclusion, Pedagogy, Faculty, Curriculum, Institutional Efforts at Transformation, Academic Affairs

**2423**

Room: D136

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

## **Understanding Intersectionality: The Keep it Real Game Workshop**

Session Track: Race and Athletics

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 but 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 will begin to build the foundation of your diversity programming, and to bring innovation, open communication and collaboration into your respective milieu. Consistently proven to immediately break down barriers across racial, class, religious, ethnic and ALL divides while building trust and community, the Keep it Real Diverse board game is truly revolutionary in its impact. Not a talk, playing this game provides participants with a powerful and enjoyable interactive experience of inclusion, bonding and bridge-building. At the conclusion of this workshop, all participants will feel confident to facilitate their own Keep it Real Diverse game workshops, as well as to facilitate ice-breakers and exercises they can immediately put to use in their various disciplines. This workshop makes interactive programming on diversity and inclusion extraordinarily fun, creative and effective.

**Ralph Newell**, MBA, Vice President, Development, Diverse: Issues in Higher Education- Fairfax, VA

Keyword(s): Multicultural Affairs, Diversity & Inclusion, Student Affairs, Chief Diversity Officers (CDO), Cultural Competence, Athletics

**2424** Room: D137

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

## **Building Bayanihan: Disrupting Whiteness in Higher Education**

Session Track: Ongoing Doctoral Research

This session should particularly benefit all individuals who want to challenge Whiteness within their lives. Bell Hooks speaks of *Homeplace* as a realm where people of color build community and find solace from the white supremacist world. Gloria Anzaldúa theorizes the borderlands as a place where knowledge develops because minoritized and marginalized people, oppressed by the system, must work within that system to survive; consequently, the adjustments made when “working within” create a unique vantage point for those living in the liminal space. These two theorists explain what it can feel like being a person of color in higher education today because, as scholars and practitioners of color, we constantly navigate spaces that were constructed to empower people who do not look like us. In the session, attendees will build a bayanihan, a communion of critical consciousness, to identify the problems that structures of whiteness create for the way we say, do, and relate to one another as professionals in higher education and student affairs. Utilizing a Critical Participatory Action framework, after identifying these issues, as a community, we will discuss ways to dismantle these practices and how to implement actions discovered together to help disrupt the cycle of oppression.

**Nathan Victoria**, MEd, CAE, Senior Director, Recruitment, Engagement, and Volunteerism and Doctoral Candidate, Human and Organizational Learning, NASPA-Student Affairs Administrators in Higher Education and The George Washington University- Washington, DC

Keyword(s): Faculty, Student Affairs, Student Life, Predominantly White Institutions, Systemic Racism, Practitioner Development

**2425** Room: D138

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

## **Exhibit 14-B: An Equal Rights Approach to the First Amendment**

Session Track: Race and Social Justice in Higher Education

“Exhibit 14-B” examines the intersections between civil liberties and civil rights on college campuses using the First and Fourteenth Constitutional Amendments as a structural framework. Through exploration of the Equal Protection Clause of the Fourteenth Amendment, this session identifies the ways in which basic human rights are overlooked in Free Speech solutions 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 or who work with Constitutional law.

**Sherard Robbins**, MEd, Founder & CEO, Visceral Change- Tucson, AZ

Keyword(s): POC, Changing Institutional Practices, Whiteness, Organizing/Activism, Multicultural Affairs, General

**2426** Room: E141

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

## **Social Justice Innovation: Strategies for Cultivating a Compelling Future**

Session Track: Race and Social Justice in Higher Education

Fueled by a concern that prevailing student affairs practices are not sufficient to advance social justice within and beyond our colleges and universities, we piloted Social Justice Innovation, a weeklong certificate program for student affairs professionals, in 2018. By combining our social justice expertise with current research, theory, and practices in innovation, we sought to reframe social justice as a “beautiful constraint” that unlocks and leverages an institution’s strengths to develop innovative frameworks, strategies, policies, and programs to address issues of access, diversity, inclusion, and equity. Along with dispelling the notion that innovation is a eureka moment by a lone inventor, we developed an innovation process focused on identifying issues and opportunities, gathering data, getting the right people in the room, testing, implementing, and assessing. In this session, participants will hear our rationale for a focus on social justice innovation and experiment with innovation-generating exercises to assist them in developing social justice strategies congruent with their institution’s values, contexts, and resources. Additionally, we will offer insights and lessons learned from the Social Justice Innovation program. This session should particularly benefit participants who are interested in learning adaptive and innovative strategies for advancing social justice.

**Ed Lee III**, EdD, Senior Director, Alben W. Barkley Forum for Debate, Deliberation, & Dialogue, Emory University - Atlanta, Georgia

**Dona Yarbrough**, PhD, Assistant Vice President, Campus Life, Emory University - Atlanta, Georgia

Keyword(s): Diversity & Inclusion, Student Affairs, Practitioner Development, Changing Institutional Practices, Theory to Praxis, Perspective Taking



**2430**

Room: E146

3:30 p.m. - 5:30 p.m.

All Levels

## LGBTQ+ Faculty of Color Navigating Academia Panel Discussion & Dialogue

Session Track: Race and Social Justice in Higher Education

LGBTQ+ faculty of color (LGBTQFOC) faces constant and continual challenges to their scholarly work, teaching and on a personal level, their identity and survival. There are so many ways that higher education is set up to thwart, disenfranchise, and interfere with their success. This session examines their experiences, stories, and strategies in academia. This panel will discuss: 1) their lived experiences as LGBTQFOC and impact on their personal and professional development; 2) challenges and barriers in academia; and 3) coping strategies for surviving academia. After initial remarks from the facilitators, participants will have the opportunity to engage in dialogue with panel members regarding what is needed to transform academic spaces into places that embrace and support intersectionality and marginalized voices. The purpose of this session is to provide insight, clarification, and tools to navigate academic spaces so they are welcoming and affirming of all faculty members. This session is relevant to all those working as faculty members or those in academic leadership positions who want to have a positive impact on the experiences of LGBTQFOC.

**T.J. Jourian**, PhD, Assistant Professor, Higher Education and Leadership, Oakland University- Oakland, CA

**Marc Johnston-Guerrero**, PhD, Associate Professor, Higher Education and Student Affairs, The Ohio State University- Columbus, OH

**D -L. Stewart**, PhD, Professor, School of Education, Colorado State University- Loveland, CO

**Marta Elena Esquilin**, EDM, Associate Dean & Assistant Professor of Professional Practice, American Studies and Honors Living Learning Community, Rutgers University-Newark- South Orange, NJ

**Raechele L. Pope**, EdD, Associate Dean and Associate Professor, Department of Educational Learning and Policy, University at Buffalo, SUNY- Buffalo, NY

**2431**

Room: F151

3:30 p.m. - 5:30 p.m.

Special Feature

All Levels

## Hip-Hop as a Mode of Dealing with Issues of Immigration, Racism, U.S. Imperialism

Session Track: Intersectionality, Identities and Discussions

Hip-Hop has long served as a platform to amplify marginalized voices both in the U.S. and around the world. In particular, immigration, racism, and U.S. imperialism have been central themes that hip-hop artists have wrangled with through their cultural expression. This session welcomes together several leading voices in hip-hop scholarship, artistry, and praxis who have explored issues of inequality, and imperialism through their respective works. Together we will unpack some of the complex discussions at the intersection of post-/colonial history, activist narrative strategies, and hip-hop culture. All levels of experience and interest are welcome.

**Aisha Sara Fukushima**, BA, Singer, Speaker, RAPtivist, RAPtivism - Seattle, WA

**Dawn-Elissa "Def Prof" Fischer**, PhD, Associate Professor, San Francisco State University- San Mateo, CA

**Rocky Rivera**, Artist, Beatrock Music- Oakland, CA

**Geo Quibuyen**, BA, Hip-Hop Artist; Owner/Operator, Hood Famous Bakeshop- Seattle, WA

Keyword(s): Antiracism, Diversity &amp; Inclusion, Intersectionality, Media Analysis, Performing Arts, Popular Culture

**2433**

Room: D139

3:30 p.m. - 5:30 p.m.

Major Workshop

Intermediate

**The Black Women & White Women Project**

Session Track: Intersectionality, Identities and Discussions

The specific behavioral patterns between black and white women are both unique among cross-racial dynamics and crucial to the success of diversity and inclusion initiatives. Unspoken history perpetuates archaic divisions, stunting personal growth, and interfering with institutional goals. This five-hour workshop will explore relationships between black and white women in a way that will increase sensitivity, encourage self-reflection, and examine historical and social barriers that keep black and white women from building and maintaining meaningful relationships. Although we cannot heal what ails us in five short hours, we can, if we are willing, work together to expose and begin to overcome historical, interpersonal, and systemic barriers that impede our ability to unite as women. Our day will begin with an exploration of the current relationships between black and white women on cultural, interpersonal and systemic levels. Later we will consider whether and how our relationships have evolved over time. We will take time to connect on a personal level so that we can move into challenging spaces authentically and respectfully. This session will particularly benefit women seeking connection across the black/white racial boundary as we move into and through difficult conversations about the impact of our history with one another.

**A. Faith English**, LLM, Manager, Diversity and Inclusion, Lowenstein Sandler- Bayonne, NJ**Debby Irving**, MBA, Racial Justice Educator and Writer- Cambridge, MA

Keyword(s): African American/ Black, White, Women, General, Intersectionality,

**2434**

Room: E142

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

Intermediate

**Justice Beyond Oppression: Moving Higher Education Campuses Toward Wholeness and Healing**

Session Track: Race and Social Justice in Higher Education

This session will provide a facilitative framework to move social justice from focusing only oppression and resistance to also including wholeness and healing. We will introduce participants to the National SEED Project (Seeking Educational Equity and Diversity), a 32-year-old facilitation-training program that centers learning and relationship building as necessary for individual and collective justice. Our method is grounded in gathering people together in intentionally-structured and ongoing conversations where people reflect within themselves, share stories, and participate in experiential learning about social systems in order to grow capacity for change. This session should particularly benefit students, staff, and faculty in higher education who are committed to taking active leadership roles in building more just campuses and communities.

**Jondou Chen**, PhD, Senior Lecturer, Education, University of Washington- Seattle, WA**Gail Cruise-Roberson**, BA, Project Co-Director, Wellesley Centers for Women, Wellesley College- Wellesley, MA

Keyword(s): Self-Care/Self-Work, Identity Development, Diversity &amp; Inclusion, Facilitator Development, Intergroup Dialogue/Facilitation, Pedagogy

**2435**

Room: E143

3:30 p.m. - 5:30 p.m.

Major Workshop

All Levels

**Does Your Writing Reflect Your Excellence?: A Hands-On Workshop for NCORE Student Leaders**

Session Track: Student Interest and Engagement

This major workshop is designed for student leaders at NCORE. Student leaders on campuses have two roles where their writing speaks for them, in their leadership work and in their academic pursuits. In this writing workshop, participants will engage with the following questions: How are you a leader? Who looks to you and why? What is expected of you, from whom and in what spaces? Are you writing for your audience? Is your writing reflective of your excellence? In working through these questions, participants will gain insight into their positionality, which is essential to productive leadership. Positionality is best known before one speaks, before one writes, and as someone processes. The use of "A Letter from a Birmingham Jail," by Dr. Martin Luther King, Jr., will be utilized in positionality analysis and writing techniques. All of the activities within this session will work to inform participants of what will make them a more productive writer as a student leader. Please come ready to engage in short writing activities, interactive discussion, collective processing and critical questions of what it means to be a student leader. The target audience is student leaders and anyone dedicated to supporting them.

**LaToya Brackett**, PhD, Visiting Assistant Professor, African American Studies and the Race & Pedagogy Institute, University of Puget Sound- Tacoma, WA

Keyword(s): Students, Leadership Development, Organizing/Activism, Pedagogy, Reinventing Language, Writing Publishing

# WEDNESDAY, MAY 29

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**2436** Room: E144

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

Intermediate

## **Creating Space on Campus for Black & Brown Youth**

Session Track: Student Interest and Engagement

This session deeply examines two innovative, multi-generational, Outreach & Engagement model programs held annually at Highline College: Black & Brown Male Summit and Y.E.L.L. (Young Educated Ladies Leading) Female Summit. Both Summits serve high school and college-aged students of color. Each summit hosts an average of 400 students and 100 adult participants from across Washington State and Portland, OR area. The purpose of these summits is to empower and motivate our Black and Brown young men and women to excel in academics and to accept nothing less than excellence from self. Now in their 10th and 6th years; this session will highlight the background, framework (Model) and context of the Summits as well as how programming is re-developed annually using a perspective relevant to the lives of youth of color, and those working in the Youth Development field. The Presenters will also share tough lessons and valuable insights gained as well as qualitative data. This session should particularly benefit professionals who are working to engage and re-engage students of color, practitioners who provide direct services to students of color, and organizational leaders interested in creating institutionally supported spaces for youth of color on campus.

**Loyal Allen Jr.**, Director of Workforce Education Services, Workforce Education Services/Academic Affairs, Highline College- Des Moines, WA

**Mariela Barriga**, Student Success Program Manager, Workforce Education Services/Academic Affairs, Highline College- Des Moines, WA

**Rickitia Reid**, Program Manager for Professional Technical Education, Instruction/Academic Affairs, Highline College- Des Moines, WA

**Rashad Norris**, Director of Community Engagement, Outreach/Institutional Advancement, Highline College- Des Moines, WA

Keyword(s): Youth Work, POC, Students, Identity Development, Institutional Efforts at Transformation, Self-Care/Self-Work

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**2438** Room: F149

3:30 p.m. - 5:30 p.m.

Major Workshop

All Levels

## **Behind Closed Doors: Inequity in Disciplining Students, Faculty and Staff**

Session Track: Human Resources

Rarely do Student Discipline Committees, Department Chairs, or administrators maintain racial demographics and aggregated data on the nature of student complaints or responses to the grievances and their outcomes. The same holds true for campus security personnel – rarely, if ever, maintaining statistics on the reason for, types and the outcome of security measures involving personnel and students of color. Even more unlikely is the publishing of such outcomes including disciplining students, faculty, or staff. As a result, the “behind closed doors” decisions often reflect the bias nature of the reviewers – leading to inequity in disciplining and unfair campus security practices.

**Leslie Parker Blyther**, MA, Asst. Professor, Homeland Security & Criminal Justice Institute, Anne Arundel Community College- Arnold, MD

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

Keyword(s): Student Affairs, Faculty, Institutional Efforts at Transformation, Leadership Development, Retention, Human Resources

**2439**

Room: F150

3:30 p.m. - 5:30 p.m.

Major Workshop

All Levels

## **Understanding the ...isms within Latinx Culture in Transnational Contexts: Becoming Latinx and the Invisible Lines that Divide & Unite Us in America**

Session Track: Intersectionality, Identities and Discussions

This workshop is geared for those who are committed to self-examination and reflexivity in a collective (inclusive) space 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. Identity development within Latinx culture is complicated by the intensifying political climate and intersections of nationality, gender, language, religion, class, 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 and whoever includes themselves in this category, we collectively encounter critical choices and continue engaging in the intra-personal and inter-personal identity tensions or embrace the dominant U.S. narrative in its essentializing stances. This workshop (two linked 3-hour sessions) creates a space for participants to better understand how to identify possibilities to be effective leaders and educators, and should particularly benefit students, practitioners, and scholars whose focus is the identified group Hispanic/Chicano/a/Latin@/ Latina/o/x, etc. We aim to unpack, name and heal, through a process of historicization and reflexivity, including deeper engagement with intersections of whiteness, anti-blackness, 'machismoism,' and marianismo, within Latinx cultures. This workshop invites participants into a collective space of deep self-inquiry in order to examine our identities, trending issues and professional practices in ways that transform how we lead and take action to decolonize our minds and practices. 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. 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. You do not need to identify as Hispanic, Latinx, etc., but the focus is specifically on the holistic understanding of Latinx groups in order to more effectively support their success.

**Alexandra Escobar**, Assistant Superintendent, Teaching & Learning, Berwyn North School District 98- Berwyn, IL

**Manuel Del Real**, PhD, Assistant Director, Student Life, Front Range Community College- Westminster, CO

**Michael Benitez**, PhD, Chief Diversity Officer and Dean of Diversity and Inclusion, Title XI Coordinator, University of Puget Sound- Tacoma, WA

**Jackie Reza**, EdD, MFT, Professor/Director Professional Development - Emeritus, Office of Professional Development, De Anza College- Newark, CA

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

**Olmecca**, MA, Hip-Hop artist/scholar/activist- Las Vegas, NV

Keyword(s): Latinx, Intersectionality, Multicultural Affairs, International/Transnational, Intergroup Dialogue/Facilitation, Transformation

**2440**

Room: A109

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

## **Curating Critical Conversations: Transforming the Path for Students of Color to Thrive in Group and Individual Therapy Through Leadership**

Session Track: Chief Diversity Officer and Executive Leadership

During this experiential immersion process, participants will explore how to utilize themselves, their existing infrastructure, and available resources to acknowledge and address the need for sustainable group and individual therapy for students of color, which is safe, mindful, and culturally responsive.

**Kwasi Boaitey**, LMSW, CASC-T, ACC, RYT-200, NSCA-CPT, University of Rochester Counseling Center Staff Therapist & University of Rochester Medical Center EAP Counselor, University Health Service & Psychiatry, University of Rochester & University of Rochester

Keyword(s): Changing Institutional Practices, African American/Black, Leadership Development, Self-Care/Self-Work, Institutional Efforts at Transformation, Theory to Praxis

**2441** Room: B119

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

## **It's Complicated: Experiences of Mixed Middle Eastern American Women**

Session Track: Intersectionality, Identities and Discussions

This interactive session will create spaces for storytelling, inter- and intra-group dialogue, action planning, and networking amongst the presenters and participants. Centered on creating a deeper shared understanding of the myriad of and often unheard experiences associated with mixed and Middle Eastern American identities, the presenters will highlight and engage with historical sources, identity frameworks, narratives, and texts to explore the whitewashing of Middle Eastern North African (MENA) immigrants within the United States and the ways in which current census categories affect these communities. Presenters will share their own racial identity development journeys with a focus on the intersections of gender, religion, geographic location, and familial identification. Participants will be provided with a resource list of frameworks, videos, articles, organizations, and books that can be adapted for inclusion in classrooms, student affairs programming, and to more accurately collect data for mixed and MENA populations. This session should particularly benefit individuals who identify as mixed race-specifically those who are interested in engaging in dialogue around the complexity of women's mixed Middle Eastern experiences, those who work with multiracial and/or MENA populations, and all who are interested in becoming more inclusive in their practices.

**Naliyah Kaya**, PhD, Assistant Professor, Sociology, Montgomery College- Takoma Park/Silver Spring, Maryland

**Riah Safady**, MSW, Coordinator & Confidential Advocate, Women's Resource Center, Southern Oregon University- Ashland, Oregon

Keyword(s): Multiracial, Women, Intersectionality, Multicultural Affairs, Identity Development, Intergroup Dialogue/Facilitation

**2442** Room: B117

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

## **#MeToo rated R Kelly**

Session Track: Intersectionality, Identities and Discussions

With the advent of the #MeToo movement, Black celebrity men have found themselves in a sensitive and distressing position as they seek to escape prosecution, persecution, and the perception that they are criminal predators. This interactive and engaging multimedia experience will explore what it means to be a Black man with celebrity appeal in the context of the #MeToo movement and ask participants two questions: 1) how they define Black manhood and 2) what responsibility Black men have to change their behaviors and attitudes in the #MeToo era and beyond. Focusing on R. Kelly, a series of other case studies taken from national news headlines will be presented for attendees to discuss in order to develop strategies that will help Black men to be empowered by their male privilege as change agents and sincere advocates for those impacted by sexual assault, domestic abuse and other displays of toxic masculinity. If you're interested in thinking critically about gender role stereotypes; the intersections of what it means to be a Black man and a celebrity from a historic and contemporary perspective – as well as what it means to be responsible, non-offending men who love, nurture and value positive relationships with women, this session is definitely for you. We look forward to having you join this individual and collective critical think tank experience.

**Eddie Moore**, PhD, Founder/Director, The Privilege Institute- Green Bay, WI

**Corrie Wallace**, MA, Anti-Oppression Educator & Consultant, Cultivating Opportunities for Respective Reflection on Identity through Education- Evanston, IL

**Bryant Smith**, Author, Speaker, Human Potential Specialist- Clemson, SC

Keyword(s): Multiple Racial Identities, Women, Men, Identity Development, Intersectionality, Popular Culture

3:45 p.m. - 5:00 p.m.

**2500** Room: Booth # 506/508/510/512

3:45 p.m. - 5:00 p.m.

Special Feature

All Levels

## **Walidah Imarisha: Informal Dialogue and Book Signing**

This session is designed to provide an opportunity for participants to commune with opening keynote address presenter Dr. Walidah Imarisha. This is a great opportunity get a book signed and to ask questions stemming from her presentation.

**Walidah Imarisha**, PhD, Writer, educator, poet- Portland, OR

**2501**

Room: E147-E148

3:45 p.m. - 5:00 p.m.

Special Feature

All Levels

**Board Leadership Matters: Advancing Institutional Diversity & Equity**

Session Track: Chief Diversity Officer and Executive Leader

At the University of Washington (UW), we believe diversity is integral to excellence. Accordingly, advancing diversity, equity, and inclusion at the highest level is an imperative. In 2016, the UW Board of Regents established the Diversity, Equity, and Inclusion (DEI) Advisory Committee with a vision to achieve a truly inclusive and equitable environment for students, faculty, and staff as they live, learn, teach, and research. Additionally, the advisory committee is committed to equity in procurement and contracting opportunities. The UW University Diversity Officer will facilitate a conversation with members of the UW Board of Regents who serve on the DEI Advisory Committee. Regents will share the impetus for establishing the committee, outcomes to date, and plans for the future. Attendees will have the opportunity to ask questions.

**Rickey L. Hall**, MA, Vice President and University Diversity Officer, Office of Minority Affairs & Diversity, University of Washington- Seattle, WA

**Joanne R. Harrell**, MBA, Board of Regent, University of Washington- Seattle, WA

**Rogelio Riojas**, MHA, Board of Regent, University of Washington- Seattle, WA

Keyword(s): Chief Diversity Officers (CDO), Diversity & Inclusion, Institutional Efforts at Transformation, , ,

**2502**

Room: E145

3:45 p.m. - 5:00 p.m.

Special Feature

Intermediate

**White Administrators as Allies: Credibility, Actions and Outcomes**

This session will provide attendees with practical approaches to creating inclusive practices supporting diverse students, faculty, staff and administrators. We will explore the opportunities for white leaders to create inclusive campuses by acknowledging privilege, and creating spaces for transformative equity-minded action.

**Pamela T. Luster**, EdD, President, San Diego Mesa College- San Diego, CA

Keyword(s): Administrators, Faculty, Diversity & Inclusion, Institutional Efforts at Transformation, Practitioner Development, Whiteness

# WEDNESDAY, MAY 29

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4:00 p.m. - 5:30 p.m.

**2601** Room: D140

4:00 p.m. - 5:30 p.m.

Concurrent Workshop

Intermediate

## **The Native American Intersegmental Pathways Committee Model: Weaving Traditional Methods into Recruitment & Retention of Native Students**

Session Track: Student Affairs and Affiliated Professionals

This session explores the “Native Intersegmental Pathways” model of collaboration between K-12, community colleges, and universities. We will explore how practitioners in a geographic area can develop a circle of planning, coordinating, implementing, and sharing best practices regarding how to best support Native American students in the pathway to and through higher education. Insights about the successes will be shared in addition to a discussion of the complexities and challenges that accompany this work using the Sacramento region as a case study. We will also share data about the impact that the model has had to this point. This session may benefit participants who are involved in the support of Native American students; administrators who see the need to close equity gaps for Native American students and are in search of a practical model; and community members who are interested in holistic, social justice oriented approaches to Native American student and family support.

**Dahlton Brown**, MA, Executive Director, Education, Wilton Rancheria- Elk Grove, CA

**Michelle Villegas-Frazier**, MA, Director, Native American Retention Initiative, University of California, Davis- Davis, CA

**Jesus Valle**, MA, Professor/Director, English/Native American Resource Center, American River College- Sacramento, CA

**Molly Springer**, EdD, Dean, Equity and Student Success, Student Services, Sacramento City College- Sacramento, CA

**Aselia Melo**, MA, Student Support Program Specialist- Equity and Native American Higher Education Resources Specialist, Access Center, Cosumnes River College- Sacramento, CA

**José Mejía**, MA, Senior Lead for Admissions and Outreach and Native Student Success, Educational Opportunity Program, California State University, Sacramento- Sacramento, CA

**Tamara Cheshire**, EdD, Assistant Professor, Anthropology, Folsom Lake College / Native American Intersegmental Pathways Committee- Sacramento, CA

**Crystal Martinez-Alire**, EdD, Counselor, Counseling, Cosumnes River College- Sacramento, CA

Keyword(s): American Indian/Native American, Alaska Native, Student Affairs, Coalition Building, Theory to Praxis, Organizing/Activism

**2602** Room: F152

4:00 p.m. - 5:30 p.m.

Major Workshop

All Levels

## **The Mexican American War Never Ended**

Session Track: Global, Multicultural and Transnational issues

This session traces the history of policies and political campaigns impacting people from Latin America who now reside in the U.S. by looking at the formation of the Mexican border as a result of the Mexican American War and Treaty of Guadalupe Hidalgo in 1848 to historicize the current border politics of Donald Trump. This session will benefit students, educators, and practitioners who wish to better understand this history and implement it into the classroom, campus programming, and community dialogues/conversations.

**Irene Sanchez**, PhD, Humanities/Education Faculty, Masters of Arts Teaching Program, Bard College- Los Angeles, CA

**Matt Sedillo**, Literary Director, Literary Arts, The dA Center for the Arts- Pomona, CA

Keyword(s): Cultural Competence, Diversity & Inclusion, Latino/a, International/Transnational, Immigration, Antiracism

**2603**

Room: C125-C126

4:00 p.m. - 5:30 p.m.

Special Feature

All Levels

## **How the Psychology of Omission Fuels a Cycle of Bias Against Native Americans**

Session Track: Race and Social Justice in Higher Education

In the U.S., representations of Native Americans are often omitted from various domains such as the media, popular culture, and the education system, rendering Native American communities and their experiences invisible. For example, across all 50 states' academic standards, 87% of references to Native Americans portray them in a pre 1900's context. This talk will examine the role that the relative invisibility of contemporary representations of Native Americans plays in shaping and maintaining educational disparities between Native Americans and Whites within this nation (through support for policies), and bias against contemporary Native peoples, more broadly. Specifically, I will describe the results of both experimental and national survey data to demonstrate how the prevalent (and not so prevalent) representations of Native Americans, can adversely impact how Native and non-Native people think about Native people, communities, and their experiences. Implications for undoing systems of inequality impacting contemporary Native people will be discussed. This session is design for individuals of all levels.

**Arianne E. Eason**, PhD, Postdoctoral Research Associate, Department of Psychological and Brain Sciences, Washington University in St. Louis- St. Louis, MO

Keyword(s): American Indian/ Native American, Intergroup, Research, Systemic Racism, General,

**6:00 p.m. - 7:00 p.m.**

**2701**

Room: F149

6:00 p.m. - 7:00 p.m.

Special Event

All Levels

## **NCORE Community College Mixer**

In community colleges, we face significant challenges in fostering success across a broad spectrum of students in our diverse student population. We accept everyone, but are we inclusive? We receive public funding, but does "the public" understand and genuinely support our mission? Community colleges statistically enroll more underrepresented students than other types of institutions, but are our practices for these students equitable? Please join us as we explore, through gamification, our strengths and challenges as community college leaders.

**7:00 p.m. - 8:30 p.m.**

**2800**

Room: Second Floor- Portland Ballroom

7:00 p.m. - 8:30 p.m.

Special Event

All Levels

## **NCORE 2019 Welcoming Reception**

Please join friends, colleagues, and the community of NCORE at this wonderful opportunity to share in the atmosphere of amazing people and our connectivity. Enjoy great food and stay for the entertainment showcase that follows!



# WEDNESDAY, MAY 29

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8:00 p.m. - 10:00 p.m.

2227

Room: C123-C124

8:00 p.m. - 10:00 p.m.

Film & Dialogue

All Levels

## **SINCE I BEEN DOWN in progress Documentary film**

Session Track: Race and Social Justice in Higher Education

Since I Been Down exposes the systemic impact of policies and laws that attempted to transform urban communities into prison-like containment camps where gangs, and illegal activity becomes the outcome not the source of problems. Washington is among 14 states with no parole and the first to initiate 3 strikes law.

The documentary invites viewers to take an in-depth look at incarcerated men and women, in order to understand processes that led to their incarceration, resilience and their ultimate role, as models for all of us. Set in an "every town" American city, Tacoma, Washington we bear witness to an urban neighborhood's fight to stay alive with police racial profiling, gangs, drugs, gun violence, and love.

The film brings statistics of racial and gender disparity, processes of gentrification, to life through stories from community, police and attorneys, as we explore justice, crime and punishment. The film highlights a prisoner initiated group, The Black Prisoners' Caucus (BPC), whose focus on education, compassion, culture and prevention has reconstructed lives inside and outside prison.

Despite the culture of punishment, the BPC is transforming their lives, the prison, and communities they left behind using inmate-driven education and advocacy programs across race and ethnic lines. The education models they developed are serving as blueprints for schools and communities they once harmed. Their experiences speak to the role of activism, compassion, love, and self-forgiveness in personal, and community transformation. It helps us understand that "how we punish says as much about us as those we punish."

**Gilda Sheppard**, PhD, Director of Since I Been Down, Professor, Sociology Cultural and Media Studies, Evergreen State College Tacoma- Tacoma, WA

**June Nho Ivers**, BS, Producer, Since I Been Down-

Keyword(s): African American/ Black, Multiple Racial Identities, Antiracism, Critical Race Theory, Intersectionality, Systemic Racism

8:30 p.m. - 10:00 p.m.

**2801** Room: Second Floor- Portland Ballroom

8:30 p.m. - 10:00 p.m.

Special Event

All Levels

## NCORE 2019 Entertainment Showcase

This is a wonderful opportunity for conference participants to share creative expressions in the visual and performing arts and to deepen their understanding of the creativity, artistic and cultural expressions of the diverse racial and ethnic communities from which the conference draws. NCORE has talented participants, so come and enjoy the show!

**2901** Room: D136

8:30 p.m. - 10:00 p.m.

Film & Dialogue

All Levels

## Can We Talk? – Difficult Conversations with People of Color in STEM

Session Track: Race and Social Justice in Higher Education

The documentary “Belonging” captures the unique socioemotional experiences of students/faculty of color who are pursuing, in, and/or have left, STEM fields. Through a viewing and facilitated discussion of the film, this session will challenge attendees to reflect on their own journey through STEM, and whether ‘belonging’ played a significant role. This session should benefit people who are interested in – gaining clarity about inherent inequities and challenges for people of color in accessing STEM fields and the need to change them through actions; achieving understanding of the social concept of belonging and its importance for retention and effective support of students of color in the STEM fields; engaging in discussion to reflect on experiences to unpack feelings of non-belonging, understanding traumatic race-based conflicts, and challenges that stem from inequity in the US; understanding the need for greater representation of people of color in faculty, while discussing strategies to address the socio-economic challenges that contribute to a lack of belonging, and other systemic issues that hinder the retention of people of color in STEM academic programs and the workforce.

**Michelle Fontes-Barros**, MA, Assistant Director of Diversity, Recruitment and Retention, Dean’s Office, College for the Environment and Life Sciences, University of Rhode Island- Kingston, RI

**Kendall Moore**, PhD, Professor, Journalism and Film Studies, University of Rhode Island- Kingston, RI

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

Keyword(s): Multiple Racial Identities, Career Path, Diversity & Inclusion, STEM/STEAM, Visual Arts, Empowering Diversity

8:30 p.m. - 10:30 p.m.

**2900** Room: F151

8:30 p.m. - 10:30 p.m.

Special Feature

All Levels

## Film Screening: Ohiyesa: The Soul of an Indian

Session Track: Intersectionality, Identities and Discussions

This documentary follows Kate Beane, a young Dakota woman, as she examines the extraordinary life of her celebrated relative, Charles Eastman (Ohiyesa). Biography and journey come together as Kate traces Eastman’s path—from traditional Dakota boyhood, through education at Dartmouth College, and in later roles as physician, author, lecturer, and Native American advocate. After the film screening, there will be a discussion.

**Kate Beane**, PhD,, Minnesota Historical Society-,

Keyword(s): American Indian/ Native American, Intergroup, General, Critical Race Theory, Media Analysis, Visual Arts

Time	Session #	Title	Room
8:30 a.m. - 9:45 a.m.	3001	Understanding Asian American Values and Their Survival through Invisibility	Room: A103-A104
	3003	Going Beyond Tokenism: Leveraging Resources: From Theory to Practice: CDO in Function Not in Title	Room: A105
	3005	“When Did I Become the Man?”: Two Faculty Women of Color Discuss their Institutional Diversity and Inclusion Roles	Room: A107-A108
	3006	Asian Gender Roles and the Racialization of Gender	Room: B110-B111
	3007	Project MALES: IMPACTing Latinx males Through Service-learning and Critical Mentoring	Room: B112
	3008	Changing the Landscape: Using Noncognitive Variables to Transforms the Traditional Admissions Process	Room: B113
	3009	UndocuJoy: Shifting the Perspective in Undocumented Representation	Room: B114
	3010	Beading is Medicine: Self-Care, Healing, and Deeper Understanding of Self	Room: B115
	3012	Previously Incarcerated Youth – Community College Programming	Room: B117
	3013	iGens of Color: Still Hopeful and Ready to Take Action	Room: B118
	3014	#Blackboyjoy	Room: D130
	3015	Organizing Building a Climate Movement for All: Organizing at the Intersection of Immigrant Rights, Reproductive Justice, and Environmental Justice	Room: E146
	3018	Alo-Hā- An Indigenous Epistemology to Engage in Healing Conversations	Room: C125-C126
	3019	Re-Imagining the Invisible Backpack: Narratives of Family Assets, Community Gifts, & Cultural Endowments	Room: C120-C121-C122
	3022	Latina Leadership Defined: Overcoming the Hurdles and Empowering	Room: D135
	3023	The Struggle is Too Real: Cultivating a Spirit of Resilience for the Long Haul of Diversity Leadership	Room: D136
	3024	Life Beyond Athletics: Creating Developmental Experiences for Multicultural Student-Athletes	Room: D137
	3025	Lessons Learned from Black LGBTQ+ Athletes on Intersectionality and Inclusion	Room: D138
	3026	“Extremely Empowering (and Nerve-Wracking)”: A Collaborative Autoethnographic Examination of Power in Doctoral Students’ Scholarly Identity Development	Room: D139
	3027	Mentoring Historically Underrepresented Students in the STEM Fields for Positive Academic Outcomes	Room: D140
	3029	Beyond the Battle Lines: From Debate to Dialogue	Room: E145
	3030	Advancing Equity, Diversity & Inclusion Efforts: A Critical Partnership Between Academic and Student Affairs	Room: C123-C124
	3031	Pathways to Opportunity: Closing Opportunity Gaps for Community College Students	Room: F151
3032	Don’t Boo, LEAD: A Model for Student Diversity Leadership for Institutional Change	Room: F152	
3033	Diversity & Inclusion Model: Graduating Underrepresented Engineers	Room: A109	
3034	First-Generation Scholars Struggles are Real: Membership in Black Women Organizations Assist with Navigating White Spaces.	Room: B119	

**THURSDAY, MAY 30**

Time	Session #	Title	Room
8:45 a.m. - 11:45 a.m.	3101	Developing Impactful Race Affinity Spaces on Campus	Room: E141
	3102	Beyond Crisis: Responding with Clarity Instead of Reacting in Resentment	Room: A106
	3103	Integrating Intersectionality into Teaching and Training: Tensions, Challenges, and Opportunities	Room: E143
	3104	Culturally Responsive Techniques for Allies	Room: E144
	3105	Effective Mentoring of Diverse Faculty: Highlighting Critical Improvements Needed for Faculty and Department Excellence	Room: E147-E148
	3106	Making Sure Your Written & Oral Communication Reflects Your Excellence: A Hands-On Workshop for all Student Leaders Striving for Successful Communication Skills Across Diverse Audiences	Room: F149
	3107	When Title VII and Campus Policies Cannot Address Microaggressions, and Racial Bias Yet the Impact is Severe Even if it Doesn't Go Viral (or if it Does Go Viral)	Room: F150
10:15 a.m. - 11:45 a.m. (continued on next page)	3201	Diversity Enrichment Programs: A Holistic Approach to the Recruitment, Yielding and Retention of Underrepresented Students at the University of Oklahoma	Room: A103-A104
	3203	The Changing Landscape of Parents...Helicopter, Lawnmowers, Fighter Jets...Oh My	Room: A105
	3205	When Nowhere Feels Like Home: QTPOC Student Panel	Room: E142
	3206	Trauma Stewardship: Using Mindfulness to be Present in Diversity Work	Room: B110-B111
	3208	Black Leadership in Educational Institutions	Room: B113
	3209	Spectrum of Possibilities: Diversity Leadership Roles in Higher Education	Room: B114
	3210	Assessing the College Going Experiences of American Indian/Alaska Natives Who Identify as Lesbian, Gay, Bisexual, Transgender, Two-Spirit or Queer	Room: F152
	3211	Arts, Culture, and Storytelling as Resistance for Educators of Color	Room: A109
	3212	The Law and Higher Education in Religious, Secular, and Spiritual Identities	Room: B117
	3213	Culturally Competent Military Officers: CDOs from the United States Armed Forces Talk about the Unique Struggles that Impede Equity and Inclusion Work at Military Academies	Room: B118
	3214	Self Care: A Critical Practice for Institutional and Cultural Change	Room: A107-A108
	3215	"Well-Being for Women of Color Educators and Activists": A Toolbox for Radical Self-Care	Room: C123-C124
	3218	Pono, Pride, and Prejudice: 60 Years of the Effects of Native Hawaiian and Hawai'i Local Culturally-Informed Practices at a PWI	Room: C125-C126
	3219	Higher Ed Must Take a More Active Role in Addressing the Impacts of Mass Incarceration: Community Colleges Opening Doors	Room: D135
	3220	Latinx Identity & Power: An Interactive Discussion on the Political, Cultural and Economic Power within Latinx in the U.S.	Room: D133-D134
	3222	Developing Multiracial Programming through Capacity Building and Asset Mapping	Room: D130
	3223	Confronting Islamophobia: Proactive Efforts to Address Hate and Bias On and Off Campus	Room: D136
3224	Moonlighting On and Off the Field: Exploring the Masculinities, Ethnicity, and Identity Based Locker-Room Conversations that Never Happen	Room: D137	

Time	Session #	Title	Room
10:15 a.m. - 11:45 a.m. <i>(continued)</i>	3225	Taking Calculated Risks in Times of Racial and Social Injustice: Capturing the Lived Experiences of Black College Athlete Activists	Room: D138
	3227	Inequity by Design: Addressing the Impact of Micro-aggressions When Creating a Culturally Responsive Institution	Room: E145
	3229	Broadening Impact of STEM Interventions from the Bottom Up: STEM Program Directors' Grassroots Leadership Stories	Room: D140
	3230	Decentering Whiteness in Multiraciality: Theory and Practice on Multiple Minoritized Mixed Populations	Room: E146
	3231	Speak Out with Tim Wise -- Affirmative Action, the Model Minority Myth and Fighting Back Against Right-Wing Divide-and-Conquer	Room: F151
	3232	"You want us to do what?": Institutional Efforts at Transformation	Room: B115
	3233	How to Establish a Mentoring Program for Multicultural and First Generation Students	Room: B116
1:30 p.m. - 2:45 p.m.	3300	An piliñliñ koba, kōmman lometo: Many drops together make up the ocean	Room: Second Floor-Portland Ballroom
3:30 p.m. - 5:30 p.m. <i>(continued on next page)</i>	3403	Building a Diverse Faculty, One Search at a Time	Room: A105
	3405	Healing as Resistance: A QTPOC Healing Space	Room: A107-A108
	3406	Examining the Experiences of Racialized and Indigenous Faculty in Universities: A Cross-National Comparison	Room: B110-B111
	3407	Transformational Encounters: Shaping Diverse College and University Leaders	Room: B112
	3408	Issues in Black Academic Professional Development.	Room: B113
	3409	Turning the Needle: Moving Toward Civility and Equity in Higher Education	Room: B114
	3410	Emerging Native Research in Higher Education—Where are Our Native men?	Room: D138
	3412	Understanding White Fragility as a Tool of White Supremacy: Cultivating Accountability and Action	Room: B117
	3413	Assessing Social Justice Education Workshop Curriculum: Learning Assessment for Practitioners.	Room: B118
	3414	Bridging the Racial Generation Gap: Building Inter-Generational Alliances on Campus	Room: C120-C121-C122
	3415	Confronting White Nationalism in Higher Education: Creating Effective Institutional Responses to Organized Bigotry on College Campuses	Room: D138
	3418	Constructing Durable Principles of Engagement for Us as White People to Identify, Begin and Sustain Our Anti-Racism and Social Justice Work	Room: E147-E148
	3419	Resisting Gendered Islamophobia, Homophobia and Transphobia: LGBTQ Muslims in the Age of Trump	Room: D130
	3420	Olmecca Performance: Hip-Hop Stories of a New America!	Room: D133-D134
	3422	The Student Affairs Professional's Role in Building an Inclusive Campus Community: Developing Strategies to Foster Intercultural Understanding and Enhance Students' Experiences	Room: B116
	3423	Intergenerational Conversation of Scholars on Multiracial/Mixed Race Identity	Room: B117
	3424	The N.F.L. Rooney Rule/Inclusion & Diversity in Hiring Coaches and Administrators	Room: A106
3425	Cultural Competence for Social Justice: A Framework for Individual and Institutional Change	Room: B115	

**THURSDAY, MAY 30**

Time	Session #	Title	Room
3:30 p.m. - 5:30 p.m. (continued)	3427	New Faculty Institute: Setting up a Long-Term Equity Minded New Faculty Training Program	Room: D140
	3429	Emergent Strategies for Social Change	Room: E145
	3430	Still We Persist: Womxn of Color Organizing and Coalition Building at a PWI	Room: E146
	3431	Beware the Colonization of Equity Efforts	Room: F151
	3432	Bridging the Divide: Holistic Support for Queer and Trans Scholars	Room: F152
	3433	"Ugh Not Another Diversity Presentation!?! When Multicultural Competence Meets and Real Reality."	Room: E141
	3436	Inclusive Excellence Incubator: From Social Consciousness and Awareness to Action	Room: E144
	3438	Making Sure Your Written & Oral Communication Reflects Your Excellence: A Hands-On Workshop for All Student Leaders Striving for Successful Communication Skills Across Diverse Audiences.	Room: F149
	3439	Team Killmonger vs. Team T'Challa: Redefining What it Means to be Black in the United States	Room: F150
	3440	Taking it to the Next Level: Develop Greater Internal Capacity and Critical Infrastructure to Achieve Inclusion Strategic Goals	Room: A109
	3441	Diversifying the Applicant Pool in Graduate Health Science Programs at a PWI Through Successful K-12 Pipelines: Kindergarten to Medical School, an Investment in the Future in Utah	Room: B119
3:45 p.m. - 5:00 p.m.	3500	Kathy Jetñil-Kijiner: Informal Dialogue and Book Signing	Room: Booth # 506/508/510/512
	3501	A Framework for Excellence and Collaboration: Strategic Diversity Leadership for Inclusive Excellence at Community College	Room: E142
	3503	Last Boat out of Shanghai: The Epic Story of the Chinese Who Fled Mao's Revolution. (Published by Ballantine/Random House) and its Significance to Contemporary Issues of Displacement	Room: D135
	3504	Latino Student Community Specialist: Creating a Latino-Student Focused Position at a PWI	Room: A103-A104
4:00 p.m. - 5:30 p.m.	3601	A Revolutionary Scholars Approach: A Student Guide into Organizing Formerly Incarcerated Students in Higher Education with an Abolition Praxis	Room: C125-C126
	3602	First Sooner: An Intentional Approach to Preparing First Generation Prospective College Students and Their Parents for the Transition to College Life	Room: B114
	3603	Indigenizing Campus-Based Civil Rights: Lessons Learned	Room: D139
	3604	Understanding and Addressing the Experiences of QTPOC Multiracial Students	Room: E143
5:00 p.m. - 6:30 p.m.	3700	Oregon State University Reception	Room: D137
7:30 p.m. - 9:30 p.m.	3901	MIXED MATCH – When Race is a Matter of Life or Death	Room: C120-C121-C122
	3902	#NORape: Breaking Silences About Sexual Violence	Room: B116
7:30 p.m. - 10:00 p.m.	3903	Rose City Speaks & Beats	Room: C123-C124
8:00 p.m. - 9:30 p.m.	3900	Supremacy, Trauma and Radical Imagination	Room: Second Floor-Portland Ballroom

8:30 a.m. - 9:45 a.m.

**3001** Room: A103-A104

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **Understanding Asian American Values and Their Survival through Invisibility**

Session Track: Race and Social Justice in Higher Education

This session aims to provide and unpack Asian American misperceptions as a step towards dismantling white supremacy. Clear takeaways and insights will be provided to help better serve Asian Americans communities. Through the deconstruction of the model minority by looking at the home pedagogy in Asian American families, specific surviving strategies, and the role of the media, this session should particularly benefit higher education professionals, Asian American students, and anyone who works directly with Asian American population.

**Adisha Waghmarae**, MHR, Community Coordinator, Residence Life, University of Oklahoma- Norman, OK

**Allie Pham**, MEd, Graduate Assistant, Residence Life, University of Oklahoma- Norman, OK

Keyword(s): Asian Pacific American, Student Affairs, Affirmative Action, Diversity & Inclusion, Immigration, African American/Black

**3003** Room: A105

8:30 a.m. - 9:45 a.m.

Major Workshop

Advanced

## **Going Beyond Tokenism: Leveraging Resources: From Theory to Practice: CDO in Function Not in Title**

Session Track: Faculty Interest and Needs

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?

**James A. Felton III**, MS, Chief Diversity Officer, Office of the President, State University of New York (SUNY)-Cortland- Groton, NY

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

Keyword(s): Chief Diversity Officers (CDO), Diversity & Inclusion, Leadership Development, Self-Care/Self-Work, Theory to Praxis, General

**3005** Room: A107-A108

8:30 a.m. - 9:45 a.m.

Major Workshop

Novice

## **"When Did I Become the Man?": Two Faculty Women of Color Discuss their Institutional Diversity and Inclusion Roles**

Session Track: Chief Diversity Officer and Executive Leader

In this presentation, the Special Assistant to the Provost at a private university, and the Special Assistant to the President at a public two-year community college who serves on the President's Cabinet, will share their experiences transitioning from faculty ranks with teaching duties to working in their respective diversity and inclusion roles. Faculties serving in these roles bring advantages including legitimacy with faculty peers and a deeper grounding in the theoretical and intellectual framework of diversity work, and ultimately, the protection of tenure. However, there are disadvantages such as appearing to have 'betrayed' faculty colleagues and maintaining faculty relationships. The presenters will discuss how faculty can develop skills that can help them manage situations that are specific to the diversity officer while maintaining collegial relationships with their faculty peers. This session will particularly benefit faculty who are considering administrative duties, chief diversity officers, and executive leaders.

**Terri Jett**, PhD, Associate Professor and Special Assistant to the Provost for Diversity and Inclusivity, Political Science and Provost Office, Butler University- Indianapolis, IN

**Pearl Ratunil**, PhD, Special Assistant to the President for Diversity and Inclusion, Office of Diversity and Inclusion, Harper College- Chicago, IL

Keyword(s): Diversity & Inclusion, Academic Affairs, Chief Diversity Officers (CDO), Leadership Development, Faculty, Institutional Efforts at Transformation

**3006**

Room: B110-B111

8:30 a.m. - 9:45 a.m.

Major Workshop

Novice

**Asian Gender Roles and the Racialization of Gender**

Session Track: Intersectionality, Identities and Discussions

How are gender roles perpetuated within Asian cultures, marriage, family roles, and gender expression? How has racism and xenophobia influenced gender identity development for Asians? This session will look at the intersections of gender and gender roles within Asian identities including the influences of racism, patriarchy, feminism, colonialism, masculinity, femininity, and American media representation.

Participants will engage in dialogues regarding gender roles, historical contexts of white racial frame, and how intersectionality impacts identity development. Participants will walk away with a greater understanding of Asian identities in addition to gender identity development. This workshop is for beginner and intermediate levels of APIDA knowledge who work in diversity.

**Mana Tahaie**, Independent Consultant- Tulsa, OK**Stephanie Zee**, MEd, Coordinator, Diversity and Inclusion-University Housing, Colorado State University- Fort Collins, CO**Nathan Nguyễn**, MEd, Director, Office of LGBT Student Services, Western Michigan University- Kalamazoo, MI

Keyword(s): Asian Pacific American, Women, Men, Diversity &amp; Inclusion, Identity Development, Intersectionality

**3007**

Room: B112

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Intermediate

**Project MALES: IMPACTing Latinx males Through Service-learning and Critical Mentoring**

Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

This session will benefit executive leaders, faculty, administrators, and practitioners committed to increasing efforts to support the academic, career, and personal opportunities for Latinx males. In this session, participants should expect an overview of the Project MALES mentoring program, IMPACT-Instructing Males through Peer Advising Course Track, and findings on how this course is effectively influencing the educational outcomes for Latinx male undergraduate mentors at the University of Texas at Austin. Additionally, presenters will highlight culturally relevant practices and pedagogy used to impact the institutional mission of supporting men of color. Furthermore, Project MALES will showcase how praxis of theory, service learning, and mentoring impacts the Latinx males being served throughout the educational pipeline. Finally, presenters will seek to engage in an interactive dialogue to cultivate awareness, effort, and commitment for institutionalized support centering on the academic, personal, and professional success for Latinx males at a predominately white institution.

**Rodrigo Aguayo**, MEd, Program Coordinator, Division of Diversity and Community Engagement, The University of Texas at Austin- Austin, Texas**Jorge Rodriguez**, MEd, Program Coordinator, Division of Diversity and Community Engagement, The University of Texas at Austin- Austin, Texas

Keyword(s): Latino/a, Men, Mentoring, Pedagogy, Cultural Competence, Predominantly White Institutions



**3008** Room: B113

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Intermediate

## **Changing the Landscape: Using Noncognitive Variables to Transform the Traditional Admissions Process**

Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

This session will address the steps that the Office of Undergraduate Admissions at Virginia Tech had taken to demonstrate further its commitment to creating a diverse and inclusive learning environment, as well as making higher education more accessible. Through the use of noncognitive measures, which have demonstrated to correlate with the academic success of student of all races, gender, cultures, and backgrounds. Higher education institutions can aspire to implement processes to their admissions program that assess applicants who may have been overlooked by conventional measures. This session will highlight the eight noncognitive variables discussed in Sedlacek methodology (2017), which includes (1) positive self-concept, (2) Realistic self-appraisal, (3) understands and knows how to navigate the system and racism, (4) prefers long-range goals to short-term or immediate needs, (5) availability of a strong support person, (6) successful leadership experience, (7) demonstrated community service, and finally (8) knowledge acquired in or about a field. This session should particularly benefit participants who are interested in fair practices that in the admissions process, practitioners who are interested in the use of noncognitive models, and those who are concerned with the success and retention issues related to international, underrepresented, and underserved groups.

**Mario Cruz**, MS, Admissions Counselor, Undergraduate Admissions, Virginia Tech- Blacksburg, VA

**Tyler Oxley**, MIPA, Senior Assistant Director, Undergraduate Admissions, Virginia Tech- Blacksburg, Virginia

Keyword(s): Admissions, Assessment/Evaluation, Diversity & Inclusion, International/Transnational, Recruitment, Socioeconomic Class

**3009** Room: B114

8:30 a.m. - 9:45 a.m.

Special Feature

All Levels

## **UndocuJoy: Shifting the Perspective in Undocumented Representation**

Session Track: Intersectionality, Identities and Discussions

As the conversation around immigration has accelerated in recent 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 campus.

**Yosimar Reyes**, Poet, Speak Out!- Los Angeles, CA

Keyword(s): Latinx, QTPOC, Intersectionality, Immigration, Media Analysis, Systemic Racism

**3010** Room: B115

8:30 a.m. - 9:45 a.m.

Special Feature

All Levels

## **Beading is Medicine: Self-Care, Healing, and Deeper Understanding of Self**

Session Track: Intersectionality, Identities and Discussions

This session should particularly benefit participants either interested or engaged in Native (or Indigenous) arts. The session will focus primarily on beading as a way we have engaged in self-care, healing, and/or deeper understanding of self and how beading can be informative in helping us as we navigate our lives. Participants will also have time to reflect on their own experiences in self-care and healing through cultural arts like beading. Centered on storytelling, the session examines the role(s) storytelling plays in ancestral knowledge and how such wisdom is woven into the fabric of our lives. Beading is an integral part of each presenter's life and their narratives will also be woven throughout the session. The presenters and the participants are requested to honor their stories in this interactive session where participants bring their current beading projects (either documented in photos or in physical space) to discuss with others. It is important to note that the presenters will not be teaching how to bead during the session.

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

**Browning Michael Neddeau**, EdD, Assistant Professor of Education, Liberal Studies Department, California State University, Monterey Bay- Marina, CA

Keyword(s): American Indian/ Native American, Faculty, General, Diversity & Inclusion, Identity Development, Self-Care/Self-Work

# THURSDAY, MAY 30

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**3012** Room: B117

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## Previously Incarcerated Youth – Community College Programming

Session Track: Ongoing Doctoral Research

This session examines an innovative support program designed to support incarcerated youth and previously incarcerated youth as they transition to community college. Information on background of the program and rationale for program components will be provided. Insights and lessons learned from collaborating with local probation departments and county offices will be shared. This session will particularly benefit participants who are interested in the success of previously incarcerated youth within higher education. This workshop provides participants with practical tools and best practices for implementing college programming within the juvenile hall setting. This tested and successful model comes from Project Change, which is a comprehensive program at the College of San Mateo organized to assist students who have been through the juvenile justice system make a successful transition into community college. This is the first and only comprehensive, institutionalized, community college funded program in CA, which offers in-person college instruction in the juvenile hall and provides wrap-around services at the college.

**Tabitha Conaway**, MA, Faculty, Academic Support and Learning Technologies, College of San Mateo- San Mateo, CA

Keyword(s): Theory to Praxis, Systemic Racism, Multicultural Affairs, Critical Race Theory, Curriculum, Research

**3013** Room: B118

8:30 a.m. - 9:45 a.m.

Special Feature

All Levels

## iGens of Color: Still Hopeful and Ready to Take Action

Session Track: Intersectionality, Identities and Discussions

The 2016 election erupted a fury of activism and mobilization among those who felt most vulnerable by the election of the 45th president. The outcome of the election was initially blamed on the Millennials who were described as lazy, indifferent, and apathetic about politics. However, early data sets showed that both white men and women elected Donald Trump president. Researchers at Cal Poly Pomona embarked on a longitudinal study to hear from iGens (Millennials and post-Millennials) themselves. The sample from this research is unique and in stark contrast to other studies that have disposed the ideals and views of middle class white Millennials. This presentation is based on majority Latinx and Asian Americans who shared, via social media, interviews, focus groups, and surveys, their views about politics, social and cultural issues, relationships, and future aspirations. This presentation will shed new light into what makes iGens tick and how we can best work with iGens of color.

**Janice Vu**, BA, Research Associate, Asian American Transnational Research Initiative, Cal Poly Pomona- Pomona, CA

**Anthony Ocampo**, PhD, Associate Professor, Sociology, Cal Poly Pomona- Pomona, CA

Keyword(s): Multiple Racial Identities, POC, QTPOC, LGBTQIAA, Women, Men

**3014** Room: D130

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Novice

## #Blackboyjoy

Session Track: Intersectionality, Identities and Discussions

We are currently living in one of many critical times in America's history. We are living in times where it is commonplace for hashtags to be created to remember Black Women and Men that have died at the hand of authority figures. We are living in times where the narrative of the Black Males experience can be described as anything but joyful. Thus witnessing #BlackBoyJoy is truly rare and a much-needed break from the tragic headlines and hashtags. Society is very critical of Black Males and limits the spaces they occupy and emotions they express. Through this presentation, it is our goal to celebrate the idea that Black Men can be happy, too. Encompassing what it means to move beyond traditional frames of masculinity and to deconstruct dominant narratives of what it means to be a Black Male. Black Males must have an understanding of Black Male Patriarchy and toxic-masculinity among Black Males to truly embody #BlackBoyJoy.

**Rodney Bates**, PhD, Director of Graduate Student and Postdoc Retention and Support, Graduate College, The University of Oklahoma - Norman, OK

**Miles Kelly**, MHR, Center Coordinator, Housing and Food Services, The University of Oklahoma - Norman, OK

Keyword(s): African American/Black, Men, Intersectionality, Mentoring, African American/Black, African American/Black

**3015** Room: E146

8:30 a.m. - 9:45 a.m.

Special Feature

Intermediate

## **Organizing Building a Climate Movement for All: Organizing at the Intersection of Immigrant Rights, Reproductive Justice, and Environmental Justice**

Session Track: Intersectionality, Identities and Discussions

Oregon-based communities are working toward a world in which all people have the right to live and raise families in a safe and healthy environment, even as a national movement toward authoritarianism puts the environment and climate further at risk. As anti-immigrant movements seek to divide our communities by arguing that immigrants are to blame for environmental threats, organizers are building solidarity at the intersection of environmental justice, reproductive justice, and immigrant rights movements. This panel will explore connections between environmental, racial, and reproductive justice on a state and regional level.

**Lindsay Schubiner**, MOMENTUM Program Director, Western States Center- Portland, OR

**Joel Iboa**, Coalition Manager, Causa Oregon- Salem, OR

**Kalpna Krishnamurthy**, National Policy and Field Director, Forward Together- Oakland, OR

**Laura Stevens**, Senior Organizing Representative, Sierra Club, Oregon Chapter- Portland, OR

Keyword(s): Antiracism, Environmental Justice/Sustainability, Feminist, Intersectionality, Immigration, Organizing/Activism

**3018** Room: C125-C126

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **Alo-Hā- An Indigenous Epistemology to Engage in Healing Conversations**

Session Track: Ongoing Doctoral Research

With our society more perplexed than ever, we are facing the cataclysmic result of issues that are causing a collection of civic altercations, dogmatic contention, environmental catastrophe, and the disunion of us humans. In this session, Gerry Ebalagoza-Tunnell will introduce the neologism of Alo-Hā, Alo (Meaning: Forward, facing each other) and Hā (Meaning: Breath). When viewed through this new lens, Alo-Hā takes on a more profound meaning than the simple greeting that we've become accustomed to. Juxtaposed, Alo-Hā translates to mean, "sharing the breath of life." As we engage in deep listening and sharing of our stories, we transfer knowledge to one another through our collective dialogue and create a new understanding of the world we live in. We breathe these words to each other: this is Alo Hā – the exchange of ideas, the resolution of conflict, the changing of perspectives, and the evolution of our collective being. This session should particularly benefit those who are seeking an Indigenous way to engage in challenging conversations. Integrate traditional healing practices into their organization, and learn a new theory that will assist in shifting perspectives and transition difficult conversation from one of divide to one of healing.

**Gerry Ebalagoza-Tunnell**, ABD, Principal Consultant, Founder, California Institute of Integral Studies- Bothell, WA

Keyword(s): Diversity & Inclusion, Leadership Development, Perspective Taking, Reinventing Language, Theory to Praxis, Coalition Building

**3019**

Room: C120-C121-C122

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

**Re-Imagining the Invisible Backpack: Narratives of Family Assets, Community Gifts, & Cultural Endowments**

Session Track: Intersectionality, Identities and Discussions

The road to the doctorate is not easy. Anyone that has earned this credential will agree that it is a long journey. But do we truly understand just how long a road it is? Too often we start our examination of the college career with the first year in college. But the journey to becoming an academic scholar, particularly for ethnically diverse faculty, might actually begin long before being an undergrad. In our work to help faculty successfully navigate the academy, we often focus on their experience on the campus, in classrooms, in departments, and not their cultural experiences beyond the gates. Over the past 20 years, important research has revealed the very different and complex institutional experiences of faculty of color (Walker, 1983; Muhs & Niemann, 2012). From navigating multiple and intersecting identities (race, class, gender) to dealing with issues of marginality, to facing institutional cultures that treat any person of color as “other,” the experience within the academy can often be difficult. So, the work found within the many articles, books, presentations, and blogs about the experiences of faculty of color has been important as they have offered insightful narratives to help us to understand the experiences of these scholars, important strategies for success to help faculty navigate academia, and solid suggestions for institutional transformation that can help to move colleges and universities toward creating more inclusive environments. Most of this work has been situated on the campus and has focused on the institutional experience. They are also daughters, sons, neighbors, aunts, uncles, and members of communities well beyond the well-manicured lawns of the college campus. What have these other experiences taught them about resilience and success? This project moves in a different direction than previous books about faculty and scholars of color by shifting the focus on the cultural lives of academics. We are interested in their cultural path to the doctorate. We are interested in the environments that shaped and molded them beyond the gates of campus-in their homes, communities, churches, schools and on their porches, stoops, and blocks. Through this book, we seek to answer the question: What has culture taught them? This is also a very different direction from the culture shock narrative that often frames most work about people of color in the academy. Rather than viewing their cultural life experience as ill preparing them for success as an academic, we are situating culture as one of the master teachers, mentors, and motivators in their journey to the doctorate. In this regard, this text widens the narrative beyond faculty of color at PWI's and is inclusive of any faculty member of color. Regardless of the type of institution they now call home, we are interested more so in their experiences before they were ever called “doctor.” This session will offer an opportunity for an anti-deficit and positive examination of culture and its role in creating educational efficacy among academics of color.

**Stephanie Troutman**, PhD, Assistant Professor, Emerging Literacies, English, University of Arizona- Tucson, Arizona**Toby Jenkins**, PhD, Associate Professor/Director Museum of Education, Curriculum Studies, University of South Carolina- Columbia, SC**Crystal Polite-Glover**, PhD, Assistant Professor, Early Childhood Education, Winthrop University- Rockhill, SC

Keyword(s): Intergroup, Multiracial, Faculty, Diversity &amp; Inclusion, Socioeconomic Class, Identity Development

**3022**

Room: D135

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Novice

**Latina Leadership Defined: Overcoming the Hurdles and Empowering**

Session Track: Student Interest and Engagement

Leadership is defined as the state or position of being a leader. Latinas encounter obstacles in attaining proportional representation in substantial leadership roles. Latinas lead every day in various positions and environments; however, do the social institutions in which they belong recognize their leadership? Do these Latinas recognize their strength as leadership? This presentation will discuss the essential characteristics of an effective Latina leader identified by research and survey. In addition, spotlight the shared values and beliefs that positively influence Latina leaders and recognizing the hurdles Latinas must overcome to succeed in the United States' social institutions.

**Casey Ramos**, MLA, Academic Advisor, Advising & Counseling, Tarrant County College Southeast Campus- Arlington, TX

Keyword(s): Latino/a, Women, Feminist, Identity Development, Leadership Development, Mentoring

**3023** Room: D136

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **The Struggle is Too Real: Cultivating a Spirit of Resilience for the Long Haul of Diversity Leadership**

Session Track: Student Affairs and Affiliated Professionals

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.

**Rahuldeep Singh Gill**, PhD, Associate Professor and Campus Interfaith Strategist, California Lutheran University-

Keyword(s): Intersectionality, Leadership Development, Practitioner Development, Theory to Praxis, Empowering Diversity, Changing Institutional Practices

**3024** Room: D137

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **Life Beyond Athletics: Creating Developmental Experiences for Multicultural Student-Athletes**

Session Track: Race and Athletics

The USD Athletics Department, Student-Athlete Success Center, and Office for Diversity are collaborated to host the first Multicultural Student-Athlete Summit and this session describes the opportunities and challenges of hosting this event. With the support of athletic directors throughout the eastern South Dakota region, we brought together multicultural students from area institutions to rally around the Dr. Martin Luther King, Jr. Day of Service as a day "on" and not a day "off." Recognizing that there are unique issues for our multicultural student-athlete populations at predominantly White institutions the summit was designed to empower, develop, and support these students. Research shows that when student-athletes of Color have these types of opportunities it assists in their identity development, future planning, and student success (Beamon, 2012). There are similar conferences and summits hosted by the University of Texas at Austin and Clemson University. The feasibility of sending students en masse to these events is not possible, so we aim to create this opportunity for our students here in the eastern South Dakota region. Topics addressed were leadership development, preparation for life after athletics, taking advantage of a full university experience, and the struggles and opportunities of being a multicultural student at a predominantly White institution.

**David Herbster**, MS, Athletic Director, Athletics Department, University of South Dakota- Vermillion, SD

**Sherika Montgomery**, MS, Associate Commissioner, Office of Governance & Compliance, The Summit League- Sioux Falls, SD

**Lamont Sellers**, MA, Associate Vice President, Office for Diversity, University of South Dakota- Vermillion, SD

Keyword(s): Multiple Racial Identities, CDO, Student Affairs, Academic Affairs, Predominantly White Institutions, Leadership Development

**3025** Room: D138

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **Lessons Learned from Black LGBTQ+ Athletes on Intersectionality and Inclusion**

Session Track: Race and Athletics

This session will benefit those who are athletic administrators, academic advisors and coaches interested in maintaining an inclusive environment for all athletes. The insight gained from the experiences of Black LGBTQ+ athletes will enhance inclusive practices, policies, and performance. Most importantly, the lessons can enhance the sense of belonging in the sport and on the team. Often, they are in situations to combat racism, homophobia and/or genderphobia in sport culture. By practicing the strategies of intersectionality and inclusion to supporting these athletes, professionals could have a positive impact on all athletes and teams.

**Fleurette King**, MA, Principal Consultant, Diversity, Equity and Inclusion, Thriving Inclusion- Greeley, CO

Keyword(s): African American/Black, LGBTQIAA, Leadership Development, Intersectionality, Diversity & Inclusion, Practitioner Development

**3026**

Room: D139

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **“Extremely Empowering (and Nerve-Wracking)”: A Collaborative Autoethnographic Examination of Power in Doctoral Students’ Scholarly Identity Development**

Session Track: Student Interest and Engagement

Few doctoral students enter into a program with plans for a premature exit, yet almost half of students who begin all doctoral programs do not complete their degrees (Gardner, 2009; Golde, 2005). By reflecting on our own experiences as PhD students, we refuse the narrative of individual failure and instead, critique systems of power in higher education with aims to contribute to the dialogue of how to best support doctoral students in their development of scholarly identities. Taking up the Landscapes of Practice framework (Wenger-Trayner & Wenger-Trayner, 2014), we explore the regimes of competence held up by the scholarly community as valid markers of expertise, the role of advisors as brokers to opportunities in the field, and how these markers and interactions with brokers shape our own claims to competence. We analyze how we navigated key opportunities and transitional moments to make claims to our competence. We explicitly attend to the ways power differentials are manifested in advisory relationships to influence doctoral student trajectories in becoming scholars. This session should particularly benefit doctoral students and advising faculty, as well as program coordinators and others involved in supporting graduate student work and engaging in critical conversations around power dynamics in higher education.

**Megan Brunner**, BA, Graduate Research Assistant; Instructor: Mathematics Pedagogy I, College of Education, Oregon State University- Corvallis, OR

**Yoon Ha Choi**, EdM, Ph.D. Student, College of Education, Oregon State University- Santa Barbara, CA

**Haley Clement**, MS, Coordinator, College of Agricultural Sciences Leadership Academy; Graduate Teaching Assistant, Agricultural Education and Agricultural Sciences, Oregon State University- Corvallis, OR

Keyword(s): Students, Faculty, Identity Development, Mentoring, Research, Writing/Publishing

**3027**

Room: D140

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **Mentoring Historically Underrepresented Students in the STEM Fields for Positive Academic Outcomes**

Session Track: Race and Social Justice in Higher Education

At the University of Notre Dame, more than 500 historically underrepresented students participate in the Building Bridges Mentoring Program (recipient of the 2015 Student Affairs Partnering with Academic Affairs Promising Practices Award) a program that matches students with faculty mentors in the disciplines that the students wish to explore as possible majors. This program will highlight the strategies, practices, and outcomes of Building Bridges and its students in the STEM fields.

**Arnel Bulaoro**, MA, Assistant Director, Multicultural Student Programs and Services, University of Notre Dame- Notre Dame, IN

Keyword(s): Academic Affairs, Mentoring, Empowering Diversity, STEM/STEAM, Multicultural Affairs, Student Affairs

**3029**

Room: E145

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Intermediate

## **Beyond the Battle Lines: From Debate to Dialogue**

Session Track: Student Affairs and Affiliated Professionals

This session should particularly benefit student affairs professionals who already have a basic understanding of how to facilitate intergroup dialogue. When it comes to talking about race and ethnicity, many individuals try their best to effectively engage with people different from themselves on a daily basis. Often times, the attempt to interact across racial lines gets blindsided by a combination of privilege, fear, and misunderstanding. Based on the Theory of the Oppressed Framework (Adams, Bell, Goodman, and Joshi), this program is designed to give participants the tools to partake in authentic dialogue around race. After discussing the tools needed to create successful structured dialogue, the program will then discuss how curiosity, humility, and platinum empathy can be used to effectively diffuse narratives during moments of personal conflict.

**Tiye Sherrod**, MSE, Founder, Diversity and Inclusion, The Tiye Sherrod Agency for Diversity and Inclusion- Woodridge, IL

Keyword(s): Facilitator Development, Intergroup, Residence Life, Student Affairs, Diversity &amp; Inclusion, Intergroup Dialogue/Facilitation

**3030**

Room: C123-C124

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Intermediate

**Advancing Equity, Diversity & Inclusion Efforts: A Critical Partnership Between Academic and Student Affairs**

Session Track: Student Affairs and Affiliated Professionals

This session examines an innovative and implemented Faculty Fellows program that strengthens critical partnerships between an identity center and a faculty member, which has yielded great success in advancing campus wide conversations around the issues of race, diversity, inclusion, and social justice. An introduction, background, successes, and challenges will be presented on the model. Further, suggestions for how institutions can move the needle on diversity and inclusion campus wide will be offered. Central to this session will be the discussion of how a Faculty Fellow role can bridge the gap between student and academic affairs and broaden campus conversations around diversity, inclusion, equity, and social justice. A current faculty fellow and student life dean who will present and engage participants on the purpose, creation, and benefits of such a role in the movement towards an inclusive campus community will lead the session. This session should particularly benefit attendees who are looking to foster strong partnerships between academic and student affairs units. The session may also benefit leaders of identity centers who desire to position their department or organization as central to diversity and inclusion efforts on a college campus.

**Tyrone Jean**, MAEd, Assistant Dean of Students & Director, Center for Race, Ethnicity, & Diversity Education, Elon University- Elon, NC**Cherrel Miller Dyce**, PhD, Associate Professor of Education & Faculty Fellow, School of Education, Elon University- Elon, NC

Keyword(s): Administrators, Faculty, Multicultural Affairs, Student Affairs, Institutional Efforts at Transformation, Predominantly White Institutions

**3031**

Room: F151

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

**Pathways to Opportunity: Closing Opportunity Gaps for Community College Students**

Session Track: Intersectionality, Identities and Discussions

Shifts in our economy, demographics, and higher ed. as a whole necessitate that community colleges operate differently to address inequities at a systemic policy and practice level. We can't talk about equitable student success without holistically serving students and addressing the financial barriers that are facing too many. The issue of college affordability and unmet financial needs are a key obstacle to college completion. Students of color are disproportionately impacted because of the intersectionality of race and poverty. Find out how Oregon's statewide Pathways to Opportunity initiative is working to close these opportunity gaps for community college students. The initiative expands awareness of the federal, state, and local benefits available to students facing financial hardships, so they enroll at our institutions, study more, and work less to complete college. The work has grown from a grassroots initiative to a statewide movement amongst all 17 community colleges who are collaborating to tackle this social justice and economic development issue facing communities across our state. This session should particularly benefit participants who are interested in looking at policy, practice, and fiscal solutions that increase college access, address college affordability, and close opportunity gaps.

**Marc Goldberg**, MA, Associate Vice President, Workforce Development and Continuing Education Division, Portland Community College- Portland, OR**Jessica Howard**, PhD, Campus President, Southeast Campus, Portland Community College- Portland, OR**Kate Kinder**, BA, Director, Career Pathways and Skills Training, Portland Community College- Portland, OR**Mark Mitsui**, MEd, College President, College Administration, Portland Community College- Portland, OR

Keyword(s): Institutional Efforts at Transformation, Socioeconomic Class, Administrators, Retention, Intersectionality, Student Affairs

# THURSDAY, MAY 30

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**3032** Room: F152

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **Don't Boo, LEAD: A Model for Student Diversity Leadership for Institutional Change**

Session Track: Student Interest and Engagement

In this session, three scholar-practitioners will lead participants through the design, development, implementation, and assessment of Leaders Engaged in Affirming Diversity (LEAD) Fellows program. LEAD Fellows is a year-long student leadership development program at the University of Georgia that aims to prepare student leaders to address issues of diversity, inclusion, and equity at the institutional level. The LEAD Fellows program has had three cohorts, and the session leaders will discuss the impact of the program and lessons learned throughout the process of implementing LEAD thus far. This session should particularly benefit new and mid-level diversity officers and practitioners who are seeking to engage undergraduate students in a structured, experiential learning experience surrounding the role diversity and inclusion plays in decisions made by leaders across their campus and community.

**Dominique Quarles**, MEd, Director of Diversity and inclusion, Office of Institutional Diversity, University of Georgia- Athens, Georgia

**Gabriel Jimenez-Fuentes**, MA, Coordinator of Academic Student Success and Achievement, Office of Institutional Diversity, University of Georgia- Athens, GA

**Shonte Matthews**, MEd, Coordinator of Faculty and Staff Development, Office of Institutional Diversity, University of University- Athens, GA

Keyword(s): Leadership Development, Empowering Diversity, Coalition Building, Diversity & Inclusion, Institutional Efforts at Transformation, Theory to Praxis

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**3033** Room: A109

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **Diversity & Inclusion Model: Graduating Underrepresented Engineers**

Session Track: Student Affairs and Affiliated Professionals

This session will explore the University of Oklahoma Gallogly College of Engineering Diversity and Inclusion Program model including its history, campus and corporate partnerships, funding sources, and student programming.

The needs of students from historically underrepresented communities are based on a variety of factors, particularly if they pursue majors that lead into STEM fields. Differences in access to educational opportunities both prior to attending college and during, can have a substantial impact on a student's collegiate experience.

This session will discuss program growth over the years to become an example of underrepresented minority recruitment and retention at a predominantly white institution and a pillar of the Gallogly College of Engineering. Participants will walk away with a program model and best practices for STEM focused diversity and inclusion efforts at their institutions, as well as, challenges faced by the OU GCoE Diversity and Inclusion Program.

**Lisa Morales**, MPA, Executive Director, Diversity and Inclusion Program, Gallogly College of Engineering, University of Oklahoma- Norman, OK

**Regennia Johnson**, BA, Assistant Director, Diversity and Inclusion Program, Gallogly College of Engineering, University of Oklahoma- Norman, OK

Keyword(s): Diversity & Inclusion, STEM/STEAM, Retention, Empowering Diversity, Academic Affairs, African American/Black



**3034** Room: B119

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **First-Generation Scholars Struggles are Real: Membership in Black Women Organizations Assist with Navigating White Spaces.**

Session Track: Intersectionality, Identities and Discussions

Black women's experiences in America have been plagued by systematic slavery, segregation, and discriminatory practices in public and private arenas, such as education, social, and economic spaces. The purpose of this session is to share how Black women who are first-generation scholars combat the inequitable conditions derived by these systems. First-generation Black women have found refuge as members in Black women organizations, these organizations advocate agency for their members. In turn, these members have made pivotal changes not only in institutions of higher education, but also in shaping the socio-historical context of the Black community and America as a whole. Profile questionnaire, individual interviews, and focus group interviews were conducted. The profile questionnaire was used to gather participants' personal, family, college, and organization membership pre/post college. Individual interviews generated major themes, which were further explored in focus group interviews. Focus group interviews allowed participants an opportunity to share in-depth narratives of major themes. Participants reported that they joined Black women organizations after college for various reasons: to have access to social networks internal and external to the organization; to receive support and encouragement from Black women organization members to combat microaggressions and blatant racism; for education and career advancement; and for opportunities to give back to the Black community.

**Vicki T. Sapp**, PhD, Student Affairs Director of Student Engagement, Diversity and Inclusion & Assistant Professor Medical Education, Geisinger Commonwealth School of Medicine- Scranton, PA

Keyword(s): African American/Black, Women, Intersectionality, Self-Care/Self-Work, Identity Development, Mentoring

**8:45 a.m. - 11:45 a.m.**

**3101** Room: E141

8:45 a.m. - 11:45 a.m.

Major Workshop

Intermediate

## **Developing Impactful Race Affinity Spaces on Campus**

Session Track: Race and Social Justice in Higher Education

Racial justice work has stalled on far too many campuses. Race-alike affinity work can provide the necessary spark to revitalize change agents across racial identities, provide spaces for healing and empowerment for more people of color, and awaken whites to the critical need to step up to partner with and follow the leadership of people of color to dismantle racism on campus.

In this engaging, interactive session, participants will experience and review proven tools and approaches for developing, implementing, and facilitating meaningful race affinity spaces on their campuses for students, staff, and faculty. They will discuss strategies to address the predictable resistance and barriers they may face as they work to build affinity spaces throughout their organization. Participants will receive a packet of resources to use back on their campuses. This session should particularly benefit people with positional responsibilities for equity and inclusion as well as those who currently or aspire to facilitate racial affinity spaces.

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

**Tanya O. Williams**, EdD, Consultant, Authentic Coaching and Consulting- New York, NY

Keyword(s): Multiple Racial Identities, POC, White, Coalition Building, Systemic Racism, Whiteness

**3102** Room: A106

8:45 a.m. - 11:45 a.m.

Major Workshop

All Levels

## **Beyond Crisis: Responding with Clarity Instead of Reacting in Resentment**

Session Track: Faculty Interest and Needs

Educational systems are oriented around a set of values and expectations based on white norms. On a daily basis, people of color experience a myriad of racial encounters that usually go unnoticed and unprocessed. There is simply too much happening in a university or college to attend to every moment of discrimination or every question of implicit bias. An incident occurs, major or minor, and before the brain has time to register what happened, we are off to the next event in the day. Over time, smaller, seemingly insignificant incidents build up until we reach a baseline pain threshold. Once the threshold is breached, we explode, resulting in a disorientation that leaves us feeling uncertain and lost. To survive and journey on, often we also disconnect from our own selves. But what if this disorientation is exactly what we need to locate a true and deeper sense of identity, awareness, and momentum? Using scenarios, reflection prompts, and group activities, this workshop will explore how moments that bring disorientation can be leveraged to take us into a greater awareness of our official and unofficial roles and how our racial identities shape and inform our experiences in the higher learning institution. This workshop is geared to faculty, staff, leaders, and administrators of color interested in observing and learning from past incidents to help vision present-day personal and professional experiences.

**Binita Donohue**, LCSW, Counselor, Francis W. Parker School- Oak Park, IL

**Stacey A. Gibson**, MA, Educator, Francis W. Parker School- Evanston, IL

Keyword(s): POC, White, Administrators, Faculty, Leadership Development, Self-Care/Self-Work

**3103** Room: E143

8:45 a.m. - 11:45 a.m.

Major Workshop

All Levels

## **Integrating Intersectionality into Teaching and Training: Tensions, Challenges, and Opportunities**

Session Track: Intersectionality, Identities and Discussions

Intersectionality highlights how power underlies our interactions with students and their experiences with social identities in educational settings. This session focuses on how to: 1) understand and engage with students' complex and continually forming identities; 2) integrate intersectionality into classrooms and educational settings so students can explore social identities, institutional systems, and social change from a more complex perspective; and 3) utilize practices related to teaching, managing classroom dynamics, and fostering student development that incorporate essential tenets of intersectionality. Four facilitators who 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 facilitators, participants will have the opportunity to engage in dialogue in large and small groups, as well explore issues through case studies with the goal of embracing the tenets of intersectionality and developing effective interventions. This session is relevant to all those working in teaching and training contexts such as classrooms, workshop facilitators, and student affairs and training programs.

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

**Raechele L. Pope**, EdD, Associate Dean and Associate Professor, Department of Educational Learning and Policy, University at Buffalo, SUNY- Buffalo, NY

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

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

Keyword(s): Faculty, Student Affairs, Curriculum, Diversity & Inclusion, Pedagogy,

**3104** Room: E144

8:45 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **Culturally Responsive Techniques for Allies**

Session Track: Race and Social Justice in Higher Education

When discussing and confronting “hot” social justice issues in and outside of the classroom, practical facilitation skills that are both culturally responsive and sensitive to the needs and issues facing minority groups are imperative. Through the use of “Mindful Facilitation Techniques,” personal stories, diversity vignettes, and film clip scenarios we will address a vast variety of social justice issues and practice culturally responsive facilitation techniques together to help one another master cross cultural communication skill sets. We will work together to learn how to be stronger and more effective allies in our communities and with one another. This session should particularly benefit anyone on campus that wishes to discover ways to more effectively support one another and find ways to truly be an ally during these troubled times.

**Lee Mun Wah**, MA, MS, Executive Director, Master Diversity Trainer, StirFry Seminars & Consulting- Berkeley, CA

Keyword(s): Diversity & Inclusion, Empowering Diversity, Cultural Competence, Intergroup Dialogue/Facilitation, Changing Institutional Practices, Organizing/Activism

**3105** Room: E147-E148

8:45 a.m. - 11:45 a.m.

Special Feature

All Levels

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

Session Track: Faculty Interest and Needs

This session will examine current practices for faculty mentoring both in the U.S. and Canada, with an eye toward looking at what works and what does not, and considering the reasons why sometimes even the best intentioned programs fail to provide diverse faculty with needed support. Data demonstrated that, despite the large number of faculty mentoring programs in existence today, faculty from racialized and Indigenous 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. We cannot improve mentoring programs unless we understand why current efforts, despite good intentions, are failing. We cannot create effective programs unless we know how to recognize and remove structural and institutional barriers to success. Specific questions to be explored will include: a) What is the role of implicit bias in allowing us to define “excellence” in the absence of equity and inclusion both in the department and for its members? b) How can established mentoring programs increase their effectiveness? c) What do some newer programs, such as the one at the Columbia University, do differently? d) How does effective mentoring of diverse faculty enhance department excellence and lead to transformational change? This session should be of interest to anyone with a commitment to improving mentoring for diverse members of our academic communities.

**Clara L. Lapiner**, MPH, Director of Faculty Professional Development, Diversity & Inclusion, Columbia University Irving Medical Center- New York, NY

**Enakshi Dua**, PhD, Director, Centre for Feminist Research, Associate Professor, Equity Studies and School of Gender, Sexuality and Women’s Studies, York University-,

**Cassandra Manuelito-Kerkvliet**, PhD, President Emeritus, Antioch University Seattle- Seattle, WA

**Michael Benitez**, PhD, Chief Diversity Officer and Dean of Diversity and Inclusion, Title XI Coordinator, University of Puget Sound- Tacoma, WA

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

**Hazel Symonette**, PhD, Evaluation Facilitator, Wisconsin Center for Education Research/the Learning through Evaluation, University of Wisconsin- Madison, WI

Keyword(s): Faculty, Diversity & Inclusion, Institutional Efforts at Transformation, Mentoring, Retention, Systemic Racism

**3106**

Room: F149

8:45 a.m. - 11:45 a.m.

Special Feature

All Levels

## **Making Sure Your Written & Oral Communication Reflects Your Excellence: A Hands-On Workshop for all Student Leaders Striving for Successful Communication Skills Across Diverse Audiences**

Session Track: Student Interest and Engagement

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 leaders can effectively present their ideas in a cohesive and engaging way to diverse audiences—faculty and staff, and administrators—as well as fellow students having very diverse backgrounds. This major workshop targets Student Leaders at all levels. Join two presenters dedicated to the pursuit of excellence through writing and coaching; spend your time well at NCORE, enhancing the basics of communicative writing and oral skills fundamental to leadership successes on our diverse campuses. A team presentation product will be a takeaway showing you have mastered the intent of the workshop and understand how to connect the dots for effective and cohesive writing and presenting to diverse audiences.

**Kamakshi Murti**, PhD, Professor (emerita) of German, Middlebury College- Fairfax, VA

**Janice D. M. Mitchell**, EdD, CDP, Emerita, Global Multicultural Diversity & Inclusion Specialist, Editing Across Borders/Gallaudet University- Silver Spring, MD

Keyword(s): Intergroup, Disability Accommodating, Students, Leadership Development, Diversity &amp; Inclusion, Coalition Building

**3107**

Room: F150

8:45 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **When Title VII and Campus Policies Cannot Address Microaggressions, and Racial Bias Yet the Impact is Severe Even if it Doesn't Go Viral (or if it Does Go Viral)**

Session Track: Chief Diversity Officer and Executive Leadership

This session provides hands-on strategies to help Chief Diversity Officers and other administrators address everyday instances of racist and intersectional exclusion that contribute to a hostile climate, yet do not meet the level of severity or pervasiveness for Title VII protected class investigations or policy violations. Yet some of these can go viral, making their impact pervasive. This session will give a brief primer on the constraints of governance, employee classifications and their cultures and identities, and organizational structures. This is to better understand how to navigate academic affairs, human resources, and develop protocols and working relationships that are of value to the institution’s mission for diversifying the faculty, staff, students, and curriculum. This session should particularly benefit CDOs or administrators who are interested in learning how to develop written and verbal communication strategies and protocols, develop collaborative organizational relationships, and understand how to keep people communicating but also in their lanes around bias incidents. The session will involve an overview of systems, communication strategies, and several case studies with role-playing to practice communication. Participants will then break into groups to discuss their institution’s structures and possible pathways for developing effective protocols and practices.

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

Keyword(s): Diversity &amp; Inclusion, Institutional Efforts at Transformation, CDO, Administrators, Antiracism, Changing Institutional Practices

10:15 a.m. - 11:45 a.m.

**3201** Room: A103-A104

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **Diversity Enrichment Programs: A Holistic Approach to the Recruitment, Yielding and Retention of Underrepresented Students at the University of Oklahoma**

Session Track: Race and Social Justice in Higher Education

This session will outline the holistic approach taken by the Diversity Enrichment Programs team when reaching their targeted population of largely underrepresented students, including but not limited to those identifying as first generation, low-income, and/or a racial/ethnic minority. Through targeted efforts that include school visits, college fair attendance, event programming, and a team of student interns, our team creates individualized plans and aids in providing increased access to higher education. These efforts represent a multi-pronged approach to the recruitment, yield, and retention of underrepresented populations. In this session we will provide a breakdown of the unique and innovative ways we meet the needs of the populations we serve, while also providing a framework for other institutions to do the same.

**Jarrold Tahsequah**, MEd, Assistant Director, Diversity Enrichment Programs; Admissions and Recruitment, University of Oklahoma - Norman, OK

**Kayla Storrs**, MPH, Interim Director, Diversity Enrichment Programs; Admissions and Recruitment, University of Oklahoma - Norman, OK

**Brittany Leehue**, MS, Event Coordinator, Diversity Enrichment Programs; Admissions and Recruitment, University of Oklahoma - Norman, OK

**Trey Moore**, MEd, Associate Director, Diversity Enrichment Programs; Admissions and Recruitment, University of Oklahoma - Norman, OK

Keyword(s): Diversity & Inclusion, Admissions, Recruitment, African American/Black, Empowering Diversity, Retention

**3203** Room: A105

10:15 a.m. - 11:45 a.m.

Special Feature

All Levels

## **The Changing Landscape of Parents...Helicopter, Lawnmowers, Fighter Jets...Oh My**

Session Track: Student Affairs and Affiliated Professionals

What impact does a student's relationship with their parents have on their learning and development, engagement, overall satisfaction with their collegiate experience, and other critical educational outcomes? A great deal! This session will explore the recent phenomenon of 'over-involved' parents, 'sheltered' students, interaction between parents and educators, and the impact on students' learning outcomes: critical thinking, decision making, problem solving, and overall satisfaction with their college experience. We shall also explore how these parent-student relationships are impacting faculty-student interactions within the backdrop of federal laws that regulate information sharing and privacy. Guided discussions will provide an overview of current experiences from educators as well as provide useful classroom tools for faculty and staff, providing practical ways to balance instruction, mentorship while protecting students' privacy.

**Monica Johnson**, MS, Director of the Neal-Marshall Black Culture Center, University Director of Diversity Education and Cross Cultural Engagement, Indiana University- Bloomington, IN

**Kristina Marshall**, JD, Program Director, Social Science, Baker College- Okemos, MA

**Jane N Irungu**, PhD, Interim Associate Vice President, Office of University Community, The University of Oklahoma- Norman, OK

Keyword(s): Administrators, Faculty, Student Life, Leadership Development, Retention, General

# THURSDAY, MAY 30

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**3205**

Room: E142

10:15 a.m. - 11:45 a.m.

Major Workshop

Intermediate

## **When Nowhere Feels Like Home: QTPOC Student Panel**

Session Track: Intersectionality, Identities and Discussions

“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 queer and trans students of color continue to navigate campus resources designed to only understand and support one part of their identity. This workshop seeks to explore, through the lived experiences of queer and trans students of color, what it means to seek student services that “underline” only parts of them, how institutions can meet the needs of queer and trans students of color, and what the future of intersectional student services can look like. This workshop is intended to disrupt normative understanding of student support services and will benefit anyone interested in supporting queer and trans students of color through an intersectional model rooted in meeting the needs of the whole student. This session will be presented in a fishbowl format where the “panelists” will engage with each through dialog followed by question and answer.

**Romeo Jackson**, MEd, LGBTQ & Gender Program Coordinator, Student Diversity & Social Justice, University of Nevada, Las Vegas- Las Vegas, NV

Keyword(s): POC, QTPOC, LGBTQIAA, Student Affairs, Student Life, Intersectionality

**3206**

Room: B110-B111

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **Trauma Stewardship: Using Mindfulness to be Present in Diversity Work**

Session Track: Student Affairs and Affiliated Professionals

Of diversity and inclusion focused units at predominantly white institutions are typically charged with retaining and graduating underrepresented and underserved populations. Staff is oftentimes providing holistic support to the students they serve, helping them navigate academic, financial, social, and emotional challenges in order to persist and successfully complete their college degrees. This work can be overwhelming, particularly in such a highly charged political climate within which we presently operate. The risk of cynicism and burnout among staff runs high under such conditions. This session focuses on how employing Laura van Dernoot Lipsky’s “Trauma Stewardship” mindfulness model can help combat Compassion Fatigue and Racial Battle Fatigue for practitioners in this field. This session should particularly benefit professionals serving underrepresented, first generation and low-income students at predominantly white institutions.

**Ann Vu Loveridge**, MEd, Assistant Director, TRIO Student Support Services, Office of Minority Affairs and Diversity, University of Washington- Seattle, WA

**Robin Neal**, MEd, Director, Educational Opportunity Program (EOP), Office of Minority Affairs and Diversity, University of Washington- Seattle, WA

**Luz Iniguez**, MEd, Director, College Assistance Migrant Program (CAMP), Office of Minority Affairs and Diversity, University of Washington- Seattle, WA

Keyword(s): Self-Care/Self-Work, Predominantly White Institutions, Multicultural Affairs, Diversity & Inclusion, Retention, Staff Recruitment and Retention

**3208**

Room: B113

10:15 a.m. - 11:45 a.m.

Major Workshop

All Levels

## **Black Leadership in Educational Institutions**

Session Track: Chief Diversity Officer and Executive Leader

Over 80 years ago, Carter G. Woodson wrote *The Mis-Education of the Negro*, which addressed systemic barriers faced by the Black community across school institutions. He also addressed the belief that education would “uplift the race.” To address these barriers and others, it is essential that Black leaders are equipped with the skills and knowledge necessary to combat the existing racism, power, privilege and oppression. As mentors of Black youth, it is imperative to explore leadership within this context. As the landscape of school leadership changes from that of a predominantly white space to one that includes people who identify as Black across the gender spectrum, the stakes for equitable practices are high. 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. This session will discuss the concept of Black/Brown leadership in theory and the manifestation of it in real time by sharing experiences, stories of success, tools for navigation, strategies for survival, and methods for self-care.

**Eddie Moore**, PhD, Founder/Director, The Privilege Institute- Green Bay, WI

Keyword(s): African American/ Black, Diversity & Inclusion, Leadership Development, Mentoring, ,

**3209** Room: B114

10:15 a.m. - 11:45 a.m.

Major Workshop

Novice

## **Spectrum of Possibilities: Diversity Leadership Roles in Higher Education**

Session Track: Chief Diversity Officer and Executive Leader

Leadership positions requiring expertise in equity, diversity, and inclusion are becoming increasingly available, but there is often little information regarding the range of career options, education required, and skills and experience needed to obtain and succeed in such positions. This session will provide participants an overview of the growing field, an opportunity to discuss the benefits and challenges of career paths in diversity, and recommendations for the education and experience needed to succeed and advance in diversity leadership roles. Presenters will also help participants assess their skill sets in ways that enhance their marketability for diversity leadership positions. This session is intended for early career professionals interested in learning about various diversity career options within higher education, including those in student affairs, academic affairs and offices of the chancellor/president.

**Tamara A. Johnson**, PhD, Vice Chancellor, Equity, Diversity and Inclusion and Student Affairs, University of Wisconsin-Eau Claire- Eau Claire, WI

**Celina Chatman Nelson**, PhD, Associate Dean, Academic Diversity and Inclusion, Graduate School of Arts and Sciences, Columbia University- New York, NY

Keyword(s): Administrators, Chief Diversity Officers (CDO), Multicultural Affairs, Career Path, Diversity & Inclusion, Leadership Development

**3210** Room: F152

10:15 a.m. - 11:45 a.m.

Major Workshop

Novice

## **Assessing the College Going Experiences of American Indian/Alaska Natives Who Identify as Lesbian, Gay, Bisexual, Transgender, Two-Spirit or Queer**

Session Track: Intersectionality, Identities and Discussions

Researchers and campus administrators have long cited the small percentages of American Indian/Alaska Native (AI/AN) college students as a reason to exclude this subset of students when conversations regarding diversity and inclusion initiatives are being held. Consequently, AI/AN college students are often disregarded therefore leaving Native students without on-campus support systems and without resources, which leads to increased attrition. Furthermore, when it come to assessing the experiences of American Indian/Alaska Native LGBTQ+ students there is not a gap in the literature; it is non-existent. The research that does exists on the experiences and perceptions LGBTQ+ college students often silences the voices of LGBTQ+ people of color or fails to acknowledge the intersectionality of cultural and sexual identity. This session examines perceptions of social isolation, on-campus support mechanisms, family support, and tribal support perceptions for 188 American Indian/Alaska Native (AI/AN) lesbian, gay, bisexual, transgender, two-spirit, and queer (LGBTQ) undergraduate students across cultural and academic outcomes. Findings reveal that institutional and faculty support were significant predictors of persistence and cultural reciprocity; family, tribal, institutional, and social support were significant predicators of cultural resiliency. Additionally, there were significant differences between socially non-isolated LGBTTQ and socially isolated LGBTTQ participants for perceptions of support. Also, LGBTTQ students who attended Tribal Colleges and Universities had significantly higher perceptions of faculty, staff, and institutional support. Finally, findings indicate family and tribal support were the most constant sources of support with most of the variability of support residing between institutions. This session is intended to be of interest to institutional agents of change, Multicultural Affairs, LGBTQ programs, and allies who are invested in the success of AI/AN LGBTTQ students.

**Craig Marroquín**, MS, Doctoral Candidate, University of Texas at Arlington- Dallas, TX

Keyword(s): American Indian/ Native American, LGBTQIAA, Diversity & Inclusion, Identity Development, Intersectionality, Minority Serving Institutions

**3211**

Room: A109

10:15 a.m. - 11:45 a.m.

Special Feature

All Levels

**Arts, Culture, and Storytelling as Resistance for Educators of Color**

Session Track: Intersectionality, Identities and Discussions

Postsecondary education is a site of colonial educational practice that often reinforces white supremacy and oppression. Explore ways that educators of color utilize arts, culture, and storytelling as radical praxis and resistance in supporting students in their identity development.

**Stephanie Chrismon**, MFA, Student Affairs Professional- Minneapolis, Minnesota**Naomi Ko**, Filmmaker, Actor, Storyteller, APIA MN Film Collective- Savage, MN**Heather C. Lou**, MEd, Director, Student Life and Leadership Development, Metropolitan State University- Minneapolis, MN**Aisha Sara Fukushima**, BA, Singer, Speaker, RAPTivist, RAPTivism - Seattle, WA

Keyword(s): Multiple Racial Identities, Multicultural Affairs, Student Affairs, Critical Race Theory, Performing Arts, Theory to Praxis

**3212**

Room: B117

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

Advanced

**The Law and Higher Education in Religious, Secular, and Spiritual Identities**

Session Track: Race and Social Justice in Higher Education

When higher education professionals begin discussions around religion on campus, most of the time the response is defensiveness, withdrawal, and fear. Expressions like "I'm not comfortable with this" or "Separation of Church and State" are all too normal. But the real story of how higher education legally can and should be addressing the concerns for religiously affiliated students is far more complex – and it requires an understanding of case law and precedent. This presentation takes a look at the historical cases, which have shaped the ways in which higher education has been held to support religious and non-religious identities. Special considerations are given to public universities, but all universities will be considered and case studies will be brought that are representative of the institutions present at the session.

**J. Cody Nielsen**, MA, Founder and Executive Director, Convergence on Campus- Guelph, ON**3213**

Room: B118

10:15 a.m. - 11:45 a.m.

Special Feature

Advanced

**Culturally Competent Military Officers: CDOs from the United States Armed Forces Talk about the Unique Struggles that Impede Equity and Inclusion Work at Military Academies**

Session Track: Chief Diversity Officer and Executive Leader

Each of the five military branches has an officer training facility known as an Academy. Each Military Academy has a Chief Diversity Officer (CDO) and these individuals face unique challenges that other CDOs do not have to grapple with. This session will explore the unique differences faced by CDOs at military service academies. Examples of the differences that will be discussed include: a) senior military leaders at academies leave their posts every 3 to 4 years; b) military cadets/midshipmen have reduced avenues for protesting; c) following the chain of command is essential and final decisions are often made by one individual; d) individual power (rank) is clearly visible and this stifles open and honest conversation about sensitive critical topics; e) CDOs advise academy officials and cannot be an activist for cadets and midshipmen; and f) the entire military rests on the premise of meritocracy, a widely known myth. During this session participants will also be able to consider what some might see as hypocrisy, talking about equity and inclusion within an enterprise that simultaneously drops explosive ordinances that impact civilian populations in foreign lands and initiates the forcible separation of children from their parents at the border. Participants will leave the session with a greater understating of the unique hurdles faced by diversity and inclusion specialists working within a military setting.

**Timika Lindsay**, Captain, U.S. Navy, the United States Naval Academy- Annapolis, MD**Aram deKoven**, PhD, Chief Diversity Officer, Superintendent Division, United States Coast Guard Academy- East Haddam, CT

Keyword(s): Administrators, Chief Diversity Officers (CDO), Diversity &amp; Inclusion, Institutional Efforts at Transformation, Leadership Development,



**3214**

Room: A107-A108

10:15 a.m. - 11:45 a.m.

Major Workshop

All Levels

## Self Care: A Critical Practice for Institutional and Cultural Change

Session Track: Chief Diversity Officer and Executive Leader

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 feel 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 for you, join us in this session. Participants will have a space for real engagement around the challenges and opportunities for self-care.

Jamie Washington, PhD, President, Washington Consulting Group- Baltimore, MD

Keyword(s): Self-Care/Self-Work, Chief Diversity Officers (CDO), Institutional Efforts at Transformation, Practitioner Development, Administrators, Consultants

**3215**

Room: C123-C124

10:15 a.m. - 11:45 a.m.

Special Feature

Novice

## “Well-Being for Women of Color Educators and Activists”: A Toolbox for Radical Self-Care

Session Track: Faculty Interest and Needs

To sustain enthusiasm and stamina for the long haul, we gather to consider and practice, individually and as a group, the thoughts, feelings, perceptions and assumptions that swallow space in our minds and burden our hearts. As we continue the journey of local and global transformation, we remember that serving humanity includes each of us. Whole being care is radical self-care. When we add rest, quiet and physical movement into our daily schedules, the benefit is simple. We develop a new habit of recognizing our sense of self-value, which can express as genuine kindness in our world.

Ericka Huggins, Educator, Writer- Oakland, CA

Keyword(s): Women, POC, Faculty, Self-Care/Self-Work, Organizing/Activism, Leadership Development

**3218**

Room: C125-C126

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

Novice

## Pono, Pride, and Prejudice: 60 Years of the Effects of Native Hawaiian and Hawai'i Local Culturally-Informed Practices at a PWI

Session Track: Intersectionality, Identities and Discussions

In response to Asian “model minority” myths and stereotyping of Native Hawaiians, Nā Haumāna O Hawai'i (NHOH) and the Office of Hawai'i Outreach have used indigenous pedagogies, action research, and cultural capital paradigms to inform those institutional programs provided to students from Hawai'i. Our efforts have resulted in increased enrollments (20-25% of student body), and the highest retention rates of any ethno-cultural groups on campus. Indigenous local, and multiracial identity concerns of nā haumāna (students) present challenges to institutional understandings of culture, race, and ethnicity at a PWI. Our panelists will address: (a) NHOH as culture-based program of leadership, social support, and educational mentoring that predated any campus discussions of “diversity and inclusion;” (b) our studies on local identity, microaggressions, campus climate, disaggregating racial data, and inclusion of Hawaiian content in the curricular experiences of all students; and c) culturally-informed practices of student support (e.g., “talk story”) and family inclusion that differ from individualistic models offered in student development/services usually provided. This session will particularly benefit conference participants of any experience level who are interested in Native Hawaiian, Pacific Islander, Asian American and multiethnic students' unique experiences of racism on campus, and cultural capital theories of student retention.

Janalei Chun, MAT, Director, Hawai'i Outreach and Programming, Pacific University, Oregon- Forest Grove, Oregon

Alyson Burns-Glover, PhD, Professor, Psychology, Pacific University, Oregon- Forest Grove, Oregon

Edna Gehring, MEd, Transition Coordinator, Office of Hawaii Outreach and Programming, Pacific University, Oregon- Forest Grove, Oregon

Keyword(s): Asian Pacific American, Retention, Diversity & Inclusion, Leadership Development, Changing Institutional Practices, Intergroup

**3219**

Room: D135

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **Higher Ed Must Take a More Active Role in Addressing the Impacts of Mass Incarceration: Community Colleges Opening Doors**

Session Track: Intersectionality, Identities and Discussions

This session should particularly benefit conference participants who either currently serve or aim to serve formerly/currently incarcerated and/or justice impacted students. Since this is often a silent population that must self-identify, those working in admissions, counseling, student support, and instruction would be best served by this session. Higher ed., and especially community colleges by default become instrumental in the success or failure of re-entry and must better prepare itself for this population. In this session, educators, students, staff, and formerly incarcerated leaders will lead a panel discussion focused on the role of community colleges and their RESPONSE-ability towards addressing the impacts of mass incarceration. Representatives from Portland Community College (PCC) will present on their federally funded educational access program, "Opening Doors." PCC is 1 of 5 program sites in the nation, and the only community college to receive these federal dollars to provide educational support inside a correctional facility. The aim of this panel and following Q&A is to help provide context for working with this marginalized community, to help identify ways in which the academy can better support these students while incarcerated, and once they are on campus and in the community.

**Julie Stocker**, MSW, Educational Coordinator, Arts & Professions Division, Portland Community College- Portland, Oregon

**Jane Zunkel**, MA, Instructor, English - Composition & Literature, Portland Community College- Portland, OR

**Rakeem Washington**, BA, JD, Director of Access & Re-entry, Office of The Campus President - Cascade Campus, Portland Community College- Portland, Oregon

**Tony Funchess**, BA, Founder/Lead Consultant, Diversity & Community Engagement, Unlimited Potential PDX / JLUSA / Portland Community College- Portland, Oregon

**Salvador Castaneda**, Outreach Coordinator, Apprenticeship & Trades, Portland Community College- Portland, Oregon

**Nicole Booker**, BS, MS, Pathways Program Manager, Career Services, Portland Community College- Portland, Oregon

Keyword(s): Admissions, Academic Affairs, Institutional Efforts at Transformation, Systemic Racism, Pedagogy, Diversity &amp; Inclusion

**3220**

Room: D133-D134

10:15 a.m. - 11:45 a.m.

Special Feature

All Levels

## **Latinx Identity & Power: An Interactive Discussion on the Political, Cultural and Economic Power within Latinx in the U.S.**

Session Track: Student Interest and Engagement

The current political and social climate has placed the Latinx community at the forefront of media attention. The demographics at universities are changing drastically. Latinxs account for the largest minority group enrolling into 4-year universities and Latinxs account over 57 million people (16.5%) of the U.S. population. This continues to raise the question, what will the 21<sup>st</sup> century U.S. look like and how do we exert our power as a community for positive change? This session will explore identity politics such as Hispanic, Latino, American, etc. It will raise questions around politics of power, corporate America, electoral politics and art. The session includes short lecture, interactive art, and group exercises with a final Q & A. The session is designed to enhance awareness through self-analysis and experiential learning. Ultimately, attendees should walk away with a more concrete understanding of Latinx identity politics and a deeper sense of the political, social and economic impact of Latinx in the U.S.

**Olmecca**, MA, Hip-Hop artist/scholar/activist- Las Vegas, NV

Keyword(s): Latinx, Multicultural Affairs, Student Life, Identity Development, Antiracism, Immigration

**3222**

Room: D130

10:15 a.m. - 11:45 a.m.

Major Workshop

All Levels

## **Developing Multiracial Programming through Capacity Building and Asset Mapping**

Session Track: Race and Social Justice in Higher Education

People who identify with multiple racial and ethnic categories are the fastest growing population in the United States. With the rapid growth of this population, how are students of mixed racial and ethnic backgrounds supported as they navigate education systems designed within predominantly monoracial frames? This interactive session is intended for practitioners, students, staff, or faculty, who want to begin or continue to amplify the conversation of supporting mixed heritage or multiracial/ethnic students at their campuses. Facilitators will share strategies, successes, and failures of supporting mixed heritage student initiatives at various types and regions of campuses. Participants will map and share their campus climate dynamics, locate assets, and develop tools to build community for mixed heritage students, staff, and faculty. One of these tools includes a storytelling method for building empathy, supporting identity, and competency development. This workshop will assist in cultivating an informal network, which explores multiracial programs and initiatives through solidarity and capacity building. We hope this session addresses emergent ideas and needs of the participants. People of all levels of experience are welcome to engage in this workshop.

**Jenn Wells**, MA, Assistant Dean and Director of SCORE, Scripps College- Claremont, CA

**Charlene Martinez**, MA, Associate Director, Student Experiences & Engagement, Oregon State University- Corvallis, OR

**James Ikeda Speed**, MS, Coordinator, Center for Identity & Inclusion, University of Colorado Denver- Denver, CO

Keyword(s): Multiracial, Multiple Racial Identities, Multicultural Affairs, Student Affairs, Leadership Development, Practitioner Development

**3223**

Room: D136

10:15 a.m. - 11:45 a.m.

Major Workshop

Intermediate

## **Confronting Islamophobia: Proactive Efforts to Address Hate and Bias On and Off Campus**

Session Track: Race and Social Justice in Higher Education

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 resulting in an ongoing spike in hate crimes and violence. 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.

**Amer F. Ahmed**, EdD, Director, Intercultural Teaching and Faculty Development, University of Massachusetts – Amherst- Amherst, MA

**3224**

Room: D137

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

Intermediate

## **Moonlighting On and Off the Field: Exploring the Masculinities, Ethnicity, and Identity Based Locker-Room Conversations that Never Happen**

Session Track: Race and Athletics

This session explores the locker-room conversations that never happen, unpacking the hidden world of GBQQ (Gay, Bisexual, Queer, or Questioning) male college students of color, from the autoethnographic reflections of one Gay Black male college student. Research shared will illustrate that GBQQ male college students of color develop in-depth levels of sexual discretion as a form of coping that often leads to detrimental academic and personal effects in his collegiate career.

This session should particularly benefit participants, who recognize a critical need to address topics of race/ethnicity, identity, and masculinity among male college student athletes. This session will provide a narrative that can be used to disrupt preexisting collegiate sport social constructs that prevent GBQQ males of color from embodying their authentic self in public educational settings including the stadium or arena. Additionally, this session will provide a set of practical and theoretical approaches for college administrators, parents, and faculty who regularly interact with this invisible population of students. Aiming to raise a collective consciousness regarding the intersections of masculinity, ethnicity, and identity this session intends on being a tool for growth and exploration among male college students of color.

**Vincent Harris**, PhD, Director, Male Success Initiative-Fullerton, California State University, Fullerton- Fullerton, CA

Keyword(s): African American/Black, Men, LGBTQIAA, Intersectionality, Identity Development, Empowering Diversity

**3225**

Room: D138

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **Taking Calculated Risks in Times of Racial and Social Injustice: Capturing the Lived Experiences of Black College Athlete Activists**

Session Track: Race and Athletics

This generation of student activists is reminiscent of those who fiercely exercised their activism in the 1960s, answering the call to social justice. In the same way, the re-emergence of 21<sup>st</sup> century Black athlete activism reflect the leadership of Black activists in the 1960s, taking advantage of their intersecting positionality to actively dismantle anti-Blackness and inequality. To gain a deeper understanding, acquire insight, and gain increased knowledge of the lived experiences of Black college athlete activists of this generation, a qualitative phenomenological study was conducted. Birthed from the powerful narratives, overarching themes consisted of institutions not supporting the development of their activist identity on their campuses. From these narratives, a conceptual leadership model for Black college athlete activists was developed.

**Gyasmine George-Williams**, PhD, Assistant Professor, La Fetra College of Education, University of La Verne- La Verne, CA

Keyword(s): African American/Black, Critical Race Theory, Student Affairs, Coalition Building, Identity Development, Research

**3227**

Room: E145

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

Intermediate

## **Inequity by Design: Addressing the Impact of Micro-aggressions When Creating a Culturally Responsive Institution**

Session Track: Intersectionality, Identities and Discussions

This session explores the impact of micro-aggressions on the culture of an institution. During this interactive dialogue, we will highlight the role of micro-aggressions on impeding the advancement of culturally responsive classrooms. Facilitators will provide a framework for the often-institutionalized inequities that are systematically embedded in institutions of higher learning. They will also address the ways in which leaders can shift the often seen, and unseen damaging environment that causes marginalized populations to continue to operate in a shadow culture of survivalists unable to thrive.

**Lisa D. Givan**, MEd, Associate Vice President, Diversity & Inclusion, Indiana Tech- Fort Wayne, IN

**Will Lewis**, MSW, PhD, Co-founder, CoopLew, LLC- Winston Salem, NC

Keyword(s): Institutionalized Privilege, Intergroup Dialogue/Facilitation, Changing Institutional Practices, Empowering Diversity, Leadership Development, Practitioner Development

**3229**

Room: D140

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **Broadening Impact of STEM Interventions from the Bottom Up: STEM Program Directors' Grassroots Leadership Stories**

Session Track: Chief Diversity Officer and Executive Leader

STEM program directors have a unique standpoint, as they often work in staff and faculty roles to transform STEM education. We explored views from 51 STEM program directors at 11 institutions (HSIs, HBCUs, PWIs, and Native American enrolling institutions) that were exemplary in producing STEM bachelor's degree graduates to identify sources of support as well as directors' perspectives on how to broaden institutional impact. Program directors often negotiated budgets that included funds from multiple sources such as grants, senior administrator's discretionary funds, the private sector, and federal and state budgets. Some of the major keys to broaden STEM-effort impact were the streamlining of processes, support for labor from institutional agents, and implementation of low-cost but promising practices. Implications for institutional leaders, faculty, and policy-makers are discussed. This session will particularly benefit individuals interested in supporting underrepresented students in STEM, and administrators committed to furthering organizational change.

**Sylvia Hurtado**, PhD, Professor, Education, University of California- Los Angeles (UCLA)- Los Angeles, CA

**Krystle Cobian**, MA, PhD Candidate, Education, University of California- Los Angeles (UCLA)- Los Angeles, CA

**Ana Gomez**, MA, Research Analyst and PhD Student, Education, University of California- Los Angeles (UCLA)- Los Angeles, CA

Keyword(s): STEM/STEAM, Institutional Efforts at Transformation, Changing Institutional Practices, POC, Administrators, Faculty

**3230** Room: E146

10:15 a.m. - 11:45 a.m.

Major Workshop

All Levels

## **Decentering Whiteness in Multiraciality: Theory and Practice on Multiple Minoritized Mixed Populations**

Session Track: Race and Social Justice in Higher Education

Although scholarship on multiracial identity and experiences has increased steadily over the years, there is still a lack of multiraciality understanding as it relates specifically to people of multiple minoritized racial backgrounds. This panel presentation features scholars and practitioners who focus on mixed race populations that decenter whiteness. Combining empirical research and personal stories, this session offers voice for too often overlooked populations in higher education. From complexities of adequately capturing AfroLatinx students in institutional data, to Blasian identities in popular culture, this session highlights how decentering whiteness through various projects adds to our understandings of multiplicity and intersectionality in relation to mixed race subjects. Participants will be invited to share their own stories and experiences with decentering whiteness within multiraciality toward better understanding the diversity of mixed students, staff, faculty, and community members.

**Claudia García-Louis**, PhD, Assistant Professor, Education Leadership and Policy Studies, University of Texas San Antonio- San Antonio, TX

**Myra S. Washington**, PhD, Associate Professor, Department of Communication & Journalism, University of New Mexico- Albuquerque, NM

**Cierra Russell**, BA, Graduate Assistant, Office of Diversity and Inclusion, The Ohio State University- Columbus, OH

**Marc Johnston-Guerrero**, PhD, Associate Professor, Higher Education and Student Affairs, The Ohio State University- Columbus, OH

Keyword(s): Multiracial, Multiple Racial Identities, POC, Diversity & Inclusion, Popular Culture, Research

**3231** Room: F151

10:15 a.m. - 11:45 a.m.

Special Feature

All Levels

## **Speak Out with Tim Wise -- Affirmative Action, the Model Minority Myth and Fighting Back Against Right-Wing Divide-and-Conquer**

In this podcast taping, Tim and his panelists will discuss the way in which Asian Americans are often used as a foil for right-wing assaults on affirmative action efforts on campuses. By pointing to Asians as “model minorities” who are being discriminated against in elite college admissions to make way for Black and Latino students with lower test scores, reactionaries who have long sought to end such equity efforts can pose as anti-racist, only standing up for another group of color, rather than complaining on behalf of “angry white men” (and women). It’s a more palatable image for the opponents of affirmative action, and it’s one they’re cultivating in their recent lawsuit against Harvard’s admissions practices. Unless these divide and conquer tactics are understood and confronted, groups of color will continue to be pitted against one another, to the detriment of all.

**Tim Wise**, Author/Educator- Nashville, TN

**Helen Zia**, PhD, honoris causa, Author and Activist- Oakland, CA

**Nolan Cabrera**, PhD, Associate Professor, Center for the Study of Higher Education, University of Arizona- Tucson, AZ

**Mary Danico**, PhD, Director, Asian American Transnational Research Initiative, Professor, Sociology, Cal Poly Pomona- Pomona, CA

**David Pilgrim**, PhD, Founder and Director of the Jim Crow Museum and Vice President of Diversity and Inclusion, Ferris State University- Big Rapids, CA

**3232**

Room: B115

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

Intermediate

**“You want us to do what?”: Institutional Efforts at Transformation**

Session Track: Intersectionality, Identities and Discussions

In our work, we often see students showing up for social justice conversations for the issues that they are most passionate about, and often, most impacted by personally. Yet, how do we invite people to see beyond their personal identities and stories? How do we build coalitions and authentically engage across difference for the shared pursuit of a just and equitable world? At the University of San Diego, we recently underwent reorganization that brought together multiple new identity-based spaces to better attend to these questions. In this session, we will share lessons learned from this new partnership. Participants will engage in activities used to support students to hold a deeper intersectional and holistic understanding of themselves, their communities, and the world. Finally, we will explore what is difficult about this type of coalition building. As we delve into this work, we will outline some of the key paradoxes and opportunities that we must identify and hold to work across difference. This session should particularly benefit educators housed in equity and identity-based spaces looking to develop new ways of engaging minoritized students in building solidarity.

**Mayté Pérez-Franco**, PhD, Director, United Front Multicultural Commons, University of San Diego- San Diego, CA**Erin Lovette-Colyer**, MS, Director, Gender Identity Resources, University of San Diego- San Diego, CA**Ashley Barton**, EdD, Director, Black Student Resource Commons, University of San Diego- San Diego, CA

Keyword(s): Intergroup Dialogue/Facilitation, Coalition Building, Identity Development, Institutional Efforts at Transformation, Intersectionality, Organizing/Activism

**3233**

Room: B116

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

Novice

**How to Establish a Mentoring Program for Multicultural and First Generation Students**

Session Track: Student Interest and Engagement

One of the fastest and most economical ways to help retain students in higher education is mentoring. Many colleges and universities are investigating how the implementation of a mentoring program can help increase overall student retention. Mentoring has been documented as a way to enhance student retention by matching an experienced person with someone who is new to the college. In this workshop, participants will be provided handouts allowing them to work on developing the key components of establishing a successful mentoring program on their campus. With university and college budgets tightening due to lack of funds, college administrators are exploring ways to develop cost-effective measures to increase student retention, without killing the budget. This session will particularly benefit those who are interested in developing or enhancing their mentoring program. Both presenters have multiple years' experience in developing mentoring programs and have worked with several institutions on how to enhance their mentoring programs.

**Wayne Jackson**, MA, Director, Multicultural Academic and Support Services, University of Central Florida- Orlando, Florida**Tony Davis**, MA, Counselor, Counseling Department, Montgomery County Community College- Blue Bell, Pennsylvania

Keyword(s): Mentoring, African American/Black, Latino/a, Multicultural Affairs, Retention, Student Life

**1:30 p.m. - 2:45 p.m.****3300**

Room: Second Floor- Portland Ballroom

1:30 p.m. - 2:45 p.m.

Keynote

All Levels

**An piliñliñ koba, kōmman lometo: Many drops together make up the ocean**

In the Pacific ocean, the world's collective decisions have created an environment of fight or drown, especially for small atoll states such as the Marshall Islands which will be one of the first countries to disappear due to climate impacts. Kathy Jetñil-Kijiner will reflect on her work and personal experiences from speaking internationally, founding her nonprofit Jo-Jikum, learning from legends and storytellers from her elders, and how these experiences have shaped and influenced her poetry on climate change. Kathy will also dissect the intersections of Pacific identities and how she processes the impending loss of her islands through these intersections.

**Kathy Jetñil-Kijiner**, Poet, Performer, and Educator- Portland, OR

3:30 p.m. - 5:30 p.m.

**3403** Room: A105

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

Intermediate

## **Building a Diverse Faculty, One Search at a Time**

Session Track: Chief Diversity Officer and Executive Leader

Building a Diverse Faculty, One Search at a Time. If successful in gaining tenure, the tenure-track faculty hired in 2019 will serve at their institutions until approximately 2050. Thus, universities and colleges are already hiring the institutional leadership of the mid 21<sup>st</sup> 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, delivering the same outcome search after search and the hiring of faculty from already over-represented populations. We then break the search process into six key phases. We describe the tools a department, program, or search committee needs at each phase to promote a more diverse applicant pool, finalist pool, and ultimately a diverse hire. This workshop will be especially useful to those working at selective, predominantly white institutions and other institutions with a predominantly white faculty. This session should particularly benefit chief academic officers, academic deans, chief diversity officers, faculty members, and career counselors for graduate students and post-docs.

**Jessika Chi**, MA, Program Manager for Institutional Diversity, Office for Institutional Diversity, Reed College- Portland, Oregon

**Mary James**, PhD, Dean for Institutional Diversity, Office for Institutional Diversity, Reed College- Portland, Oregon

Keyword(s): Chief Diversity Officers (CDO), Faculty Hiring, Faculty Recruitment and Retention, Changing Institutional Practices, Academic Affairs, Institutional Efforts at Transformation

**3405** Room: A107-A108

3:30 p.m. - 5:30 p.m.

Major Workshop

All Levels

## **Healing as Resistance: A QTPOC Healing Space**

Session Track: Intersectionality, Identities and Discussions

In this closed queer and trans people of color only space, participants will engage in self-care, healing, and harm-reduction strategies to address the intersection of queer and trans oppression, racism, classism, etc. and mental and emotional health. As Audre Lorde reminds us, "caring for [yourself] is not self-indulgence, it is self-preservation, and that is an act of political warfare." Participants will leave with a self and community care work plan developed to meet their individual needs. This workshop will benefit any queer and trans person of color who wishes to center healing in their social justice work.

**Romeo Jackson**, MEd, LGBTQ & Gender Program Coordinator, Student Diversity & Social Justice, University of Nevada, Las Vegas- Las Vegas, NV

**Montinique Denice McEachern**, Doctoral Candidate, Marriage and Family Therapy, Syracuse University- Syracuse, NY

Keyword(s): POC, QTPOC, Multicultural Affairs, Antiracism, Self-Care/Self-Work, Theory to Praxis

**3406**

Room: B110-B111

3:30 p.m. - 5:30 p.m.

Special Feature

All Levels

**Examining the Experiences of Racialized and Indigenous Faculty in Universities: A Cross-National Comparison**

Session Track: Global, Multicultural and Transnational issues

Building on the ideas presented in the book, *The Equity Myth: Racialization and Indigeneity in Canadian Universities* – this roundtable of panelists from the United States, Canada, and Britain will reference their experiences and scholarly work in speaking to the experiences, situations, and conditions of racialized and Indigenous scholars in today's postsecondary institutions. While many of today's postsecondary institutions claim commitments to equity, diversity, and inclusivity – what are they doing, or what have they done, to operationalize these terms? Today's student populations are more racially diverse than ever before – due, in part, to the increasing number of international students. What are these institutions doing to provide these students with the education that is relevant, comprehensive and responsive to their needs, interests, expectations, and aspirations? When racialized and Indigenous scholars become part of the faculty, are they able to employ pedagogies and curricula that are informed by their scholarship, which, in many cases, challenges the existing set norms and values of their institutions and scholarly disciplines? Are racialized and Indigenous faculty members imprisoned by the tenure rules and processes and thereby not able to bring the necessary “diversity” to the institutions other than their bodies? How are racialized and Indigenous scholars navigating and negotiating these structures to make today's postsecondary institutions more socially, politically, culturally and economically relevant to today's student population? This special roundtable event should be of particular interest to all those who seek to dismantle the ways that racialized inequities are institutionalized across our academic borders.

**Laura Tohe**, Navaho Nation Poet Laureate 2015-2019, Professor Emerita of English, Arizona State University- Tempe, AZ

**Remi Joseph-Salisbury**, PhD, Presidential Fellow in Ethnicity and Inequalities, University of Manchester,

**Debra Sequeira**, PhD, Dean of Arts and Humanities & Professor of Communication, College of Arts and Sciences, Seattle Pacific University- Seattle, WA

**Enakshi Dua**, PhD, Director, Centre for Feminist Research, Associate Professor, Equity Studies and School of Gender, Sexuality and Women's Studies, York University,-

**Carl James**, PhD, Professor, Faculty of Education and the Graduate Program in Sociology, York University- Toronto, ON

Keyword(s): Faculty, Diversity &amp; Inclusion, International/Transnational, Mentoring, Research, Systemic Racism

**3407**

Room: B112

3:30 p.m. - 5:30 p.m.

Major Workshop

All Levels

**Transformational Encounters: Shaping Diverse College and University Leaders**

Session Track: Intersectionality, Identities and Discussions

This session features editors of a recent NASPA publication who reflect diversity in their years of experience, types of institutions, racial backgrounds, and career paths on the way to their current positions as college and university leaders. The panel will provide mentorship advice to those who want to pursue higher-level leadership roles and provide guidance to those who want to support diverse staff in their career aspirations.

**Anna Gonzalez**, PhD, Vice President, Harvey Mudd College- Claremont, CA

**Lori White**, PhD, Vice Chancellor, Student Affairs, Washington University in St. Louis- St. Louis, MO

**Doris Ching**, PhD, Emeritus Vice President, Student Affairs, University of Hawaii System- Honolulu, HI

**Robert Kelly**, PhD, Vice President, Loyola University of Maryland- Baltimore, MD

Keyword(s): Multiple Racial Identities, Administrators, Career Path, Diversity &amp; Inclusion, Leadership Development, Self-Care/Self-Work



**3408** Room: B113

3:30 p.m. - 5:30 p.m.

All Levels

## Issues in Black Academic Professional Development.

Session Track: Human Resources

The purpose of this workshop is to address issues, concerns, and strategies that focus on the broader topic of professional development for black professionals in the higher education academy. Diverse representation among the ranks of faculty, staff, and administration on our college campuses is key to fostering and promoting a climate that is supportive of inclusivity and welcoming to students and staff of color. Many black professionals working on campus are balancing their commitment to the students they serve with the need to continue their own professional development. However, these same black professionals often don't know how to advance their careers once they are employed in their position. Many of them want to understand the tenure, publishing, and teaching side of higher education; others may want to advance to leadership positions moving from directors to deans, provosts, or college presidents. All are seeking to negotiate their identity as someone who is serving students, but also as a black professional wanting to rise through the ranks at their institutions.

**LaTashia R. Reedus**, PhD, Adjunct Faculty, Dept of Social Sciences, Columbus State Community College- Columbus, OH

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

Keyword(s): African American/ Black, General, Career Path, Coalition Building, Leadership Development, Mentoring

**3409** Room: B114

3:30 p.m. - 5:30 p.m.

Special Feature

All Levels

## Turning the Needle: Moving Toward Civility and Equity in Higher Education

Session Track: Race and Social Justice in Higher Education

Academia is replete with personal perils for faculty and administrators. These challenges range from classroom management situations, to the tenure and promotion process, to working with and supervision of difficult colleagues. Such interactions are made even more complex with the addition of cultural influences such as race, ethnicity, and gender. This session will focus on how underrepresented faculty and administrators can confront and navigate the sometimes precarious terrain of higher education. The presenters will highlight their experiences as faculty and administrators of color, and suggest strategies for success in dealing with uncomfortable or distressing situations while addressing issues around civility and equity. Participants will have the opportunity to interactively engage in case examples, group work, and reflective dialogue. This session will benefit junior and senior faculty members, as well as faculty who are interested in leadership.

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

**Beth Durodoye**, PhD, NCC, Professor and Chair, Department of Leadership, Technology, and Human Development, Georgia Southern University- Brooklet, GA

Keyword(s): Administrators, Faculty, Diversity & Inclusion, Perspective Taking, Self-Care/Self-Work, Systemic Racism

**3410** Room: D138

3:30 p.m. - 5:30 p.m.

Special Feature

All Levels

## **Emerging Native Research in Higher Education—Where are Our Native men?**

Session Track: Student Affairs and Affiliated Professionals

Indigenous women are earning more postsecondary degrees than Indigenous men, including graduate degrees (NCES , 2017, p. 117). Like Indigenous women, Indigenous men are engaging in research as resistance in academia, pushing against stereotypes and claiming space in academia. In this session three Indigenous men will share their scholarly research. In a research panel setting, the scholars will present their dissertation research. Dr. Stephanie J. Waterman will provide feedback on the studies and facilitate discussion.

**Stanley Rodriguez**, University of California San Diego- San Diego, CA

**Craig Marroquín**, MS, Doctoral Candidate, University of Texas at Arlington- Dallas, TX

**Josh Thunder Little**, MA, Graduate Student, History, University of California, Riverside- Riverside, CA

**Stephanie J. Waterman**, PhD, Associate Professor, Leadership, Higher & Adult Education, Coordinator, Student Development, Student Services Stream, Ontario Institute for Studies in Higher Education/University of Toronto- Toronto, ON

**John Little**, PhD student, Indian University of North America- Minneapolis, MN

Keyword(s): American Indian/ Native American, LGBTQIAA, Men, Student Life, Assessment/Evaluation, Diversity & Inclusion

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**3412** Room: B117

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

Intermediate

## **Understanding White Fragility as a Tool of White Supremacy: Cultivating Accountability and Action**

Session Track: Intersectionality, Identities and Discussions

Why are conversations with white people about race so often met with defensiveness, tears, aggression, silence, or deflection? Why do some white people feel so threatened by the very existence of people of color in coffee shops, pools, or parks that they call the police? This interactive session examines white fragility as a tool of white supremacy by incorporating relevant research and highlighting the lived experiences of people of color. Session participants will identify and discuss both the every day and systemic impacts of white fragility, with a specific focus on how white people can disrupt white fragility, build resiliency, commit to accountability for themselves and others, and pursue tangible anti-racist action.

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

**Sydney Spiller**, MA, Residence Director, University Housing, Colorado State University - Fort Collins, Co

Keyword(s): White, Institutionalized Privilege, Systemic Racism, Identity Development, Whiteness, Antiracism

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**3413** Room: B118

3:30 p.m. - 5:30 p.m.

Major Workshop

All Levels

## **Assessing Social Justice Education Workshop Curriculum: Learning Assessment for Practitioners.**

Session Track: Student Affairs and Affiliated Professionals

Assessing student learning within social justice education experiences is an essential part of improving our initiatives along with demonstrating their value to key stakeholders. As higher education budgets tighten and staff are asked to do more with less, assessing our educational efforts will be critical. This workshop will prepare attendees to create measurable learning outcomes for their co-curricular workshops and programs. Specifically, attendees will learn the basics of learning assessment and best practices for writing student learning outcomes, and different approaches to collecting student learning data within the context of social justice education. This workshop is very hands-on and will utilize mini-lecture and small group activities as participants develop learning outcomes and identify learning assessment tools that you can begin using when you return to campus. This session should particularly benefit staff with little experience regarding learning assessment who want (or need) to assess student learning within workshops or programs, as well as professionals who want to use learning assessment to inform and improve the design and implementation of your educational experiences. This workshop is part two of a two-part workshop series.

**D. Scott Tharp**, PhD, MSW, Assessment & Effectiveness Specialist, Office of the Vice President of Student Affairs, DePaul University- Chicago, IL

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

**3414**

Room: C120-C121-C122

3:30 p.m. - 5:30 p.m.

Special Feature

All Levels

**Bridging the Racial Generation Gap: Building Inter-Generational Alliances on Campus**

Session Track: Intersectionality, Identities and Discussions

As colleges and universities strive to create truly inclusive and equitable campus climates, how do we bring to the table stakeholders representing different generations (Baby Boomers, Gen X, Millennials, Gen Z) with their own intellectual, political, and cultural frameworks? Whether we are administrators, faculty, staff, or students, how do we communicate across generations and define a future we all want to see? In this intergenerational panel, presenters will discuss the challenges campuses face and look at what we can do together – when generational diversity is regarded as an asset and is fully leveraged – to transform programs, policies, and practices and stimulate cooperation and collaboration. This is especially important in the face of the growing racial generation gap. While the U.S. Census Bureau projects that the country will be majority of color by 2044, the youngest Americans are already there. More than half of children under 10 are people of color, compared with 39 percent of the total population, and 23 percent of seniors. Demographers estimate that a majority of youth under age 18 will be people of color before the end of this decade. Yet we know that hierarchies and structures on campus do not always reflect these changing demographics. How do we bridge this gap to meet the needs of students and staff of color, while preparing everyone for a more racially-diverse world? These powerful, authentic, and revealing conversations, at the center of society and this panel, hold many lessons on navigating through changing and challenging times.

**Nolan Cabrera**, PhD, Associate Professor, Center for the Study of Higher Education, University of Arizona- Tucson, AZ

**Amer F. Ahmed**, EdD, Director, Intercultural Teaching and Faculty Development, University of Massachusetts – Amherst- Amherst, MA

**Veline Mojarro**, BA, Lecturer in the World Arts and Culture Department, Director of Community Programs, Art and Global Health Center, University of California, Los Angeles-,

**Ericka Huggins**, Educator, Writer- Oakland, CA

**Natalie Bui**, BA, Voter Engagement Manager, Asian Americans Advancing Justice- Los Angeles, CA

Keyword(s): Coalition Building, Identity Development, Institutional Efforts at Transformation, Intergroup Dialogue/Facilitation, Intersectionality, Systemic Racism

**3415**

Room: D136

3:30 p.m. - 5:30 p.m.

Special Feature

All Levels

**Confronting White Nationalism in Higher Education: Creating Effective Institutional Responses to Organized Bigotry on College Campuses**

Session Track: Race and Social Justice in Higher Education

The white nationalist movement and its larger “alt-right” coalition has shown its ability to shape a xenophobic public narrative that threatens the stability of democratic institutions and limits the ability of people of color, immigrants, and refugees, and other marginalized communities to participate in civic life without the threat of criminalization, harassment, or violence. This in-depth conversation will explore the threat that extremist movements pose to institutions of higher learning and how campuses have become a key battleground for white nationalist recruitment. Participants will explore the rights and responsibilities that faculty members, administrators, and staff have to reject hateful ideologies while protecting campus free speech. Panelists will discuss case studies of effective institutional responses and what is at stake.

**Joan Braune**, PhD,, Gonzaga University Institute for Hate Studies- Spokane, WA

**Alexander Reid-Ross**, PhD, Department of Geography, Portland State University- Portland, OR

**Rheuben Bundy**, PhD candidate, Department of Political Science, University of Oregon- Eugene, OR

**Yomaira Tarula Aranda**, Undergraduate Senior, Ethnic Studies, University of Oregon- Springfield, OR

Keyword(s): Administrators, Faculty, Antiracism, Diversity & Inclusion, Organizing/Activism, Pedagogy

**3418**

Room: E147-E148

3:30 p.m. - 5:30 p.m.

Major Workshop

All Levels

## **Constructing Durable Principles of Engagement for Us as White People to Identify, Begin and Sustain Our Anti-Racism and Social Justice Work**

Session Track: Race and Social Justice in Higher Education

We reject the ideology of white supremacy and racism, and yet we recognize as white people, we have been complicit and harmful in the maintenance of white supremacy in our institutions and communities. Building our capacity to act in alignment with our values to disrupt white supremacy is only possible to the extent we can 'see' the landscape and stay engaged. In this session, we explore the stories from white culture and families that are built on colonial tenants, in service to developing practices and ways of being that allow for the possibility of deeper community and sustained anti-racism and social justice work. The key question we explore is: "What principles of engagement can we identify to support us in doing effective and sustainable anti-racism and social justice work?" An example of these principles, taken from the experiences of your conveners, based on their engagement with people, policies and structures in higher education is: "I must always question what I am implicitly expected to do in order to belong." An extension of – to whom or what am I unconsciously motivated to belong? What structures, groups, or "families" are delineating how I should act in the face of racism and white supremacy? Is my wish/need to continue belonging to these stopping me from engaging in effective anti-racism work? Your conveners: Emma is a white cis-gendered married woman, a visa-holding US-alien with a PhD in neuroscience, of Anglican faith and earth practices, who is hard of hearing. Justin is a white cis-gendered male, married parent, from poverty, a veteran and U.S. citizen with a High School diploma, of Southern Baptist origins and a Buddhist practice. "Through the 'failures', 'successes', and lessons of our own anti-racist and social justice work, we have learned to identify and be guided by principles of engagement that we find essential to sustaining our courage to act. We invite a larger conversation to deepen and broaden our understanding of how to continue to do this work."

**Emma Coddington**, PhD, Associate Professor of Biology, Neuroscience and Women & Gender Studies Programs, Willamette University-

**Justin Lincks**, Program Manager, National Conference on Race & Ethnicity in American Higher Education, Southwest Center for Human Relations Studies, The University of Oklahoma- Norman, OK

Keyword(s): White, Antiracism, Community Building, Self-Care/Self-Work, Whiteness,

**3419**

Room: D130

3:30 p.m. - 5:30 p.m.

Major Workshop

All Levels

## **Resisting Gendered Islamophobia, Homophobia and Transphobia: LGBTQ Muslims in the Age of Trump**

Session Track: Global, Multicultural and Transnational issues

LGBTQ Muslims' reality in the U.S. continues to be shaped by Islamophobia perpetrated by state actors; discrimination, harassment, and violence by non-state actors; rejection from familial and cultural institutions; and lack of cultural competence and exclusion from mainstream LGBTQ organizations. LGBTQ Muslims struggle to negotiate the structural, institutional, and cultural barriers that prohibit them from living their lives with dignity and joy. Led by representatives of Advocates for Youth's Muslim Youth Leadership Council, who published the groundbreaking "*I'm Muslim and I Might Not Be Straight*" brochure, this workshop will develop participants' understanding of the intersectional experience of LGBTQ Muslims in the U.S. and how to reach and engage queer Muslim youth. This session will be especially useful for those who work with Muslim or LGBTQ students, including multicultural student affairs officers, administrators, and faculty who are seeking ways to better understand students living at the intersection of marginalized gender, sexuality and religious identities.

**Urooj Arshad**, Director, International LGBTQ Youth Health and Rights Programs, Advocates for Youth- Washington, DC

Keyword(s): Multiple Racial Identities, QTPOC, LGBTQIAA, Intersectionality, Organizing/Activism, General

**3420**

Room: D133-D134

3:30 p.m. - 5:30 p.m.

Special Feature

All Levels

**Olmecca Performance: Hip-Hop Stories of a New America!**

Session Track: Student Interest and Engagement

Sharing personal stories as a hip-hop artist, activist, and scholar, Olmecca examines art, culture and, politics as it relates to contemporary U.S. From Hip-hop underground to "major label" meetings, Olmecca describes his music career journey and the challenges he encountered as a political Hip-Hop artist from Los Angeles. Olmecca discusses academic expectations versus immigrant family values. Finally, he examines the notion of poverty and identity while challenging the idea of "belonging" and what it means to be "American." This is a speaking/performance session where participants will have the opportunity to ask questions and dialogue between performance pieces. This is designed to enhance awareness about intersectionality, identity and hip-hop politics. Ultimately, attendees will walk away with a deeper understanding with the complexities of identity intersections. This session targets undergrad and grad students, professors, program directors, and administration interested in student engagement and education through the arts. Those interested in hip-hop pedagogy, art and activism, and cultural competency development should attend this session.

**Olmecca**, MA, Hip-Hop artist/scholar/activist- Las Vegas, NV

Keyword(s): Latinx, Multicultural Affairs, Student Life, Identity Development, Antiracism, Immigration

**3422**

Room: B116

3:30 p.m. - 5:30 p.m.

Major Workshop

All Levels

**The Student Affairs Professional's Role in Building an Inclusive Campus Community: Developing Strategies to Foster Intercultural Understanding and Enhance Students' Experiences**

Session Track: Student Affairs and Affiliated Professionals

This session is focused on examining the role of the student affairs professional (SAP) in fostering an institutional environment of diversity and inclusion while supporting students' achievement and retention. We look at the different levels of engagement that focus on the student, curriculum, institution, and community. We present an interactive model that will facilitate the SAP's engagement in different strategies that can support the development of an inclusive environment within their institution. This framework also takes into consideration institutional readiness, which includes understanding the institutional culture and landscape. Participants will be provided with the opportunity to actively engage with each other in developing a preliminary understanding of their institutional context, identifying potential institutional partners, and considering opportunities for innovative program development. Student affairs professionals will find the session informative and interactive as they develop a framework to understand potential strategies to foster inclusive practices at their institutions.

**Wendy Marie Green**, PhD, Assistant Professor, Counseling, Administration, Supervision, and Adult Learning, College of Education, Cleveland State University- Cleveland, OH**Valerie De Cruz**, Director, Greenfield Intercultural Center, University of Pennsylvania- Philadelphia, PA

Keyword(s): Academic Affairs, Administrators, Curriculum, Diversity &amp; Inclusion, Institutional Efforts at Transformation, Retention

**3423**

Room: B117

3:30 p.m. - 5:30 p.m.

Special Feature

All Levels

**Intergenerational Conversation of Scholars on Multiracial/Mixed Race Identity**

Session Track: Intersectionality, Identities and Discussions

This highly interactive session brings together scholars and practitioners from a full range of eras in an active and compelling conversation about past, present, and future issues and challenges to Multiracial research and theory building. From their earliest forms as stage based models to increasingly nuanced and intersectional frameworks, Multiracial models continue to evolve, often mirroring and highlighting issues and questions related to racial identity development in other racial communities. The panelists will first share challenges, insights, and outcomes of their work, and then discuss current and future issues that must be addressed by emerging Multiracial scholars. After this initial discussion, the audience will be invited into the conversation, so that the group can consider their questions, ideas, and insights. This session promises to build on the over 30-year history of Multiracial models to provide direction for future work in the area of Multiracial identity, research, and student services.

**Victoria K. Malaney Brown**, PhD Candidate, Director of Academic Integrity, Student & Family Support, Columbia University- Tuckahoe, MA

**Marc Johnston-Guerrero**, PhD, Associate Professor, Higher Education and Student Affairs, The Ohio State University- Columbus, OH

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

**Jeanette Snider**, PhD Candidate, Associate Director, Robert H. Smith School of Business, University of Maryland College Park- College Park, MD

**Kristen A. Renn**, PhD, Professor, Higher, Adult, & Lifelong Education, Michigan State University- Okemos, MI

Keyword(s): Multiracial, Multiple Racial Identities, Students, Diversity &amp; Inclusion, Identity Development, Research

**3424**

Room: A106

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

Intermediate

**The N.F.L. Rooney Rule/Inclusion & Diversity in Hiring Coaches and Administrators**

Session Track: Race and Athletics

The session will provide information of an effective and groundbreaking human resource policy first implemented by The National Football League, and then amended and adopted by state, city and county governments. Specifically it was written to include, minorities of color, women, and persons with disabilities when hiring. This session will provide information on how the policy can be most effective, the lessons learned, and changes made to the policy since creation. At the conclusion of this session participants will be able to: 1) develop effective approaches to adopt and implement this policy in their work place; 2) identify the impact and outcomes for marginalized communities; and 3) develop an action plan to implement this policy. Finally, this session should benefit stakeholders in both the public and private sectors with the aim of diversifying and broadening their pool of candidates when hiring.

**Sam Sachs**, Founder / Director, Non-profit, The No Hate Zone- Portland, OR

Keyword(s): Multiple Racial Identities, Women, Administrators, Human Resources, Staff Recruitment and Retention, Diversity &amp; Inclusion

**3425** Room: B115

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

## **Cultural Competence for Social Justice: A Framework for Individual and Institutional Change**

Session Track: Race and Social Justice in Higher Education

Most cultural competency models focus on self-awareness and understanding cultural differences yet don't directly address issues of power, privilege, and social inequities. The Cultural Competence for Social Justice (CCSJ) model integrates social justice issues and an intersectional perspective into developing the necessary awareness, knowledge, and skills to foster diversity, equity, and inclusion. This model can provide a roadmap for implementing personal and organizational change. This participatory workshop will describe the five interrelated core competencies along with some key components of each core competency of the model of Cultural Competence for Social Justice (CCSJ). In the process of learning about the model, participants will be engaging in experiences to increase their own cultural competency and learn activities they can use in their own settings. We will share ways we have utilized the CCSJ model on college campuses, including for professional development, creating student learning outcomes, curriculum development, strategic planning, and student leadership development. Participants will have the opportunity to explore how they could use this framework on their own institutions. This session may be helpful to anyone who is trying to infuse social justice issues into their cultural competency or other diversity, equity and inclusion work.

**Diane Goodman**, EdD, Diversity and Equity Consultant- Nyack, NY

**Amarildo "Lilu" Barbosa**, MA, Chief Diversity Officer, Lesley University- Cambridge, MA

Keyword(s): Diversity & Inclusion, Cultural Competence, Chief Diversity Officers (CDO), Institutional Efforts at Transformation, Antiracism, Practitioner Development

**3427** Room: D140

3:30 p.m. - 5:30 p.m.

Major Workshop

All Levels

## **New Faculty Institute: Setting up a Long-Term Equity Minded New Faculty Training Program**

Session Track: Human Resources

Under the leadership of Dr. Luster, President, San Diego Mesa College has been working towards a campus culture that prioritizes equity and excellence. With over 135 new faculty hired over the past 6 years, it has been imperative to provide a professional development plan for cohorts of new faculty that helps to institutionalize those priorities. The New Faculty Institute (NFI) has been designed to facilitate a culture of equity-minded practice and build community amongst new faculty, help them to establish connections with experienced faculty leaders, build knowledge and appreciation for the college environment and values, introduce and reinforce effective pedagogical and andragogical approaches, and support faculty as they embark on the tenure process. Through regular meetings, a robust mentoring program, and numerous activities, the NFI has proven to be an extremely successful program that welcomes and integrates new faculty while promoting the values of equity and excellence. Presenters will share the format and activities used to accomplish the above while also creating a fun, positive, and professional culture of inclusion and collaboration on their campus. As the program continues to be fine-tuned based upon campus priorities, initiatives, and feedback from participants, materials have been shared at statewide conferences and requested by colleagues with the intention of replicating the program and promoting dynamic and positive cultures amongst new faculty across community college campuses.

**Pamela T. Luster**, EdD, President, San Diego Mesa College- San Diego, CA

**Andy MacNeill**, Dean, Learning Resources and Academic Support, San Diego Mesa College-

**Leslie Shimazaki**, Dean, Arts and Languages, San Diego Mesa College- San Diego, CA

**Ailene Crakes**, Dean, Student Development, San Diego Mesa College- San Diego, CA

Keyword(s): Curriculum, Diversity & Inclusion, Institutional Efforts at Transformation, Mentoring, Pedagogy, Practitioner Development

# THURSDAY, MAY 30

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**3429**

Room: E145

3:30 p.m. - 5:30 p.m.

Special Feature

All Levels

## **Emergent Strategies for Social Change**

Session Track: Intersectionality, Identities and Discussions

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.

**Aisha Sara Fukushima**, BA, Singer, Speaker, RAPtivist, RAPtivism - Seattle, WA

**Nikkita Oliver**, JD (Esq), MEd, Mentor Artist/Case Manager, Creative Justice- Seattle, WA

**Qui Dorian Alexander**, BA, PhD Student and Graduate Instructor, University of Minnesota- Minneapolis, MN

**Genevieve "Evvie" Ormon**, Healthcare Pathway Navigator & Title IX Investigator, The Center For Working Adults, The Seattle Colleges District- Seattle, WA

Keyword(s): African American/ Black, POC, Intersectionality, Organizing/Activism, Performing Arts, Theory to Praxis

**3430**

Room: E146

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

## **Still We Persist: Womxn of Color Organizing and Coalition Building at a PWI**

Session Track: Intersectionality, Identities and Discussions

This session highlights the organizing and efforts of womxn of color undergraduate and graduate students at a large public, land grant, and predominantly white institution in the Pacific Northwest. It will provide insights and lessons by Oregon State University womxn of color students who co-created the framework, practices, and programs for an emergent community. This session will specifically address the process to create AYA-Womxn of Color Initiative and its current role in supporting students at OSU. This includes the development of a robust newsletter, coalition building, coaching, and mentoring sessions for womxn of color leaders in cultural centers, creating space for and having difficult conversations, story circles, and more. This session should particularly benefit practitioners who are interested in the success of womxn of color students and who wish to take a more active and strategic role in organizing these efforts.

**Sarah Garcia**, MS, Interim Assistant Director, Centro Cultural César Chávez, Diversity & Cultural Engagement, Oregon State University- Corvallis, Oregon

**Elrissa Hui**, Graduate Teaching Assistant, College Student Service Administration, Oregon State University- Corvallis, Oregon

**Micknai Arefaine**, Graduate Teaching Assistant, Anthropology, Oregon State University- Corvallis, Oregon

**Tamara Lash**, Graduate Assistant, College Student Services Administration, Oregon State University- Corvallis, Oregon

Keyword(s): Feminist, TQPOC, Students, Intersectionality, Mentoring, Institutional Efforts at Transformation



**3431** Room: F151

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

Intermediate

## Beware the Colonization of Equity Efforts

Session Track: Race and Social Justice in Higher Education

“Every institution is exquisitely designed to replicate itself” (M. Gladwell, 2002, *The Tipping Point*). Using this quote as an underpinning, this interactive session will explore why, after so many years, there is still inequity in higher education. In addition, moving from the institutional to the personal and professional levels, we will also question how each of us “...collude(s) with the existing system in small ways every day, even those among us who see ourselves as anti-racist radicals,” (bell hooks, *Teaching Community: A Pedagogy of Hope*) as we have been socialized into a colonized way of thinking and being. This session should particularly benefit those who would like to interrogate both the prospect of the colonization of equity AND how institutions are designed to thwart equity efforts. Bell Hooks suggests, “...through the decolonization of our minds, we have the tools to break with the dominator model” (pg 35). Questions include: How do we know when our efforts are being colonized? Is compromise a slippery slope to colonization of a program or equity effort? How do we flip the script not only internally, but to effect the whole institution?

**Jackie Reza**, EdD, MFT, Professor/Director Professional Development - Emeritus, Office of Professional Development, De Anza College- Newark, CA

**Catherine Wong**, MEd, Director, Urban Outreach Initiatives, Boston College- Chestnut Hill, MA

Keyword(s): Diversity & Inclusion, Institutional Efforts at Transformation, Leadership Development, Perspective Taking, Changing Institutional Practices, Institutionalized Privilege

**3432** Room: F152

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

## Bridging the Divide: Holistic Support for Queer and Trans Scholars

Session Track: Intersectionality, Identities and Discussions

This session takes an interactive approach in helping practitioners who provide support services to queer and trans students, educators, students involved in creating an inclusive campus climate, and community allies working towards making institutional practices more accessible for LGBTQIA scholars. Attendees will learn about what it means to holistically support LGBTQIA scholars through interactive activities, worksheets, and hands-on scenarios. With an understanding that equitable practices for queer and trans scholars must be multifaceted in an institution of higher education, this session should particularly benefit all who are invested in their holistic wellness, retention, and long-term success.

**Alejandra Fernandez Garcia**, BA, Student Personnel Assistant, Equity, Programs, & Pathways, American River Community College- Sacramento, CA

**Bee Curiel**, BA, Student Personnel Assistant, Equity, Programs, & Pathways, American River Community College- Sacramento, California

Keyword(s): TQPOC, LGBTQIAA, Intersectionality, Theory to Praxis, Retention, Changing Institutional Practices

**3433** Room: E141

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

## “Ugh Not Another Diversity Presentation!?! When Multicultural Competence Meets and Real Reality.”

Session Track: Student Affairs and Affiliated Professionals

This session will benefit any participant from any level of development. Based off the popular book, *UGH!?! Not Another Diversity Book*, UGH!?! Not Another Diversity Presentation “will shift your paradigms regarding racism, prejudices, stereotypes, women’s issues, differences in gender, inequity, intersectionality, and media. This fully engaging and interactive session is facilitated using games, activities, role-plays, and social experiments that will help challenge and develop the participant’s mind and soul. Insights and lessons learned from the program’s 10-year implementation will also be provided. Nothing is taboo. It pulls no punches and puts anything and everything on the table. Finally, this session will address anyone who desires to experience life through the eyes of “the other.” This session will benefit participants who are interested in exploring their own understanding of Multicultural Competence. Level of Experience: Intermediate

**Justin Brown**, MA, Resident Director, Department of Residence Life and Housing Services, West Chester University of Pennsylvania- West Chester, PA

Keyword(s): Multiple Racial Identities, Multicultural Affairs, Diversity & Inclusion, Intersectionality, Intergroup Dialogue/Facilitation, Residence Life

**3436**

Room: E144

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

Intermediate

**Inclusive Excellence Incubator: From Social Consciousness and Awareness to Action**

Session Track: Student Interest and Engagement

This session presents a model of student diversity awareness, education, and action. Known as “The Inclusive Excellence Incubator,” this practical prototype is designed to garner and channel the creativity and innovation of students into diversity action projects and products. The workshop will focus on the dynamics of an innovative cooperative-learning and peer based training designed to promote social consciousness and allow students to create practical action initiatives for a campus based on their evolving insights regarding social justice and diversity. The theory behind the awareness model is the Jigsaw method of cooperative learning used to develop experts who can teach the concepts. The session will benefit practitioners who are responsible for social justice and diversity education and training. The Inclusive Excellence Incubator also engages faculty who are asked to guide students as they develop their diversity awareness and projects. This session will be of interest to student affairs practitioners, diversity trainers, students, and any individuals seeking to introduce new concepts to the discussion of positive social change and/or to their own engagement with their surroundings.

**Melissa Silva**, MA, Cochise County Student Services Coordinator, Student Services, University of Arizona South- Douglas, AZ

**Jesús Treviño**, PhD, Senior Diversity Officer, The LinD Group- Tucson, AZ

**Lamont Sellers**, MA, Associate Vice President, Office for Diversity, University of South Dakota- Vermillion, SD

**Sherard Robbins**, MEd, Founder & CEO, Visceral Change- Tucson, AZ

**Zachary Ritter**, PhD, Professor, Education, University of Redlands and University of La Verne- Los Angeles, CA

**Laurie Lind**, Senior Financial Officer and Consultant, The LinD Group- Tucson, AZ

**Lydia Kennedy**, MEd, Director, Office of Diversity & Inclusion, University of Arizona- Tucson, AZ

**Charlinda Haudley**, MEd, Program Coordinator Sr, Office for Diversity and Inclusive Excellence, University of Arizona- Tucson, AZ

**Vanessa Carlson**, Program Associate, The LinD Group- Tucson, AZ

Keyword(s): Intergroup, Student Affairs, Pedagogy, Curriculum, Diversity & Inclusion, Institutional Efforts at Transformation

**3438**

Room: F149

3:30 p.m. - 5:30 p.m.

Special Feature

All Levels

**Making Sure Your Written & Oral Communication Reflects Your Excellence: A Hands-On Workshop for All Student Leaders Striving for Successful Communication Skills Across Diverse Audiences.**

Session Track: Student Interest and Engagement

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 leaders can effectively present their ideas in a cohesive and engaging way to diverse audiences—faculty and staff, and administrators—as well as fellow students having very diverse backgrounds. This major workshop targets Student Leaders at all levels. Join two presenters dedicated to the pursuit of excellence through writing and coaching; spend your time well at NCORE, enhancing the basics of communicative writing and oral skills fundamental to leadership successes on our diverse campuses. A team presentation product will be a takeaway, showing you have mastered the intent of the workshop and understand how to connect the dots for effective and cohesive writing and presenting to diverse audiences.

**Janice D. M. Mitchell**, EdD, CDP, Emerita, Global Multicultural Diversity & Inclusion Specialist, Editing Across Borders/Gallaudet University- Silver Spring, MD

**Kamakshi Murti**, PhD, Professor (emerita) of German, Middlebury College- Fairfax, VA

Keyword(s): Intergroup, Disability Accommodating, Students, Leadership Development, Diversity & Inclusion, Coalition Building

**3439**

Room: F150

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

**Team Killmonger vs. Team T'Challa: Redefining What it Means to be Black in the United States**

Session Track: Intersectionality, Identities and Discussions

This session seeks to address the needs and experiences of an increasingly diverse population of black students at colleges and universities by challenging the notion of a singular black identity. This interactive presentation has three primary aims: (1) to raise awareness of the importance of unpacking the multiple layers of black identity; (2) identify specific needs for "black" students who are descendants of enslaved Africans by analyzing the differences in success outcomes for Afro-Caribbean, African, and African-American students; and (3) propose new strategies that institutions can implement within student affairs, academic advising, classroom curriculum, and respective multicultural student groups. This session should particularly benefit faculty and staff from student affairs, instruction, administration, academic advisors, and educational assessment and policy departments who seek to build a more nuanced and intersectional view of black racial and ethnic subgroups on campus. So we can better address retention, academic success, and completion for "black" students. This session is open to participants of all levels.

**LaBasha Alexander**, BA; MEd candidate, College and Career Specialist, Career and Technical, Kent School District- Kent, WA

**Ariel Davis**, BA, College Navigator, College Access, Seattle Housing Authority- Seattle, WA

**Andaiye Qasim**, BA, PhD, Student Engagement Manager- International Programs Advising; Adjunct Instructor, Green River College- Auburn, WA

**Conrad Trayvon Webster**, PhD candidate, College Preparatory Advisor, College Access, Mountainview High School/ College Success Foundation- Auburn, WA

Keyword(s): African American/ Black, Academic Affairs, Student Affairs, Intergroup Dialogue/Facilitation, Identity Development, Immigration

**3440**

Room: A109

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

Intermediate

**Taking it to the Next Level: Develop Greater Internal Capacity and Critical Infrastructure to Achieve Inclusion Strategic Goals**

Session Track: Chief Diversity Officer and Executive Leadership

At far too many universities, executive teams and Diversity Councils are stuck and unsure how to manifest meaningful, sustainable culture change. They invest significant time and resources into professional development designed to shift the awareness and skills of individuals with little measurable progress on student success and staff/faculty retention. While highly motivated individuals may create innovative approaches to achieve Inclusion Strategic Goals, these efforts stagnate or are dismantled once these high performers leave the institution. It is critical that universities commit to going to the next level, to create the critical infrastructure changes necessary to ensure meaningful, sustainable change over the long haul. In this highly engaging and practical session, participants will examine three critical structural components to deepen the internal capacity of leaders, faculty, and staff to create truly inclusive campus environments that advance equity and social justice throughout the organization. The presenter will share innovative tools and approaches to accelerate institutional change, including: Inclusion Partners Program; Unit Change Teams; and Facilitator Development Programs. strategies is designed to increase the capacity to infuse issues of equity, inclusion, and social justice into daily practices and use an Inclusion Lens to develop and revise policies, programs, practices, and services.

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

Keyword(s): Facilitator Development, Institutional Efforts at Transformation, Leadership Development, Changing Institutional Practices, Cultural Competence, Empowering Diversity

**3441** Room: B119

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

## **Diversifying the Applicant Pool in Graduate Health Science Programs at a PWI Through Successful K-12 Pipelines: Kindergarten to Medical School, an Investment in the Future in Utah**

Session Track: Race and Social Justice in Higher Education

This session will examine the successful pipeline programs that currently run at the University of Utah School of Medicine. These pipelines were created almost 20 years ago and have produced several Physicians and other Healthcare Professionals. These programs are open to all students but are targeted to specific populations; First Generation college bound students, Tribal Communities, Pacific Islander students, African American students, Latino students, Refugee students, and Dreamers (Undocumented populations). The Office of Inclusion and Outreach provides access to quality science educational outreach across all 41 school districts in the state of Utah. We also work very closely with underserved communities and tribal communities in the state. We work to recruit and retain students that are under represented in medicine. We also work very hard to make college a reality and an expectation for all students.

**Melanie Hooten**, BS, Director/Student Services Manager Office of Inclusion and Outreach, School of Medicine Dean's Office, University of Utah - Salt Lake City, Utah

**Chris Harris**, BS, MBA, Administrative Program Coordinator Office of Inclusion and Outreach, School of Medicine Dean's Office, University of Utah- Salt Lake City, Utah

**Donna Eldridge**, BSW, MSW, Administrative Program Coordinator Office of Inclusion and Outreach, School of Medicine Dean's Office, University of Utah- Salt Lake City, Utah

Keyword(s): Diversity & Inclusion, Predominantly White Institutions, Recruitment, STEM/STEAM, Career Path, Retention

**3:45 p.m. - 5:00 p.m.**

**3500** Room: Booth # 506/508/510/512

3:45 p.m. - 5:00 p.m.

Special Feature

All Levels

## **Kathy Jetñil-Kijiner: Informal Dialogue and Book Signing**

Please stop by the SpeakOut booth to meet with Kathy Jetñil-Kijiner. She will be available to sign books.

**Kathy Jetñil-Kijiner**, Poet, Performer, and Educator-,

**3501** Room: E142

3:45 p.m. - 5:00 p.m.

Major Workshop

Advanced

## **A Framework for Excellence and Collaboration: Strategic Diversity Leadership for Inclusive Excellence at Community College**

Session Track: Faculty Interest and Needs

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.

**James A. Felton III**, MS, Chief Diversity Officer, Office of the President, State University of New York (SUNY)-Cortland- Groton, NY

**Michelé Smith**, MEd, Vice President Workforce Solutions, Assoc. Provost for Curriculum, William Rainey Harper College- Palatine, IL

**Clyde W. Pickett**, Chief Diversity Officer, Minnesota State Colleges & Universities-,

Keyword(s): Chief Diversity Officers (CDO), Human Resources, Affirmative Action, Diversity & Inclusion, Institutional Efforts at Transformation, Theory to Praxis

**3503** Room: D135

3:45 p.m. - 5:00 p.m.

Special Feature

All Levels

## **Last Boat out of Shanghai: The Epic Story of the Chinese Who Fled Mao's Revolution. (Published by Ballantine/Random House) and its Significance to Contemporary Issues of Displacement**

Session Track: Intersectionality, Identities and Discussions

NCORE is thrilled to have Helen Zia discuss her book *Last Boat out of Shanghai: The Epic Story of the Chinese who Fled Mao's Revolution*. The dramatic real life stories of four young people caught up in the mass exodus of Shanghai in the wake of China's 1949 Communist revolution—a heartrending precursor to the struggles faced by emigrants today. The Wall Street Journal writes, “Beautifully crafted, carefully researched... Ms. Zia lets us eavesdrop on the conversations in ‘hushed voices’ of several people whose childhoods are brought vividly to life... Most strikingly, the author tells stories of great specificity while simultaneously emphasizing general themes of migration and exile, which she clearly feels have contemporary relevance.” Zia’s passion for justice frames the narrative of those fighting for space and place. Book signing will follow the talk.

**Helen Zia**, PhD, honoris causa, Author and Activist- Oakland, CA

Keyword(s): Asian Pacific American, Diversity & Inclusion, Writing Publishing, Immigration, International/Transnational, Antiracism

**3504** Room: A103-A104

3:45 p.m. - 5:00 p.m.

Concurrent Workshop

Novice

## **Latino Student Community Specialist: Creating a Latino-Student Focused Position at a PWI**

Session Track: Race and Social Justice in Higher Education

This session will explore the factors that contributed to the creation of an identity-based (Latinx-student focused) staff position at the University of Kentucky. The major factors analyzed will include: the historic trends of recruitment/retention of Latino students; the analysis of success in founding a sustainable Latino Student Union and establishing Latino-based Greek-lettered organizations, to seeing the creation of a full-time position, ‘Latino Student Community Specialist,’ and the spur of Latinx-focused programming/initiatives. Considering the first factors, the primary responsibilities of the ‘Latino Student Community Specialist’ position are to focus on Latinx student needs associated with successfully matriculating at a predominately White institution. The discussion will allow audience members to understand the development of an increased support system for Latinx students in an environment that historically under-served, or did not serve, an exponentially growing Hispanic/Latino population. In addition, the conversation will include reference to the general migration and industrial opportunities that have impacted the increased Latino student population at the University and the state, in particular, and offer possible strategies to effectively address supporting Latinos/Hispanics in Kentucky. This session will be of interest to those who serve Hispanic/Latinx or immigrant students at their institutions. Retention will be highlighted.

**Ruth González Jiménez**, Latino Student Community Specialist, Martin Luther King Center, University of Kentucky- Lexington, KY

**Elisa Diaz**, Student Intern, Martin Luther King Center, University of Kentucky- Lexington, KY

**Daniela Gamez**, Latinx History Project Intern, MLK Center-Office for Institutional Diversity, University of Kentucky- Lexington, KY

Keyword(s): Latinx, Student Affairs, Retention, Predominantly White Institutions, Immigration, Changing Institutional Practices

# THURSDAY, MAY 30

4:00 p.m. - 5:30 p.m.

**3601** Room: C125-C126

4:00 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

## **A Revolutionary Scholars Approach: A Student Guide into Organizing Formerly Incarcerated Students in Higher Education with an Abolition Praxis**

Session Track: Race and Social Justice in Higher Education

This session demonstrates the grassroots work that people are engaging in to develop a prison-to-college pipeline that does not only support formerly incarcerated people pursuing higher education to succeed in whichever way they define success, but also promotes their empowerment so that they become agents of social change. With an abolitionist praxis, the students engage in the imaginative labor of envisioning a world without prisons and generates a conversation of the labor necessary to create such a world. Revolutionary Scholars (RS) is a student initiated and student led program created to support future and current Cal State Northridge students that have been formerly incarcerated or affected by the criminal legal system (or by issues of mass incarceration). Through their collective efforts not only have they created a resource center on campus, but they were able to organize within their campus community and the statewide level. Grounded in an abolitionist framework, they have been able to organize local and statewide actions around educational diversity efforts while also being part of statewide network building for formerly incarcerated students in higher education. In this session, we will bridge the topic of mass incarceration that is popularized in academia with student organizing in higher education. Applying an abolition pedagogy, this session will address current activism and research around formerly incarcerated students in California. This session will benefit all educators who provide services within institutions of higher education, specifically in navigating issues around mass incarceration and helping previously and/or formerly incarcerated students navigating systemic and institutional challenges

**Diego Paniagua**, MA, Student Organizer, Revolutionary Scholars, California State University, Northridge- Northridge, CA

**Lilian Gonzalez**, MFTA, Student Support Coordinator and Clinician, Student Access and Support Services, Mills College-

**Rocio River-Murillo**, BA, Student Organizer, Revolutionary Scholars, California State University, Northridge- Northridge, CA

Keyword(s): Theory to Praxis, Diversity & Inclusion, Pedagogy, POC, Changing Institutional Practices, Organizing/Activism

**3602** Room: B114

4:00 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

## **First Sooner: An Intentional Approach to Preparing First Generation Prospective College Students and Their Parents for the Transition to College Life**

Session Track: Student Interest and Engagement

This session will focus on outreach, yield, and matriculation efforts of First Generation, largely African-American and Latinx students through the targeted and intentional recruitment event programming, specifically the First Sooner College Preparation Conference at The University of Oklahoma. Background information and intent of the targeted population will be provided. The continued development and outcomes will also be discussed. Finally, this session will compare and contrast current research initiatives to evaluate the effectiveness of this model. This session should particularly benefit participants who are generally interested in learning more about minority recruitment efforts, practitioners who currently recruit for an institution, or administrators who are looking to model after an established recruitment event that provides support through the college search processes for students who identify as First Generation.

**Trey Moore**, MEd, Associate Director, Diversity Enrichment Programs; Admissions and Recruitment, University of Oklahoma - Norman, OK

**Brittany Leehue**, MS, Event Coordinator, Diversity Enrichment Programs; Admissions and Recruitment, University of Oklahoma - Norman, OK

**Kayla Storrs**, MPH, Interim Director, Diversity Enrichment Programs; Admissions and Recruitment, University of Oklahoma - Norman, OK

Keyword(s): Admissions, Recruitment, Diversity & Inclusion, Intersectionality, Retention, Empowering Diversity

**3603** Room: D139

4:00 p.m. - 5:30 p.m.

Concurrent Workshop

Advanced

## **Indigenizing Campus-Based Civil Rights: Lessons Learned**

Session Track: Chief Diversity Officer and Executive Leadership

This session will discuss what it means to fundamentally rethink campus-based civil rights work using a Critical Race Theory, Queer Theory, and Tribal Critical Theory lens. Since 2011 when students called for Title IX to take a more prominent role in ending sexual violence on campus to (in particular) the last two years of constant attention paid to first amendment rights, affirmative action, and diversity in the academy, campus communities expect a lot from their civil rights. But can these laws deliver? What does it mean to be trauma-informed or to Indigenize civil rights work in higher education? Is it possible? Facilitated by a (very tired) former chief civil rights officer who attempted to Indigenize campus civil rights work, this session is a place for honest discussion about the reality of civil rights as a tool for social justice, what that reality may mean for administrators charged with leading equity and inclusion work on their campus, and how we empower our students to think critically about what they should expect when they call for systemic change.

**Jyl Shaffer**, MA, Instructor, Native American Studies, Montana State University- Bozeman, MT

Keyword(s): Critical Race Theory, Intersectionality, Organizing/Activism, Diversity & Inclusion, Institutional Efforts at Transformation, Theory to Praxis

**3604** Room: E143

4:00 p.m. - 5:30 p.m.

Special Feature

All Levels

## **Understanding and Addressing the Experiences of QTPOC Multiracial Students**

Session Track: Intersectionality, Identities and Discussions

The purpose of this session is to explore the intersection of race, gender, and sexuality for students who identify as Multiracial. As a result of this session, participants will: 1) define social identity and intersectionality; 2) understand the basic frameworks of critical mixed race studies, critical trans politic, and intersectionality; 3) develop 1-2 tactics to better support this student population to create more inclusive and equitable learning environments.

**Koby Rodriguez**, MA, Associate Director, UC Davis Cross Cultural Center, University of California Davis- Davis, CA

**Saby Labor**, Director, Center for Queer and Trans Life and Founder of Resilient Campus, University of Minnesota, Twin Cities- Twin Cities, MN

**Kelly Collins**, Doctoral Student, OLPD Higher Education, University of Minnesota, Twin Cities- Twin Cities, MN

**Stephanie Chrismon**, MFA, Student Affairs Professional- Minneapolis, Minnesota

**Heather C. Lou**, MEd, Director, Student Life and Leadership Development, Metropolitan State University- Minneapolis, MN

Keyword(s): Bi-Racial, Multiracial, Multiple Racial Identities, QTPOC, Student Affairs, Identity Development

# THURSDAY, MAY 30

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5:00 p.m. - 6:30 p.m.

**3700** Room: D137

Special Event

## Oregon State University Reception

Interested in connecting with students, faculty, alumni and friends of Oregon State University at NCORE? All are invited to the OSU at NCORE 2019 reception. This is a wonderful opportunity to connect with colleagues and learn more about Oregon State University, Oregon's largest public university. Appetizers and refreshments will be served. The reception is sponsored by Community Diversity Relations in the Office of Institutional Diversity at Oregon State University.

7:30 p.m. - 9:30 p.m.

**3901** Room: C120-C121-C122

7:30 p.m. - 9:30 p.m.

Concurrent Workshop

All Levels

## MIXED MATCH – When Race is a Matter of Life or Death

Session Track: Global, Multicultural and Transnational issues

This session will feature a screening of the award-winning documentary MIXED MATCH along with a post screening discussion with director and producer, Jeff Chiba Stearns. MIXED MATCH is an important human story told from the perspective of mixed race blood cancer patients who are forced to reflect on their multiracial identities and complex genetics as they struggle with a seemingly impossible search to find bone marrow donors, all while exploring what role race plays in medicine. With the multiracial community becoming one of the fastest growing demographics in North America, being mixed race is no longer just about an identity, it can be a matter of life and death. The post screening discussion will address the issue of race in medicine, how race and ancestry affects HLA matching for bone marrow transplants, multi-ethnic identity and the importance of increasing the diversity of the worldwide bone marrow donor pool. The optimal age for new signups to the stem cell registry is between the ages of 18-35. Therefore, university students are the most active and targeted in regards to signing up to the stem cell registry. MIXED MATCH has screened at over 75 universities and has resulted in over 1000 students and faculty joining the national bone marrow registry.

**Jeff Chiba Stearns**, BEd, BMA, Film Director and Producer, Meditating Bunny Studio Inc.- Burnaby, British Columbia

Keyword(s): African American/Black, Asian Pacific American, Bi-Racial, Multiracial, Diversity & Inclusion, Recruitment

**3902** Room: B116

7:30 p.m. - 9:30 p.m.

Concurrent Workshop

All Levels

## #NORape: Breaking Silences About Sexual Violence

Session Track: Intersectionality, Identities and Discussions

Twelve years in the making, the 2006-released Ford Foundation-funded, NO! The Rape Documentary is an internationally acclaimed film that broke taboos that hid heterosexual rape and sexual assault in African-American communities. The film brought together leading African American scholars, theologians, artists, activists, men, women, and survivors to break silences and commit themselves to reshape patriarchal cultures of violence against women and queer communities. "[NO!] is not about a pathology that is unique to the Black community. It is a specific and necessary examination of the (hu)manifestations of sexual assault in Black women's lives, but it calls all of us who've been directly or indirectly impacted by rape to recognize our own survival, our own silence, our own complicity, our own violence, and our shared responsibility to create a world that honors all of us." This session will examine the impact of the intersections of race, gender, class, and sexual orientation on Black women survivors of rape and other forms of sexual assault. It should benefit participants who are interested in co-creating safe spaces on campuses that center Black and other survivors of Color and their allies in anti-rape work on campus.

**Aishah Shahidah Simmons**, Visiting Scholar, Annenberg School for Communication, University of Pennsylvania- Philadelphia, PA

Keyword(s): African American/Black, Women, TQPOC, Intersectionality, Organizing/Activism, Critical Race Theory



7:30 p.m. - 10:00 p.m.

**3903** Room: C123-C124

7:30 p.m. - 10:00 p.m.

Special Feature

All Levels

## Rose City Speaks & Beats

Session Track: Student Interest and Engagement

Rose City 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). 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!

**Toby Jenkins**, PhD, Associate Professor/Director Museum of Education, Curriculum Studies, University of South Carolina- Columbia, SC

**Crystal L. Endsley**, PhD, Assistant Professor, Department of Africana Studies, John Jay College of Criminal Justice, The City University of New York (CUNY)- New York, NY

**Tony Keith**, MEd, Ph.D Candidate, Educational Leadership, George Mason University- Washington, DC

Keyword(s): Multicultural Affairs, Student Affairs, Student Life, Popular Culture, Diversity & Inclusion, Performing Arts

8:00 p.m. - 9:30 p.m.

**3900** Room: Second Floor- Portland Ballroom

8:00 p.m. - 9:30 p.m.

Keynote

All Levels

## Supremacy, Trauma and Radical Imagination

Session Track: Race and Social Justice in Higher Education

"Social movements are powered in no small part through radical leaps of imagination: A building of a collective narrative of a world none of us have lived in, but long for." – Maro Guevara. Much is required to conceive a future in which all people can experience belonging. Since social re-design is not separate from complex systems and structures, we must be able to popularize language that helps unravel the root causes of injustice while supporting wide spread collective engagement that dismantles their consequences. Internal and external thinking linked with multiple approaches for whole-body learning are required as we prepare and engage in the creation of multi-layered futures not yet embedded in cultures. What are a few of these approaches we need to practice and how are they indicators for personal, interpersonal and broad sweeping social transformation? This presentation touches upon how popularizing language for analysis, healing intergenerational trauma through the body, and cultivating radical imagination are a few components to be considered. We need to build and support multifaceted social movements that are more viable, balanced, multi-layered bridges into a more just, loving, and compelling future. This presentation is basically a response to the following questions: Why is it critical to name and frame the historical roots of supremacy? How does exploring the relationship between neurobiology and inter-generational trauma offer pathways to radical healing? What is radical imagination and how is it connected to social movement?

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

Time	Session #	Title	Room
8:30 a.m. - 9:45 a.m.	4001	Teaching and Equity in High DFW Rate Courses	Room: A103-A104
	4003	Anti-Blackness and Whitewashing within the Asian American Community	Room: A107-A108
	4004	The Evolution of White Nationalism in the Pacific Northwest	Room: A106
	4005	Multiracial Identity: Being the Other in Othered Spaces	Room: A105
	4006	Leaders for Equity Anti-Racism & Reparations Now (LEARN): A Model for a Collaborative Approach to Change on a Campus Entrenched in Systemic Racism	Room: B110-B111
	4007	A Diversity Certificate for Transformative Campus Change	Room: B116
	4008	Overcoming Barriers to Implementing Inclusive Training for Public Higher Education Institutions	Room: B113
	4009	Transculturalized Diversity and Inclusion Model: A New Framework for Diversity to Include Disabilities	Room: B114
	4010	Beyond Identity Centers: Infusing DEI Throughout Student Affairs	Room: B119
	4011	In Our Own Voice: Trans Students' Experiences Today and Implications for Campus Change	Room: B112
	4012	A Diverse Fellow Writes Back: The Success and Challenges of Diverse Faculty Recruitment Programs	Room: B117
	4013	Diverse Students Countering STEM Disciplinary Culture	Room: B118
	4014	"Stay WOKE Ya'll!" Being a Relevant Practitioner in the Time of Social Unrest	Room: C120-C121-C122
	4015	Democracy on the Front Lines: How Local Governments can Respond to Organized Bigotry	Room: D133-D134
	4018	Breaking Down Barriers to Entry for Underrepresented Minorities: A Case Study of NOAA's Hollings Undergraduate Scholarship Program	Room: C125-C126
	4019	Developing Intercultural Competence: An Intercultural Learning Certificate Program	Room: D130
	4020	Using Psychological Science to Understand and Intervene on Microaggressions	Room: C123-C124
	4022	Dehumanization of Indigenous Women	Room: D135
	4023	Hidden Figures: Navigating the Higher Education Space that Refuses to Make Space for You	Room: D136
	4024	Black Feminist Sport: Understanding Black Women's Experiences in Sport	Room: D137
	4025	From the Gridiron to the Bakery: Redefining Black Male Identity	Room: D138
	4026	California's Teacher Training Challenge: Righting the Wrongs in K-16 Native American History Curriculum	Room: D139
	4027	Reducing the Effects Implicit Bias in the Classroom has on Student's Health	Room: E146
	4029	Making Dreams a Reality by Establishing Sustainable Resources for DREAMers/Undocumented Students	Room: E145
	4030	Mitigating the Gap in Cultural Competency: Addressing LGBTQIA+ Inclusion, Equity, and Access on College Campuses	Room: D140
	4031	Creating a Community of Belonging During Difficult Times	Room: F151
4032	Why Cultural Competency is Not Enough: Reflections on Applying Intercultural Development Models in a Graduate School Setting	Room: F152	
4033	Banners, Videos, and Text: An Analysis of Websites of Native American Student Affairs (NASA) Units	Room: A109	
4034	Thinking at the Intersections: A Unique Approach to Intergroup Dialogue	Room: B115	

Time	Session #	Title	Room
8:45 a.m. - 11:45 a.m.	4101	Con el Corazón en la Mano, With My Heart in My Hand: Testimonio as Healing, Resistance, and Community	Room: E141
	4102	Writing and Publishing for Social Justice	Room: E142
	4103	Why is Climate Change / Environmental Justice a Racial Justice Issue for Our Campuses?	Room: E143
	4104	No More Tears (I am Not Working here to Take Care of You): Women of Color and White Women in Higher Education Administration Move Beyond Bias to Become Collaborative Change Agents.	Room: E144
	4105	Seeking Cultural Consciousness and Competence in Hiring: Practical Strategies for Hiring the Faculty, Administrators and Staff We Need	Room: E147-E148
	4106	From Sick & Tired to Triumphant and Free-Women of Color Reclaiming Our Time and Making Promises to/for Thrive(ing)	Room: F149
	4107	WHITENESS: From Invention, to Infection, to Transformation	Room: F150
10:15 a.m. - 11:45 a.m. <i>(continued on next page).</i>	4201	Leading the Next Paradigm for Transformative Diversity Leadership: A 90-Day Plan for the 21st Century Chief Diversity Officer	Room: A105
	4203	Occupying Leadership Roles in Higher Education: Why it Matters for API Women Leaders	Room: A103-A104
	4204	'Crafting White W[h]ine': Interrogating the Many Varieties and Tastes of Northwest Nice	Room: A106
	4205	Open Space for Multiracial/Multiethnic Discussions	Room: A107-A108
	4206	Latinx/a/o Student Leadership Development: Implications for Administrators and Faculty	Room: B110-B111
	4207	Understanding the Experiences and Needs of Transracially Adopted Students	Room: B112
	4208	Cultivating Resilience to Sustain Personal and Organizational Power	Room: B113
	4209	Hostility, Trauma, and Critical Race Theory: Nourishing Resistant Voices in Colonial Spaces	Room: B116
	4210	Sankofa Wellness: Towards a Pedagogy that Heals	Room: B115
	4211	Afrolatinidad, Pan-Africanism, Feminism and The Ebbing of Latin America's Pink Tide	Room: B114
	4212	Remediation as a Mechanism of Institutional Racism: New Policies and Practices for Addressing Structural Inequities in California Community Colleges	Room: B117
	4213	Equity Requires Diversifying the Students, the Faculty, and the Curriculum: Efforts to Diversify a Professional Health Program at a Predominantly White College	Room: B118
	4215	Confronting Oregon's History of Racial Exclusion and its Modern Day Legacy	Room: D133-D134
	4218	Moving Conversation Into Action: Creating a Truly Inclusive Campus	Room: E145
	4219	Seeking Inclusion Excellence by Understanding Microaggressions in Health Professions Students	Room: D130
	4220	10 Myths of Social Justice	Room: C123-C124
	4222	The Diversity Consultant's Cookbook: Preparing for the Challenge	Room: D135
	4223	Anti-Racist Work as Part of Multiracial Organizing for Collective Liberation	Room: D136
4224	Strategies for Overcoming Negative Stereotypes of Black Female Student-Athletes in Engineering	Room: D137	
4225	Sink or Swim: The Intersections of Race, Athletics, and Mental Health	Room: D138	

Time	Session #	Title	Room
10:15 a.m. - 11:45 a.m. (continued).	4226	Self-care as Revolutionary Action: Nurturing QTPOC Strength in Turbulent Times	Room: D139
	4227	Creating an LGBTQIA+ Living Learning Community on Your Campus	Room: D140
	4229	Centering the Impacted: A Facilitated Dialogue about the Challenges Formerly Incarcerated Individuals Face Along the Path of Re-Entry and Higher Education	Room: C125-C126
	4230	Ode to be born Black and Intersectional: How Colorism, Classism, Queerphobia, Misogynoir, and Internalized Anti-Blackness Affect Academia and Activism on Campuses	Room: E146
	4231	Speak Out with Tim Wise -- Anti-Semitism, Islamophobia and the Need for Solidarity in the Face of Mutual Attack	Room: F151
	4232	Los Huskies: The Importance of Leadership Programs for Latinx Students	Room: F152
	4233	Indigenous Identity: Resisting a Legacy of Erasure Through Institutional Data	Room: A109
	4234	Rethinking Our Relationship to Disability: Challenging Ableism as Anti-Racist Praxis	Room: C120-C121-C122
1:30 p.m. - 2:45 p.m.	4300	Keynote Address: Tommy Orange	Room: Second Floor-Portland Ballroom
3:30 p.m. - 5:30 p.m. (continued on next page).	4405	Multi-ethnic Identity in AAPI Communities	Room: A107-A108
	4406	Breaking the Black/White Binary, a Town Hall	Room: B110-B111
	4407	Creating Communities of Care: Multiracial Issues in Counseling and Psychology	Room: B112
	4408	How to Explain White Privilege to a Skeptic: Interrupting Patterns of Power and Privilege	Room: A106
	4409	The Facilitator in You: Leading Conversations Around Diversity, Equity, and Inclusion	Room: B113
	4410	Responding to Racism in the Health Care Professions	Room: B115
	4411	What's Gender Got to do With it? Trans 101 & Supporting Trans Students of Color	Room: B116
	4412	Deepening Cross-Racial Dialogue Using Mindfulness and Contemplative Practices	Room: B117
	4413	Navigating Academia in Predominately White Colleges and Universities: A Guide to Equip First Generation Students of Color to Thrive in Higher Education	Room: B114
	4415	Healing Justice Workshop	Room: C123-C124
	4418	Intersectional Perspectives on Identity Exploration for Queer Collegians of Color	Room: C125-C126
	4419	Creatively Healing From Racial Trauma: Self-Work, Self-Care and How We Show Up and Remain Standing	Room: D130
	4420	If it Ain't Intersectional I Don't Want it: Developing Campus Sexual Violence Programming for Survivors of Color	Room: D133-D134
	4422	Roundtable on Diversity, Equity, and Innovation: Leading by Example	Room: B118
	4423	Healing Campus Climate Through Radical Arts-Based Approaches	Room: D136
	4426	Building a Culturally-Sustaining and Academically-Affirming Student Leadership Retreat for Latinx Undergraduates Through Conocimiento, Confianza, and Cariño	Room: D139
	4429	Rural Organizing: Fighting Extremism and Organizing Intersectional Movements in Rural Communities	Room: E145
4430	How Do I Interrupt Racism on My Campus? Let's Stop it!	Room: E146	

Time	Session #	Title	Room
3:30 p.m. - 5:30 p.m. (continued).	4431	Excavating Multi-Racialities Digging Through Contemporary Dilemmas of Epistemic and Experiential Violence in Multiracial Identity Formations	Room: F151
	4434	The Intersection of Disability Justice and Racial Justice: Historical Injustices, Contemporary Representations, and Conversation	Room: E142
	4437	Actors, Allies, and Accomplices: The Journey from Awareness to Action	Room: E147-E148
	4440	Adjunctification of Higher Education as a Barrier to Achieving Equity	Room: A109
	4441	Post-Positivist and Constructivist Epistemologies of Culture: Moving Towards a Better Science of Culture for the Improvement of Diversity Training Models	Room: B119
3:45 p.m. - 5:00 p.m.	4500	Tommy Orange: Informal Dialogue and Book Signing	Room: Booth # 506/508/510/512
	4501	AISES, Promoting College and Career Readiness in STEM Among Native students	Room: E143
	4503	"Bringing out the B.E.A.S.T. in African American Male Student-Athletes: Black Excellence Achieving Success Together"	Room: D137
	4504	Success Factors of African American Male Community College Student Athletes	Room: B113
	4505	Navigating Intersecting Identities in a Hispanic "Servicing" Institution: A Graduate Reflection on Code Switching, Transitional Competence, and Decolonizing Pedagogy	Room: A103-A104
4:00 p.m. - 5:30 p.m.	4601	Navigating the Ivory Towers: How Asian Pacific Islanders Strategize Their Career Trajectories	Room: A105
	4602	Black Lives Matter: Examining Impacts of a Mobilizing Moment Within Postsecondary Institutions	Room: D135
	4603	Leading in Times of Public Attention	Room: C120-C121-C122
	4604	From Power Over to Power With: Libraries as Sites of Solidarity	Room: E141
	4605	In the Throes of the Academy: Being Black Women in an Era of Social Justice Education	Room: F149
	4606	Start the Conversation on Campus: Creating a NCORE Related Research Initiative at Your School	Room: D140
	4607	First-Generation Student Success: Findings from a National Landscape Analysis of Programs and Services at Four-Year Institutions	Room: F150
	4608	University of Washington Resilience Lab: An Interdisciplinary Approach to Fostering Resilience, Supporting Wellness and Increasing Student Retention	Room: F152
7:00 p.m. - 10:00 p.m.	4901	The Color of Fear and Unpacking the Invisible Knapsack: Disturbance to Transformation	Room: C123-C124
7:30 p.m. - 9:30 p.m.	4900	Healing Justice	Room: F150-151
10:00 p.m. - 12:00 a.m.	4950	JDOTT Dance	Room: D135-D136

# FRIDAY, MAY 31

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8:30 a.m. - 9:45 a.m.

**4001** Room: A103-A104

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## Teaching and Equity in High DFW Rate Courses

Session Track: Faculty Interest and Needs

This session should particularly benefit managers of educational budgets, deans, or administrators that deal with equity issues, department chairs, and professors interested in teaching innovation practices that emphasize group and distributed learning. In this session we look at the courses that show an unusually high number of students who receive either a D, an F, or a W (DFW courses from here on). Equity gap analysis of these courses frequently shows that the students most affected are African American and Latinx. This presentation proposes a paradigm change in teaching students in high DFW courses that aims to achieve and foster a) an innovative, hands-on, student-centered learning environment; b) a much more equitable use of resources by directly inserting academic support where it is most needed: in gateway courses with high DFW rates; and c) a more efficient use of the budget allocated to tutoring.

**Francisco S. Zabaleta**, PhD, Professor of Spanish, Language Center Director, San Diego Mesa College- San Diego, CA

Keyword(s): African American/ Black, Latinx, Retention, Pedagogy, Curriculum, Equity

**4003** Room: A107-A108

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## Anti-Blackness and Whitewashing within the Asian American Community

Session Track: Intersectionality, Identities and Discussions

This session should particularly benefit Asian Americans, diversity practitioners, and all educators who serve students who self-identify with this ethnic community. This will be a highly interactive session in which participants will discuss topics such as anti-blackness among Asian Americans (e.g. generational divides, Asian cultural/familial mores, cautionary action), and whitewashing (e.g. assimilation, complacency/status quo, activating Asian American students). Participants will be asked to interrogate their own implicit biases. They will also gain tools for interrupting these tendencies in Asian American communities.

**Ricco Siasoco**, EdD Candidate, Director of Equity and Inclusion, Diversity, Equity, and Inclusion Department, The Chadwick School- Palos Verdes Peninsula, CA

Keyword(s): Asian Pacific American, African American/Black, Multiple Racial Identities, Curriculum, Critical Race Theory, Systemic Racism

**4004** Room: A106

8:30 a.m. - 9:45 a.m.

Major Workshop

All Levels

## The Evolution of White Nationalism in the Pacific Northwest

Session Track: Race and Social Justice in Higher Education

White nationalist groups, like the Alt-Right & Proud Boys, have made casual abuse against black and brown bodies more visible in the Pacific Northwest, and across the nation. The weight of which has not been lost within higher education and student affairs, but the prevalence may be greater than assumed. This session will explore possibilities for radical transformation in higher education, and identify high-impact practices for administrators. Explore the lines between culturally-relevant pedagogy and activism, in grappling with the racism that prevails our campuses and the communities in which they reside.

**Shanice Clarke**, Program Coordinator, Pan-African Commons, Portland State University- Portland, OR

Keyword(s): Portland Focus, Diversity & Inclusion, Students, Pedagogy, Student Affairs, Students

**4005** Room: A105

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

**Multiracial Identity: Being the Other in Othered Spaces**

Session Track: Intersectionality, Identities and Discussions

This session aims to utilize the power of shared experiences to facilitate conversations around an often overlooked or undiscussed topic, multiracial identity. Throughout the session, the presenters will bring awareness to the lived experiences of those who identify as multiracial and the unique, yet familiar, experiences they have had, by discussing their lived experiences growing up multiracial, the hardships, the privileges, and navigating the spaces that they take up. After discussing their own experiences, the presenters (who are trained intergroup dialogue facilitators) will facilitate a discussion revolving around these and other topics related to multiracial identity. This discussion will serve as a catalyst for the attendees to further their thinking on the intersectionality of identity, navigating Higher Ed as a Multiracial Professional, and the daily struggle of “walking the line.” It will also allow attendees to examine the way that multiracial students fit in the critical race theory in higher education. This session will present frameworks for higher education professionals to better work with students who identify as multiracial and support their identity development. This session should particularly benefit participants that identify as Multiracial.

**Corey Davidson**, MHR, NCORE Program Assistant, Southwest Center for Human Relations Studies, The University of Oklahoma- Norman, OK

**Jerry Stinnett**, MEd, Community Relations Coordinator, Student Life Social Change, The Ohio State University- Columbus, OH

**Mileena Zafra**, BA, Project Coordinator, Rebuilding Together OKC, Americorps- Norman, OK

Keyword(s): Multiracial, Multiple Racial Identities, Bi-Racial, Diversity & Inclusion, Identity Development, Intergroup Dialogue/Facilitation

**4006** Room: B110-B111

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

**Leaders for Equity Anti-Racism & Reparations Now (LEARN): A Model for a Collaborative Approach to Change on a Campus Entrenched in Systemic Racism**

Session Track: Race and Social Justice in Higher Education

This session should particularly benefit faculty, staff, and administrators who are interested in building a grassroots coalition to address institutional racism on their campus. On our campus, equity training had been in celebration of diversity. While this is important, diversity training does not get to the heart of the structural basis of racism. In order to make the cultural shifts necessary to address the long history of structural racism in our educational systems and at our college we developed this group to help create and offer training on our campus that requires participants to dig deep and become agents of change. We will share the lessons we have learned along the way as we have tried to navigate the challenges with offering such training on campus, and we will encourage workshop participants to consider their own models for anti-racism training on their campuses. Workshop participants will leave with ideas for an approach that can be utilized on any campus.

**Annette Cordero**, MA, Assistant Professor, English Skills, Santa Barbara City College- Santa Barbara, CA

**Christopher Johnson**, EdD, Associate Dean, Student Affairs, Santa Barbara City College- Santa Barbara, CA

**Vandana Gavaskar**, PhD, Faculty Director of Learning Support Services, Learning Support Services, Santa Barbara City College- Santa Barbara, CA

**Elizabeth Imhoff**, PhD, Faculty Director of the Faculty Resource Center, History, Santa Barbara City College- Santa Barbara, CA

**Carrie Hutchinson**, PhD, Professor, Communication, Santa Barbara City College- Santa Barbara, CA

Keyword(s): Antiracism, Coalition Building, Changing Institutional Practices, Systemic Racism, Diversity & Inclusion, Leadership Development

**4007**

Room: B116

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

**A Diversity Certificate for Transformative Campus Change**

Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

In 2012, University of Georgia's Office of Institutional Diversity launched the Certificate in Diversity and Inclusion (CDI) for faculty and staff. Since 2012, the CDI has had more than 6,000 participants and 550 graduates, making it the largest certificate program for faculty and staff at UGA. In this session, the presenters will describe the initiation of this program from garnering campus buy-in to program launch. In addition, an overview of the integration of the components of their Transformative Diversity Education Framework-the programmatic framework they created to execute the CDI program will be provided. The presenters will also discuss program highlights, insights, and next steps. This session should particularly benefit higher education diversity professionals and senior administrators who are interested in creating or enhancing diversity-based professional learning and development opportunities for faculty and staff.

**Shonte Matthews**, MEd, Coordinator of Faculty and Staff Development, Office of Institutional Diversity, University of University- Athens, GA**Michelle Cook**, PhD, Vice Provost for Diversity and Inclusion and Strategic University Initiatives, Office of the Provost, University of Georgia- Athens, GA

Keyword(s): Coalition Building, Diversity &amp; Inclusion, Practitioner Development, Institutional Efforts at Transformation, Changing Institutional Practices, Empowering Diversity

**4008**

Room: B113

8:30 a.m. - 9:45 a.m.

Special Feature

All Levels

**Overcoming Barriers to Implementing Inclusive Training for Public Higher Education Institutions**

Session Track: Race and Social Justice in Higher Education

In 2017, Oregon students of color led a winning campaign to pass HB 2864, a state law requiring cultural competency training for all public higher education faculty and staff. This panel of legislative champions, student advocates, and educators will reflect on the successful campaign to pass the bill and how institutions are overcoming obstacles to implement inclusive cultural competency training.

**Joseph Gallegos**, PhD, MSW, Professor - Interim Director, MSW Program, Pacific University- Eugene, OR**Perla Alvarez**, BA, Legislative Director, Oregon Student Association- Portland, OR**Teresa Alonso Leon**, MA, State Representative, Public Administration, Oregon State Capitol- Salem, OR**Cheryl Myers**, Educator Advancement Transition Director, Strategic Equity Advisor, Oregon Higher Education Coordinating Commission- Salem, OR

Keyword(s): Multiracial, Administrators, Faculty, Diversity &amp; Inclusion, Institutional Efforts at Transformation, Organizing/Activism

**4009**

Room: B114

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

**Transculturalized Diversity and Inclusion Model: A New Framework for Diversity to Include Disabilities**

Session Track: Chief Diversity Officer and Executive Leadership

This session examines an innovative approach to diversity and inclusion that examines diversity with the inclusion of persons with disabilities. Information on the background and rationale for the Transculturalized Diversity & Inclusion Framework and Model will be provided. Insights regarding the model will also be provided. Presentation participants will learn how to teach the framework as well as implement such a model. Finally, this session will address current research efforts to measure the effectiveness of the Transculturalized Diversity and Inclusion Model. This session should particularly benefit participants who are interested in the success of integrating diversity and inclusion programs in a holistic manner, practitioners who provide direct services to human resource initiatives, minority programs and initiatives, individuals interested in taking an active role in diversity and inclusion, and those who are concerned with diversity and inclusion issues related to individuals with disabilities and other minority populations.

**Sharon L Burton**, DBA, MBA-Mgt, MBA-HRM, MLSSBB, , Chief Learning and Compliance Officer Administration Representative and Member of the Board of Trustees, Quality Management, American Meridian University- Boca Raton, FL**Charlotte L V Thoms**, EdD, Diversity and Inclusion Leader, Office of Diversity and Inclusion, Diversity & Inclusion Leader- Rochester, New York

Keyword(s): Human Resources, Diversity &amp; Inclusion, Deaf Identity, Institutional Efforts at Transformation, Practitioner Development, Changing Institutional Practices



**4010** Room: B119

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **Beyond Identity Centers: Infusing DEI Throughout Student Affairs**

Session Track: Student Affairs and Affiliated Professionals

This session will engage participants in an interactive workshop about infusing diversity, equity, and inclusion (DEI) throughout student affairs. Best practices from two campuses, Princeton University and Texas Christian University, will be shared. The presenters will highlight the exemplary work accomplished by the identity centers on their respective campuses and will also discuss the necessity of DEI work extending throughout campus, specifically throughout student affairs. This session should particularly benefit participants who are interested in innovative approaches to DEI, student affairs practitioners within and outside of identity centers, and those interested in learning more about strategic institutional approaches to DEI efforts.

**Brigid Dwyer**, PhD, Associate Dean of Diversity & Inclusion, Campus Life, Princeton University- Princeton, NJ

**Mark Kamimura-Jimenez**, PhD, Assistant Vice Chancellor, Student Affairs, Texas Christian University- Fort Worth, Texas

Keyword(s): Multicultural Affairs, Student Affairs, Diversity & Inclusion, Institutional Efforts at Transformation, Predominantly White Institutions, African American/Black

**4011** Room: B112

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Intermediate

## **In Our Own Voice: Trans Students' Experiences Today and Implications for Campus Change**

Session Track: Intersectionality, Identities and Discussions

More and more trans college students today are students of color and nonbinary, but due to the limited extent that colleges are addressing the experiences of their trans students, they are largely treating this population as white and binary. This presentation will use data from the 2015 U.S. Transgender Survey, the country's largest study of trans people, to demonstrate the changing nature of trans college students' experiences. This research is the first application of the qualitative material from the survey. Using the participants' personal accounts, the presentation will compare college experiences by race (people of color versus white), age cohort (18-24, 25-35, and 35+ year-olds), and gender identity (binary versus nonbinary trans). After sharing the results, the presenter will discuss the implications for policy and practice. The last part of the session will involve small-group discussions about how the findings compare to the attendees' own observations and what their colleges are doing to respond to the needs of trans students of color and nonbinary trans students. This session should particularly benefit college administrators, faculty members, and student affairs professionals with some knowledge about trans people, to better understand the experiences of trans students today and create more supportive campus environments for them.

**Genny Beemyn**, PhD, Director, Stonewall Center, University of Massachusetts, Amherst- Amherst, MA

Keyword(s): TQPOC, LGBTQIAA, Intersectionality, Changing Institutional Practices, Research, Institutional Efforts at Transformation

**4012** Room: B117

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Novice

## **A Diverse Fellow Writes Back: The Success and Challenges of Diverse Faculty Recruitment Programs**

Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

This case study provides an overview of the successes and challenges of a diverse faculty fellowship program from multiple perspectives: a Diverse Faculty Fellow, a Chief Diversity Officer, and a scholar on social justice education. The goals of this presentation are to provide institutional members with the tools needed to solve the challenges in the recruitment and retention of marginalized faculty. The key learning outcomes of this presentation are: 1) to showcase the personal experience of a former Diverse Faculty Fellow who survived and navigated academic culture; 2) to explore solutions, strategies and ideas about the impact of academic culture on non-white and non-male faculty with discussions on microaggressions, bias, and emotional labor; 3) to offer strategies for supporting Diverse Faculty Fellows through team mentoring and professional development; 4) to provide a space for candid conversation on the challenges and opportunities of these fellowships. This session will particularly benefit undergraduate or graduate students who have been, or currently applying to be, a diverse fellow; diversity officers or managers who manage such recruitment and retention programs; and faculty who support and mentor graduate students or junior faculty from underrepresented groups.

**Bilal Hussain**, MA, Ph.D. Candidate, Department of Sociology, Loyola University-Chicago- Chicago, IL

**Durene Wheeler**, PhD, Professor, Educational Inquiry and Curriculum Studies, Northeastern Illinois University- Chicago, IL

**Pearl Ratunil**, PhD, Special Assistant to the President for Diversity and Inclusion, Office of Diversity and Inclusion, Harper College- Chicago, IL

Keyword(s): Multiple Racial Identities, Institutional Efforts at Transformation, Faculty Recruitment and Retention, CDO, Faculty, Diversity & Inclusion

# FRIDAY, MAY 31

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**4013** Room: B118

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **Diverse Students Countering STEM Disciplinary Culture**

Session Track: Intersectionality, Identities and Discussions

In seeking to diversify science, technology, engineering, and mathematics (STEM), the individual barriers confronted by students of color are often overemphasized rather than shifting the focus to the challenges created by the incongruent environments often found within STEM fields. This session highlights research findings that explore the nuanced experiences of underrepresented students of color in STEM and interrogates the disciplinary cultures within STEM. This session should particularly benefit individuals involved in STEM education and/or those that support students of color by identifying opportunities for redefining STEM through validating the identities of diverse students and the knowledge within communities of color.

**Marlena Wolfgramm**, MA, Research Analyst, SDSU Research & Equity Scholarship Institute, San Diego State University- San Diego, CA

**Felisha Herrera Villarreal**, PhD, Assistant Professor, Postsecondary Education, San Diego State University- San Diego, CA

Keyword(s): STEM/STEAM, Diversity & Inclusion, Changing Institutional Practices, Empowering Diversity, Critical Race Theory, Environmental Justice/Sustainability

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**4014** Room: C120-C121-C122

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **“Stay WOKE Ya’ll!” Being a Relevant Practitioner in the Time of Social Unrest**

Session Track: Student Affairs and Affiliated Professionals

As the typography of the American landscape has changed to one of socio-political unrest, many of our institutions of higher education have been challenged to adjust how they respond and serve students in need. With a current president who arguably seeks to daily infringe upon the civil liberties of underrepresented groups, to the rise in activism that’s becoming the norm of student life, and to the everyday invisibility that historically marginalized groups continue to face, how are student affairs practitioners to maintain their relevancy in a way that addresses the white supremacist culture embedded within the fabric of our country? How do they invite meaningful and fearless dialogue of opposing views, and create opportunities for historical underrepresented groups to feel welcomed and supported? The ethic embedded within the work of the late Howard Thurman that challenged religious entities during the Civil Rights era to move from being agencies that performed acts of service for the underrepresented to being agencies that offer services to meet the needs of the underrepresented is one that can be metaphorically transferable to the foundational impetus of being a practitioner that maintains an authentic level of relevancy in a time of socio-political unrest. To be a relevant practitioner one must engage in the practice of STAYING WOKE! To be woke is to engage in day-to-day practices that resist the notions of white supremacy and dominance that have objectified historically underrepresented and marginalized groups of students on our campuses. This session will seek to challenge and invite student affairs practitioners to self-reflect upon their current practices in order to reconstruct a healthy model of what it means to STAY WOKE!

**Gregory Fontus**, MEd, Mdiv, Assistant Director, Office of Inclusion Initiatives and Cultural Competence, Vanderbilt University- Nashville, TN

Keyword(s): Practitioner Development, Multiple Racial Identities, Student Affairs, Multicultural Affairs, Diversity & Inclusion, Theory to Praxis

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**4015** Room: D133-D134

8:30 a.m. - 9:45 a.m.

Special Feature

All Levels

## **Democracy on the Front Lines: How Local Governments can Respond to Organized Bigotry**

Session Track: Intersectionality, Identities and Discussions

As white nationalist and alt-right organizing has become more overt, cities and counties across the country have been forced to respond. Alt-right and neo-Nazi activity has been significant in Oregon, challenging local governments to keep their communities safe. City and county leaders have innovated creative strategies in partnership with community groups to speak out against bigotry and reaffirm their responsibility to all residents. This session is geared toward all those interested in civic engagement regarding white nationalist and alt-right threats to democratic institutions.

**Shweta Moorthy**, Coalition of Communities of Color and Portland United Against Hate- Portland, OR

**Bobbin Singh**, Executive Director, Oregon Justice Resource Center- portland, OR

**Nicole Grant**, Senior Policy Advisor to Mayor Wheeler, City of Portland- Portland, OR

**Mo Young**, Equity & Access Coordinator, Office of Equity, Access, and Inclusion- Lane County, OR

Keyword(s): Portland Focus, Systemic Racism, Organizing/Activism, Antiracism, ,

**4018** Room: C125-C126

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

**Breaking Down Barriers to Entry for Underrepresented Minorities: A Case Study of NOAA's Hollings Undergraduate Scholarship Program**

Session Track: Race and Social Justice in Higher Education

Students from minority groups are not participating in internship opportunities at the same rate as their majority peers. To identify potential barriers into the National Oceanic and Atmospheric Administration (NOAA) Ernest F. Hollings Undergraduate Scholarship Program, an informal analysis was conducted to better understand who is applying and successfully navigating the application process, and to identify areas in the Hollings processes and procedures that might result in barriers to entry for U.S. minorities underrepresented in STEM fields. The purpose of this session is to discuss the results of the assessment, share recommendations provided as a result of the findings, and demonstrate the impacts made thus far by implementing some of the changes. As this process is ongoing and long-term, lessons learned and future efforts will also be described. As a result of this session, participants will hopefully gain clarity about inherent inequities and the need to bridge them through actions to change outcomes. This session should be of interest to practitioners and students interested in taking an active role in breaking down barriers to entry for U.S. minorities in academic, fellowship, scholarship, and internship programs, and those who might like to learn from and share best practices in these areas.

**Jessica Cooper**, PhD, Senior Analyst, Policy and Thought Leadership, Bellwether Education Partners- Washington, DC

**Catalina Martinez**, MSc, MMA, MBA, Regional Program Manager, Office of Ocean Exploration and Research, National Oceanic and Atmospheric Administration- Narragansett, Rhode Island

Keyword(s): Recruitment, Students, Empowering Diversity, Changing Institutional Practices, Diversity & Inclusion, STEM/STEAM

**4019** Room: D130

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Novice

**Developing Intercultural Competence: An Intercultural Learning Certificate Program**

Session Track: Race and Social Justice in Higher Education

This session examines an innovative and piloted program called the Intercultural Learning Certificate Program (ILCP) at Elon University. Information regarding the contents of the program, historical context, theoretical frameworks, and program structure will be provided. The ILCP is an experiential deep dive into exploring one's own identity in relationship to others as a means to developing intercultural competency. Insights, successes, and lessons learned from the program's implementation will also be provided. The Intercultural Development Inventory (IDI) will be highlighted as a means to measure intercultural competence and why this instrument was selected. This session should particularly benefit social justice educators within institutions of higher learning who wish to create a program of existing initiatives and package it in a way that makes sense for students. This session will also benefit educators who wish to understand how to use the IDI with students.

**Cherrel Miller Dyce**, PhD, Associate Professor of Education & Faculty Fellow, School of Education, Elon University- Elon, NC

**Tyrone Jean**, MAEd, Assistant Dean of Students & Director, Center for Race, Ethnicity, & Diversity Education, Elon University- Elon, NC

Keyword(s): Multicultural Affairs, Identity Development, Cultural Competence, Assessment/Evaluation, Curriculum, Leadership Development

**4020**

Room: C123-C124

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## Using Psychological Science to Understand and Intervene on Microaggressions

Session Track: Race and Social Justice in Higher Education

The backlash against the idea of racial microaggressions – that they are scientifically unsubstantiated, nothing more than innocent behaviors misinterpreted by excessively sensitive people, distracting attention from “real” racism – has frustrated diversity trainers and educators in their efforts to address what is experienced as a toxic, harmful and racist process. In this session, we integrate established science with innovative research from our lab that identified the likelihood of White people engaging in common microaggressions, measured microaggressions directly, and linked the likelihood of engaging in microaggressions with other indicators of racism. This integration provides important scientific foundations for the idea that racial microaggressions are real and harmful. We also describe four key psychological processes that fuel microaggressions identified in our research-including negative attitudes, colorblindness, objectifying, and avoidance, and discuss how these processes may be targeted to improve interventions to reduce microaggressions and address the common backlash against these efforts. This session should particularly benefit those who are engaged in efforts to understand and intervene on microaggressions on college campuses and have been frustrated by the backlash and by difficulties with White defensiveness and entrenchment in harmful behaviors.

**Jonathan Kanter**, PhD, Research Associate Professor, Psychology, University of Washington- Seattle, WA

**Daniel Rosen**, PhD, Associate Professor, Department of Counseling and Health Psychology, Bastyr University- Seattle, WA

Keyword(s): African American/Black, White, CDO, Student Affairs, Diversity & Inclusion, Intergroup Dialogue/Facilitation

**4022**

Room: D135

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## Dehumanization of Indigenous Women

Session Track: Race and Social Justice in Higher Education

According to the FBI, Indigenous women are three times as more likely to experience rape or sexual assault than Black, Latina, and European-American women in North America (Perry, 2004). Historically, Indigenous women have and continue to experience both racism and sexism through the colonization of North America. We contend that Indigenous women are viewed as less than human, that is, they experience dehumanization by non-Native people. Thus far, no empirical research has investigated the objectification of Indigenous women through the dehumanization framework (Haslam, 2006). Through both quantitative and qualitative research methods, we will investigate various ways that Indigenous women experience dehumanization and the mechanisms underlying how others dehumanize them. This session will examine the effects of dehumanization on Indigenous women and their lived experiences both in and outside of the University of Oklahoma. After a discussion centered on these issues, the presenters will discuss the implications that dehumanization has for Indigenous women inside higher education. The presenters will then offer recommendations for best practices when incidences of racism and sexism (i.e. dehumanization) occur on campus and how to support and empower Indigenous women through relationship building. This session should particularly benefit those working with and advising Indigenous students (student affairs and academic affairs).

**Breanna Faris**, MEd, Doctoral Student, Educational Leadership & Policy Studies, University of Oklahoma- Norman, OK

**Stephanie Cross**, MA, Graduate Teaching Assistant, Psychology, University of Oklahoma- Norman, OK

**Emma Allen**, MA, Graduate Research Assistant, Educational Leadership & Policy Studies, University of Oklahoma- Norman, OK

Keyword(s): American Indian/Native American, Women, Diversity & Inclusion, Multicultural Affairs, Student Affairs, Academic Affairs

**4023** Room: D136

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Novice

## **Hidden Figures: Navigating the Higher Education Space that Refuses to Make Space for You**

Session Track: Intersectionality, Identities and Discussions

This session examines a group developed and implemented by staff at the University of the Pacific in response to repeated microaggressions and other injustices impacting staff morale and retention, particularly among those who identify as African American and female. Information on the background and rationale for the Oyana sister circle group will be provided. Insights and lessons learned from the group's implementation will also be shared. Finally, this session will address current popular culture and how the current societal climate supports the formation of sister circles as an instrument for self-care among African-American women. This session will particularly benefit participants who identify as African American/Black and female and are seeking ways to find or give practical support for other African American/Black women in the Higher Education space, particularly at Predominantly White Institutions (PWIs). Human Resources practitioners who work in diversity recruitment, and Diversity, Equity, and Inclusion (DEI) professionals or others who are concerned with retention issues related to African American/Black females working in academic and non-academic roles on college/university campuses will also benefit from attending this session.

**Alicia Perry**, MA, Assistant Director, Student Life, Community Involvement Program, University of the Pacific - Stockton, CA

**Marshea Pratt**, MPA, Assistant Director - Alumni Clubs & Regional Programs, Office of Alumni Relations, University of the Pacific- Stockton, CA

Keyword(s): African American/ Black, Women, Intersectionality, Self-Care/Self-Work, ,

**4024** Room: D137

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **Black Feminist Sport: Understanding Black Women's Experiences in Sport**

Session Track: Race and Athletics

For Black women to obtain the maximum benefit of participating in sport, coaches, athletics administrators, and educators must understand the variables which motivate them to remain in or terminate their involvement in sport; including, the social construction of gender in sport and the impact of situations and structures that create negative sporting experiences. This session will introduce and apply a multidimensional framework for understanding the experiences of Black women in sport. Using a critical, intersectional framework from a Black feminist standpoint, this session will make visible the various structures, situations, and discourses that negatively impact Black women athletes. Following the analysis will be an open discussion on how collegiate athletics administrators can help combat these issues and provide optimal support for Black women athletes. This session should particularly benefit athletics administrators, coaches and staff who work directly with Black women student-athletes. Attendees will gain an understanding of the interlocking experiences (positive and negative) Black women athletes face throughout their athletic career and develop tools to help improve their experience.

**Latrice Sales**, MS, CSCS, Research Assistant, Curriculum & Instruction, The University of Texas at Austin- Austin, TX

Keyword(s): African American/Black, Women, Intersectionality, Theory to Praxis, Practitioner Development, Cultural Competence

**4025** Room: D138

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Novice

## **From the Gridiron to the Bakery: Redefining Black Male Identity**

Session Track: Race and Athletics

The purpose of this session will seek to deconstruct and rebuild a new framework for Black male student-athletes. This interactive workshop will explore the athletic socialization of Black males and strategies to help better prepare current and future generations for life after sports. This session should particularly benefit mentors of Black male student-athletes, academic advisors, coaches, and practitioners that are interested in helping these students succeed.

**Marquis Harris**, Coordinator of Intercultural Center, Intercultural Center/ Social and Behavioral Sciences, Kansas City Kansas Community College- Kansas City, KS

**Robert Roberson III**, MS, Student Success Advisor, Athletics, Kansas City Kansas Community College- Kansas City, KS

Keyword(s): African American/Black, Mentoring, Identity Development, Perspective Taking, Student Affairs, Popular Culture

**4026**

Room: D139

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

**California's Teacher Training Challenge: Righting the Wrongs in K-16 Native American History Curriculum**

Session Track: Race and Social Justice in Higher Education

This session should particularly benefit teacher education (Social Science, History, Anthropology and related discipline faculty) professors and/or aspiring preK-16 educators who seek ways to invite and include Indigenous perspectives across the curriculum, particularly regarding Social Studies curriculum and instruction. The presenter will share personal stories from his home state (California) regarding lessons learned and strategies to honor Indigenous perspectives in the curriculum as well as policy and initiatives that are shaping higher education teacher preparation programs in his home state. The session will use the presenter's research and work with California's statewide effort to repeal and replace the Mission Project in grade 4 and potential implications such work has on teacher education programs in California.

**Browning Michael Neddeau**, EdD, Assistant Professor of Education, Liberal Studies Department, California State University, Monterey Bay- Marina, CA

Keyword(s): American Indian/Native American, Faculty, Critical Race Theory, Curriculum, Pedagogy, Research

**4027**

Room: E146

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

**Reducing the Effects Implicit Bias in the Classroom has on Student's Health**

Session Track: Student Affairs and Affiliated Professionals

This session should particularly benefit participants who are interested in knowing how to access, reduce and respond to actions stemming from implicit bias (e.g. microaggressions). Furthermore, it will benefit professors and academic advisors who want to ensure that students of minority feel more inclusive in their classrooms/office, and those who are interested in understanding how microaggressions impact the health of minority students. The perspective of both the giver and receiver of a microaggression will be presented and thoroughly explored. This session is solution-focused on reducing the occurrences of microaggressions within the classroom. Research on implicit bias and the relationship of how the attitudes towards minorities in classrooms influence the development of underlying symptoms of chronic diseases (takeaways hypertension and depression), will be presented. Lastly, options and resources on college campuses that are dedicated to supporting and advocating on the behalf of students will be discussed.

**Layra Navarro-Flores**, MPH, Graduate Assistant, Office of Multicultural Affairs, University of Tennessee at Chattanooga- Chattanooga, Tennessee

Keyword(s): Theory to Praxis, Student Affairs, Faculty, Predominantly White Institutions, Diversity &amp; Inclusion, Perspective Taking

**4029**

Room: E145

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Intermediate

**Making Dreams a Reality by Establishing Sustainable Resources for DREAMers/Undocumented Students**

Session Track: Race and Social Justice in Higher Education

DACA: September 5, 2017. On this fateful day, the campus community became one, but for Mt. San Antonio Community College (Mt. SAC), this day was long in the making. As one of the largest single-campus community college district in California, Mt. SAC is "home" to roughly 3,000 undocumented students. Institutional support has been a constant for our DREAMers with the creation of a DREAM Program, dedicated English, Honors English, and Counseling courses and a dedicated fulltime counselor, Mt. SAC is a leader in DREAM advocacy. An overview of how faculty voice can provide a sense of community, undocumented students' issues, the DACA dilemma, and specific actions that colleges can take to institute policies and practices that support DREAMers will be presented. Specific services, strategies, student stories, and approaches in working with Dream students and how the DREAM Program and dedicated courses were established 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 DACAmended/Undocumented students, as well as staff who provide, or would like to provide, direct services to undocumented students but may not know about best practices.

**Gary Enke**, MA, Department Chair, English, Literature, and Journalism, Mt. San Antonio College- Walnut, CA**Eric Lara**, EdD, Associate Dean, Student Success and Equity, Student Services, Mt. San Antonio College- Walnut, CA**Elmer Rodriguez**, MS, Dream Program Coordinator, Student Services, Mt. San Antonio College- Walnut, CA**Laura Muniz**, MS, Faculty Counselor, Student Services, Mt. San Antonio College- Walnut, CA

Keyword(s): Latino/a, Student Affairs, Retention, Immigration, Curriculum, Immigration

**4030** Room: D140

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

**Mitigating the Gap in Cultural Competency: Addressing LGBTQIA+ Inclusion, Equity, and Access on College Campuses**

Session Track: Chief Diversity Officer and Executive Leadership

In 2018, the Board of Trustees at Mount Saint Mary's University (MSMU), a Catholic women's college in Los Angeles adopted a transgender student admission policy, which expanded its previous policy to admit transgender women and transgender men in its traditional undergraduate programs. This session explores Mount Saint Mary's University's efforts to live up to its new admission policy by addressing the gap in cultural competency around LGBTQ issues at our institution. While much of the literature discusses cultural competence from a conceptual or pedagogical lens, this session will address how practical and tangible changes to curriculum, institutional policies and procedures, and co-curricular experiences can increase cultural competence across all aspects of an institution. The session will begin with a presentation on the events that lead to the development of our new admission policy, recommendations put forward by the taskforce (changes to policies, physical spaces, curriculum, and student life). The session will then ask participants to evaluate the campus climate and strategic ways that they can address issues of equity, inclusion, and access for transgender students. This presentation will be highly information and helpful for senior diversity officers who seek to implement organizational change as it pertains to LGBTQIA+ issues at their institutions.

**Kimberly Nao**, PhD, Fritz Burns Endowed Chair Assistant Professor, Education, Mount Saint Mary's University- Los Angeles, CA

**Chinako Belanger**, BA, Associate Director, Residence Life, Mount Saint Mary's University- Los Angeles, CA

**Robin Bishop**, PhD, Associate Chair and Department Chair, Psychology, Mount Saint Mary's University- Los Angeles, CA

Keyword(s): LGBTQIAA, TQPOC, Institutional Efforts at Transformation, Reinventing Language, Women, Empowering Diversity

**4031** Room: F151

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Novice

**Creating a Community of Belonging During Difficult Times**

Session Track: Chief Diversity Officer and Executive Leadership

Campus unrest with protests, rallies, and demonstrations frequently occur on college campuses. Universities across the country are having conversations about free speech or the 1st Amendment vs. Hate Speech. In the face of these turbulent times, we are also working to create communities of belonging. Universities have evolved over time as it relates to the ways in which we engage our students, faculty, staff, and alumni. In the past, Universities and colleges were referenced as institutions (e.g. Institutions of Higher Learning and Academic Institutions). While we are academic institutions or institutions of higher learning, more than ever before, we work to create and promote oneness, relationship, and connectivity to our constituents. We now strive to be perceived as a community or family. At the University of Kentucky, we work to insure all members of our campus community, irrespective of their identity or perspectives, feel a sense of belonging – that all of our constituents feel that they belong to our University and our University belongs to them. But how do you achieve a community of belonging during turbulent times? The University of Kentucky was faced with this very question when concerns arose first among students, and later among faculty, staff, alumni and community members about a 1934 fresco where people were at odds about the ways in which Blacks and Native Americans were depicted. The fresco, which was created by Ann Rice O'Hanlon for the Public Works of Art Project, part of President Franklin D. Roosevelt's New Deal, created an opportunity for conversations and collaborations that helped to bridge a divide that impeded building a community of belonging for our entire campus community.

**Sonja Feist-Price**, PhD, Vice President for Institutional Diversity and Professor, Early Childhood, Special Education and Rehabilitation Counseling, University of Kentucky- Lexington, KY

Keyword(s): CDO, Diversity & Inclusion, General, Coalition Building, African American/Black, African American/Black

**4032** Room: F152

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **Why Cultural Competency is Not Enough: Reflections on Applying Intercultural Development Models in a Graduate School Setting**

Session Track: Student Interest and Engagement

Most graduate students encounter institutional statements affirming the value of diversity but few students have opportunities to develop the skills to meaningfully navigate cultural difference. This gap in the graduate student experience motivated the development and implementation of a theoretically-grounded cultural competency initiative within a graduate program to equip its stakeholders, students, staff, and faculty with skills to engage cultural difference. In this session presenters will explain their initiative, its theoretical roots, and the processes by which they engaged their stakeholders. The presenters will also discuss two key lessons learned from designing and implementing this initiative among graduate students. First, relying on existing intercultural development theory and instruments developed by white men which led to an initiative that served white and international graduate students relatively well but that left graduate students of color deeply skeptical of how our initiative skirted the subjects of power, privilege, and racial oppression. Second, our initiative reinforced the problematic ways in which mainstream cultural competency efforts can perpetuate the dominant culture of whiteness that pervades academic and governmental institutions. This session should particularly benefit participants who are interested in creating cultural change from within and the challenges that they may encounter in such a process.

**Marie Angeles**, MA, Admissions and Student Inclusion Counselor, Evans School of Public Policy & Governance, University of Washington- Seattle, Washington

**Grant Blume**, PhD, Assistant Professor (Acting), Evans School of Public Policy & Governance, University of Washington- Seattle, Washington

Keyword(s): Cultural Competence, Students, Diversity & Inclusion, Predominantly White Institution, Whiteness, Empowering Diversity

**4033** Room: A109

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **Banners, Videos, and Text: An Analysis of Websites of Native American Student Affairs (NASA) Units**

Session Track: Student Affairs and Affiliated Professionals

This session analyzes some websites of Native American Student Affairs (NASA) units at Non-Native Colleges and Universities (NNCUs) for insights into how the NASA unit presents itself to Native students. Websites are often the first place students look for information and clues about a university and its services, including Indigenous students who may be evaluating a university and its NASA services. We looked at the content of several NASA websites, including audiovisual materials (photos and videos), student stories, informativeness and clarity, links to programs, and inclusion of Indigenous visual content to investigate the media richness of these sites. The nature and degree of richness of the websites offer clues into the level of support these units may receive and how visible they are, both digitally and physically on campus. Overall, what messages do these websites convey and how? Some NASA units have only one webpage while others have 20 pages and links. This session should particularly benefit participants who are interested in the success of Indigenous students and student affairs professionals who provide direct services to Indigenous students or other racialized students, and Indigenous students interested in learning more how about NASAs operate on campus.

**Stephanie J. Waterman**, PhD, Associate Professor, Leadership, Higher & Adult Education, Coordinator, Student Development, Student Services Stream, Ontario Institute for Studies in Higher Education/University of Toronto- Toronto, ON

Keyword(s): American Indian/Native American, Multicultural Affairs, Student Affairs, Administrators, Admissions, Diversity & Inclusion



**4034** Room: B115

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Intermediate

## Thinking at the Intersections: A Unique Approach to Intergroup Dialogue

Session Track: Intersectionality, Identities and Discussions

This session examines how the theory of intersectionality is embedded into the various aspects of “iDialogues,” an 8-week intergroup dialogue program for students at Vanderbilt University. Through interactive activities, discussions, and student testimonials, this session will highlight and examine the unique ways that intersectionality is incorporated into the curriculum, activities, and reflection exercises of the iDialogues program. Participants will learn about the importance and urgency of intersectionality as a tool for social change and learn effective methods for encouraging students to engage with social justice topics through an intersectional lens. This session will particularly benefit those interested in creating opportunities for students to engage in intergroup dialogue around social justice topics, practitioners interested in incorporating the framework of intersectionality into their programs or initiatives, and those interested in new approaches to developing students’ understanding of social justice and equity in an intentional and meaningful way.

**Brianna Antonella Valdivia**, BA, Graduate Assistant, Inclusion Initiatives and Cultural Competence, Vanderbilt University- Nashville, TN

**ReChard Peel**, MEd, Program Coordinator, Inclusion Initiatives and Cultural Competence, Vanderbilt- Nashville, TN

Keyword(s): Diversity & Inclusion, Intergroup Dialogue/Facilitation, Intersectionality, Cultural Competence, Intergroup, Students

**8:45 a.m. - 11:45 a.m.**

**4101** Room: A105

8:45 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## Con el Corazón en la Mano, With My Heart in My Hand: Testimonio as Healing, Resistance, and Community

Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Never has the power of narrative been more important. In a time of political turmoil, where so many of our identities are under attack, our stories have the capacity 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 will explore the connections that each of their testimonios have to a larger collective testimonio. Participants will also explore current testimonios of resisting oppression in contemporary media. This session will explore healing as both foundational and necessary to building and sustaining movements rooted in love and connection. 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.

**Olivia Muñoz**, MFA, EdD, Director, Residential Life & Community Standards, 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

Keyword(s): Latino/a, Organizing/Activism, Pedagogy, Self-Care/Self-Work, Research, Writing/Publishing

**4102** Room: E142

8:45 a.m. - 11:45 a.m.

Special Feature

All Levels

## Writing and Publishing for Social Justice

Session Track: Race and Social Justice in Higher Education

This interactive session explores the joys, challenges, strategies, and processes related to using the written word to promote and further social justice. First, a panel of authors and publishers will address successful writing in various genres of social justice literature (such as memoir, research studies, perspective or commentary pieces, and educational/consulting practice), strategies for writing a dissertation and publishing while on the tenure track, ways of identifying and securing a publisher, the logistics of a publishing contract, and how to successfully work with an editor or a co-author. Through discussion and interaction with the audience, panelists may touch on topics like: choosing a voice and venue for specific pieces and audiences, strategies for overcoming blocks and barriers to writing, implications of retaining or relinquishing copyright of material, and how to navigate and build support along the path from draft to published manuscript. Following the panel presentation, participants will engage in activities to assess their own writing process and lives, identify areas of support and challenge, and develop a map for advancing their current and future writing projects. This session should be of interest to aspiring as well as seasoned authors, writers with works in progress, and editors who work on social justice topics.

**John von Knorring**, MA, President & Publisher, Stylus Publications, LLC.- Reston, VA

**Bruce Busby**, PhD, Interim Dean, Arts and Humanities, Community College of Rhode Island- East Providence, RI

**Sharon J. Washington**, PhD, Consultant, Higher Education Leadership and Organizational Development, former Provost and Professor- Oakland, CA

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

**Jacqueline Keeler**, Journalist and Author- Portland, OR

**Vasti Torres**, PhD, Professor, Center for Higher & Postsecondary Education, University of Michigan- Ann Arbor, MI

**Antonio Duran**, PhD, Assistant Professor, Auburn University- Columbus, OH

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

Keyword(s): Writing Publishing, Faculty, Administrators, Student Affairs, ,

**4103** Room: A103-A104

8:45 a.m. - 11:45 a.m.

Concurrent Workshop

Intermediate

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

Session Track: Race and Social Justice in Higher Education

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.

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

Keyword(s): Environmental Justice/Sustainability, Antiracism, Systemic Racism, Critical Race Theory, Institutional Efforts at Transformation, Changing Institutional Practices

**4104** Room: E144

8:45 a.m. - 11:45 a.m.

Concurrent Workshop

Advanced

**No More Tears (I am Not Working here to Take Care of You): Women of Color and White Women in Higher Education Administration Move Beyond Bias to Become Collaborative Change Agents.**

Session Track: Chief Diversity Officer and Executive Leadership

This session should particularly benefit CDOs, College or University executive leadership, or those intending to pursue leadership positions in higher education. This session will be “real-talk,” presenting the real, lived experience of the struggles, challenges, and contradictions that condition working and living in the current socio-political context of women of color navigating higher education with their white women colleagues. Oftentimes these frustrations and challenges, even in our best work, reinscribe the very dominant and hierarchical (read: white, patriarchal) structures/systems that our work is meant to interrogate and dismantle. This session will model authentic dialogue toward understanding between women of color and white women who have, collectively, over 100 years’ experience in higher education.

**Jessica Howard**, PhD, Campus President, Southeast Campus, Portland Community College- Portland, OR

**Katy Ho**, PhD, Vice President, Academic Affairs, Portland Community College - Portland, OR

**Traci Fordham**, PhD, Acting Chief Diversity Officer, Office of Diversity and Equity, Portland Community College- Portland, OR

**Kimberly Baker-Flowers**, JD, University Diversity Officer, Office of Diversity, California State University, East Bay - Hayward, CA

Keyword(s): CDO, Changing Institutional Practices, Whiteness, Women, Administrators, POC

**4105** Room: E147-E148

8:45 a.m. - 11:45 a.m.

Special Feature

All Levels

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

Session Track: Faculty Interest and Needs

While colleges and universities regularly assert, in both their webpages and their strategy plans, that they are committed increasing the “diversity” of their faculties, as well as that of their administrators and staff – such big picture planning rarely leads to a discernable or significant change in the demographics of these groups. In addition, it is rare that colleges or universities include, in the knowledge, skills and experience sought in candidates during the hiring process, any serious attempt to seek out and assess the cultural consciousness and competence of applicants. Hiring without consideration of an applicant’s cultural competence indicates that a college or university does not consider these skills and this knowledge essential for academic and institutional excellence in the 21st century. If we are seriously interested in what new and diverse members would bring to our institutions, we need to be selecting candidates who will increase the level of cultural consciousness and competence in our disciplines, classrooms, offices, policies, and practices. If we wish to retain the culturally competent members we hire, then all positions must include requirements for position relevant skills in cultural competence. This workshop will offer practical and adaptable methods and strategies – including developing and using targeted rubrics and effective questions – for ensuring we are prioritizing these needs in all of our faculty, administrative and staff hiring. Anyone invested in improving hiring and retention results at their college or university will benefit from this workshop.

**Christopher Jimenez y West**, PhD, Associate Professor of History, Diversity Initiative Coordinator, President, The Association of Black Employees, Pasadena City College- Pasadena, CA

**Emma Coddington**, PhD, Associate Professor of Biology, Neuroscience and Women & Gender Studies Programs, Willamette University-,

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

**Amani Reed**, MA, Head of School, the School at, Columbia University- New York, NY

Keyword(s): Administrators, Faculty, Human Resources, Institutional Efforts at Transformation, Recruitment, Retention

**4106**

Room: F149

8:45 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

**From Sick & Tired to Triumphant and Free-Women of Color Reclaiming Our Time and Making Promises to/for Thrive(ing)**

Session Track: Intersectionality, Identities and Discussions

Women of Color do “the heavy lifting” on campuses all over the nation. They are counselors, advocates, supporters, mediators, and speakers of truth to those who oppose them. Their motives are questioned, accomplishments are challenged, bodies are surveilled, and merit doubted. In short, racial battle fatigue and the toll it takes on the health of women of Color are real. This session should particularly benefit women of Color who find themselves meeting resistance every day as they attempt to do the work their institutions claim to support, “having the same, yet necessary, conversations about equity and inclusion” week after week, year after year, and want to avoid burn out. During this two-part major workshop, participants identify issues, practices, and behaviors that make them “sick and tired” and develop realistic and doable plans for their own professional and personal well-being with built-in mechanisms to support the behavioral changes necessary to return to their campuses ready for battle.

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

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

**Kristi Ryujin**, MS, Assistant Dean/Director, Leeds School of Business/Office of Diversity Affairs, University of Colorado Boulder- Boulder, Colorado

**Marquita Chamblee**, PhD, Associate Provost/Chief Diversity Officer, Diversity & Inclusion, Wayne State University- Detroit, Michigan

Keyword(s): Self-Care/Self-Work, POC, Women, Empowering Diversity, Mentoring, African American/Black

**4107**

Room: F150

8:45 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

**WHITENESS: From Invention, to Infection, to Transformation**

Session Track: Race and Social Justice in Higher Education

This session should benefit those seeking: 1) a conceptual framework for understanding institutional and structural racial bias; and 2) practical tools for identifying and transforming whiteness. The session has three sections. Historic Foundations: The session begins with a historical foundation of where, when, how, and why the human category called “white people” was first asserted in enactments and explores the assertion of “white people” as a matter of foundational U.S. law and society. The historical foundation will wrap up with the classic definition of Whiteness from R. Frankenberg and an overview of the dynamic of whiteness through every single decade of U.S. history. Current Manifestation: Next, the session will explore current manifestations of racial bias. Through interactive mirroring exercises, participants will come face to face with social norms that shape our sub-conscience and impact how we interpret and respond to a variety of people. These will be linked with the history examined and considered for their impact in the present and for the future. Transformations: Finally, insights from the first two sections of the session shall inform action toward change – Whiteness Competency defined as, the ability to see the structural advantage imposed on White people, the range of vantage points White people hold and choices that result, and the often, unmarked cultural practices that are derived from values and behaviors advanced by the overlap of White structural advantage and White viewpoints. In this section, social science research and conceptions of racial constructs offer pathways toward transformation.

**Jacqueline Battalora**, PhD, JD, MTS, Professor of Sociology, Sociology and Criminal Justice, Saint Xavier University- Chicago, Illinois

Keyword(s): Institutional Efforts at Transformation, Whiteness, Critical Race Theory, Theory to Praxis, Intersectionality, Diversity & Inclusion

10:15 a.m. - 11:45 a.m.

**4201** Room: A103-A104

10:15 a.m. - 11:45 a.m.

Major Workshop

All Levels

**Leading the Next Paradigm for Transformative Diversity Leadership: A 90-Day Plan for the 21st Century Chief Diversity Officer**

Session Track: Chief Diversity Officer and Executive Leader

This session is designed for Chief Diversity Officers (CDOs) and diversity professionals who are at various places on the career continuum (aspiring, emerging, and seasoned). It is an interactive experience that takes participants from traditional diversity theory to cutting-edge paradigms and practices. Presented by nationally-known diversity professionals, this experience is designed to serve participants by helping them establish a renewed command for CDO administration and specified undertakings. This session will provide cutting edge tools to all attendees and associated application processes for navigating through critical on-the-job components to rare levels of CDO success.

**Ken Coopwood**, PhD, Co-founder, CoopLew, LLC- Sterling, VA**Will Lewis**, MSW, Phd, Co-founder, CoopLew, LLC- Winston Salem, NC**Lisa D. Givan**, MEd, Associate Vice President, Diversity & Inclusion, Indiana Tech- Fort Wayne, IN

Keyword(s): Consultants, Chief Diversity Officers (CDO), Diversity &amp; Inclusion, Leadership Development, Practitioner Development,

**4203** Room: A105

10:15 a.m. - 11:45 a.m.

Special Feature

All Levels

**Occupying Leaderships Roles in Higher Education: Why it Matters for API Women Leaders**

Session Track: Intersectionality, Identities and Discussions

For the past few years, we have witnessed a movement that propelled women's issues to the forefront. In politics, entertainment, and industry the role of women leaders resurfaced with rigor. However, the conversations about women in leadership in higher education remain quiet, about women of color slight, and about Asian American women almost non-existent. The issue of leadership and "leaning in" has come with mixed responses. There are no clear pathways to presidency and vice presidency, and some would argue that luck and chance allowed them the opportunity to lead. For President Judy Sakaki and Vice President Anna Gonzalez, their paths were not predestined, but one that began as they saw a need for inclusion, voice, and advocacy. It was not by chance or luck, but through community building, being student centered, and focused attention to the needs of higher education. The narratives are plentiful when we speak of women of color leaders, but the session is intended to inspire and motivate all women and especially women of color why their presence matter. Women leaders have the ability, expertise, and emotional intelligence needed to lend to opportunities to transform a predominantly white, male, and heterosexual institution to one that has clarity for inclusion, diversity, and social justice. Please join us for this intimate conversation with two of the top Asian American leaders in higher education.

**Anna Gonzalez**, PhD, Vice President, Harvey Mudd College- Claremont, CA**Bob H. Suzuki**, PhD, President Emeritus, Retired, California State Polytechnic University, Pomona- Alhambra, CA**Judy K. Sakaki**, PhD, President, Sonoma State University- Rohnert Park, CA

Keyword(s): Asian Pacific American, POC, Women, Multicultural Affairs, Antiracism, Feminist

**4204**

Room: A106

10:15 a.m. - 11:45 a.m.

Special Feature

All Levels

## 'Crafting White W[h]ine': Interrogating the Many Varieties and Tastes of Northwest Nice

Session Track: Race and Social Justice in Higher Education

This 'special regional' focused workshop aims to highlight ways, performativities, and subtle (yet significant) discourses of whiteness beyond the overtly bigoted white supremacy on national display often marked and seen, and how these discourses show up in societal cultural practice. More specifically, we seek to make visible the crafted yet unmarked varieties of whiteness as a plurality of communicative discourses, be it verbal, written, or behavioral, often invisible, or veiled through normalized cultural and [dis]racialized day-to-day practices in the pacific northwest. These cultural practices allow ongoing manifestations and representations of whiteness to fester within sub-structures that enable epistemic whiteness to be present as a source of violence, spirit impact and cultural hijacking. In this session we interrogate and break down the following crafts of white w[h]ine in the pacific northwest: (1) the passive-aggressive; (2) the adverse racist; (3) the cooptive hipster; (4) the thugaris vigilante, and; (5) the liberal white. Participants should expect to walk away with a deeper understanding of ways in which whiteness operates in and permeates the pacific northwest, and how such cultural practices/discourses enable and sustain, unbalanced and toxic climates that continue to have disparate impacts/outcomes on racially/ethnically minoritized groups in dominant 'nice' white spaces.

**Michael Benitez**, PhD, Chief Diversity Officer and Dean of Diversity and Inclusion, Title XI Coordinator, University of Puget Sound- Tacoma, WA

**LaToya Brackett**, PhD, Visiting Assistant Professor, African American Studies and the Race & Pedagogy Institute, University of Puget Sound- Tacoma, WA

**Nolan Cabrera**, PhD, Associate Professor, Center for the Study of Higher Education, University of Arizona- Tucson, AZ

**Tayah Butler**, Director of Diversity and Inclusion, Office of Undergraduate Programs, Pool College of Management, North Carolina State University- Raleigh, NC

Keyword(s): Whiteness, Diversity &amp; Inclusion, Popular Culture, Reinventing Language, Systemic Racism, Critical Discourse

**4205**

Room: A107-A108

10:15 a.m. - 11:45 a.m.

Special Feature

All Levels

## Open Space for Multiracial/Multiethnic Discussions

Session Track: Intersectionality, Identities and Discussions

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 and how to take action to support this population of students at their home institutions.

**Victoria K. Malaney Brown**, PhD Candidate, Director of Academic Integrity, Student & Family Support, Columbia University- Tuckahoe, MA

**Rachel Luna**, MA, Director, Center for Leadership, Equity, and Excellence, Mills College- Oakland, CA

Keyword(s): Multiracial, Multiple Racial Identities, Students, Identity Development, Perspective Taking, Practitioner Development

**4206** Room: B110-B111

10:15 a.m. - 11:45 a.m.

Major Workshop

All Levels

**Latinx/a/o Student Leadership Development: Implications for Administrators and Faculty**

Session Track: Student Affairs and Affiliated Professionals

The current political climate has placed a spotlight on the Latinx/a/o community while impacting the experience of Latinx/a/o students in higher education. Latinx/a/o students account for the largest minoritized group enrolling into four-year universities and colleges and comprise 16.5% (54 million) of the total U.S. population. This session will feature current research and best practices via a panel of practitioner scholars, including Dr. Adele Lozano's research on Latinx social activism featured her book *Latino/a College Leadership Development*, Dr. Cristobal Salinas' research on the term Latinx and Latino males, Dr. Juan R. Guardia, Assistant Vice President for Student Affairs and Dean of Students at University of Cincinnati, a practitioner/scholar focused on Latinx/a/o identity development and Director of El Centro Chicano, and Doctoral Student, Billy Vela, who will highlight best practices in programming and services that support leadership development of the Latinx/a/o community. The session will benefit individuals who are seeking information on most current theory, research, and best practices in Latinx/a/o leadership development ultimately leading to a more successful graduation rate. The panel will also provide an opportunity for Q&A while providing examples of the importance of strategy, positionality, and coalition building on and off campus, including connecting academic and student affairs, community efforts, and leadership.

**Adele Lozano**, PhD, Assistant Professor, Student Affairs Administration, University of Wisconsin – La Crosse- La Crosse, WI**Cristobal Salinas**, PhD, Assistant Professor, Educational Leadership and Research Methodology, Florida Atlantic University- Fort Lauderdale, FL**Billy Vela**, MA, Director, El Centro Chicano, University of Southern California- Los Angeles, CA**Juan R. Guardia**, PhD, Assistant Vice President for Student Affairs & Dean of Students, University of Cincinnati- Cincinnati, OH

Keyword(s): Latinx, Multicultural Affairs, Student Affairs, Students, Diversity &amp; Inclusion, Leadership Development

**4207** Room: B112

10:15 a.m. - 11:45 a.m.

Major Workshop

Novice

**Understanding the Experiences and Needs of Transracially Adopted Students**

Session Track: Intersectionality, Identities and Discussions

Transracial adoptees (TRAs), People of Color raised in and by White adoptive families, are largely absent from student development literature and often invisible in higher education. This session features a panel of transracially adopted students, practitioners, and researchers who will share personal, empirical, and practice-based perspectives on the experiences and needs of TRAs in higher education. In part drawing from their own collegiate experiences, panelists will discuss findings from their scholarship and reflections on their student affairs professional practice with TRAs in college. Panelists will also share recommendations for how higher education and student affairs practitioners can serve the unique needs of transracially adopted college students. This session is ideal for higher education practitioners and scholars interested in better understanding, engaging, and supporting TRAs in higher education.

**Aeriel Ashlee**, PhD, Doctoral Candidate, Educational Leadership, Miami University- Cincinnati, OH**Christopher Nguyễn Pheneger**, BA, Program Coordinator, Full Circle Project, California State University, Sacramento- Davis, CA**Sara Blair-Mederios**, MEd, Assistant Director for Outreach, Women's Resources and Research Center, University of California, Davis- Woodland, CA**Hannah Hyun White**, BS, BA, Graduate Student, Center for the Study of Higher Education, The University of Arizona- Tucson, AZ

Keyword(s): Multiple Racial Identities, Transracial Adoptee, Student Affairs, Students, Identity Development, Research

**4208**

Room: B113

10:15 a.m. - 11:45 a.m.

Major Workshop

All Levels

## **Cultivating Resilience to Sustain Personal and Organizational Power**

Session Track: Intersectionality, Identities and Discussions

Is the immediate need for social change leaving you feeling anxious and overwhelmed? Does the cumulative impact of the increasing oppressive systems in society and in organizations making you exhausted? Social change advocates are increasingly becoming aware of how difficult it has become to maintain one's passion for justice while caring for one's self – emotionally, physically, spiritually and mentally. They are asking the question, "how can organizations and leaders cultivate greater resilience for personal and organizational well-being?" Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress – such as systemic and institutional racism, gender violence and other oppressions. Resilience is not a trait that people either have or do not have. It involves behaviors, thoughts and actions that can be learned and developed in anyone. Sustaining one's passion and commitment with continued action is an ongoing process that requires time and effort and engages people in taking a number of steps. In this session panelists will discuss the ways social justice advocates can provide immediate self-care and community care to sustain our change efforts for the long haul. They will look at the skills, practices and resources available to nurture personal/organizational relationships while creating just and equitable communities on and off campuses.

**Rahuldeep Singh Gill**, PhD, Associate Professor and Campus Interfaith Strategist, California Lutheran University,-

**Veline Mojarro**, BA, Lecturer in the World Arts and Culture Department, Director of Community Programs, Art and Global Health Center, University of California, Los Angeles,-

**Kausar Mohammed**, BA, Non-profit and Diversity Consultant, Producer and Actress- Los Angeles, CA

**Aishah Shahidah Simmons**, Visiting Scholar, Annenberg School for Communication, University of Pennsylvania- Philadelphia, PA

**Ericka Huggins**, Educator, Writer- Oakland, CA

Keyword(s): Self-Care/Self-Work, Organizing/Activism, Identity Development, Intersectionality, Intergroup Dialogue/Facilitation, Leadership Development

**4209**

Room: B116

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **Hostility, Trauma, and Critical Race Theory: Nourishing Resistant Voices in Colonial Spaces**

Session Track: Global, Multicultural and Transnational issues

In this participatory, voice-centered creative engagement, we thus center the notion of voicing who and how we are within and-outside of colonial spaces, knowing the risks. We present a framework for voice that positions the purpose of education as the development of counter-spaces to then foster counter-stories and critical expressions that reflect the various positionalities, intersectional oppressions, and systemic barriers we face as individuals operating within collectives. After sharing personal narratives in artistically authentic manners, we guide participants in creative writing and expression exercises that center proclamations of lived identity and radical solidarity as resistant building blocks of love. This session should particularly benefit educators and students who face trauma and hostility in education settings due to racism, and resilience of voice. We conclude through critical race theory-informed discussions designed to move beyond critical expressions and the immediate retributions from those who normalize whiteness within educational institutions, and strengthen our radical imaginations to envision healthy futures that are not limited by trauma-filled reactions to contemporary oppressions.

**Christopher B. Knaus**, Professor of Education, University of Washington Tacoma- Tacoma, WA

**Beleqsa Tamaami**, MEd, Graduate Supervisor, Residential Programs and Services, Indiana University- Bloomington, IN

**Kenderick Wilson**, MBA, Lead Academic Advisor, Office of Minority Affairs and Diversity, University of Washington Seattle- Seattle, WA

**Conrad Trayvon Webster**, PhD candidate, College Preparatory Advisor, College Access, Mountainview High School/ College Success Foundation- Auburn, WA

Keyword(s): Critical Race Theory, Intersectionality, Self-Care/Self-Work, Pedagogy, Predominantly White Institution, Organizing/Activism



**4210** Room: B115

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

**Sankofa Wellness: Towards a Pedagogy that Heals**

Session Track: Intersectionality, Identities and Discussions

This 90-minute session should particularly benefit students, faculty, and staff who are interested in identity development, self-work, and care from a lived Black experience. The workshop will introduce participants to Sankofa Wellness Pedagogy, a transformative, highly relational, African-centered learning-teaching praxis. Participants will engage in a dialogical and experiential African-Indigenous centered approach that is rooted in liberatory epistemology and praxis. Workshop participants will create a collective composition of identity development across three time dimensions, past (ancestors), present (our lifetime), and future (legacy). The workshop will conclude with a group reflection and participants will be given verbal and written instructions on how to adopt and replicate the exercise in their own communities. Additionally, a bibliography will be made available for further investigation of African-Black identity development and liberation theories and practices. This highly interactive and reflective workshop is suitable for participants at all levels of experience.

**Adeeba Deterville**, PhD, Doctoral Candidate, Transformative Studies, California Institute of Integral Studies- San Francisco, CA

**Rachel D. Bryant**, MA, Doctoral Student, Educational Leadership, Mills College- Oakland, CA

Keyword(s): African American/Black, Identity Development, Pedagogy, Self-Care/Self-Work, Theory to Praxis, Practitioner Development

**4211** Room: B114

10:15 a.m. - 11:45 a.m.

Special Feature

All Levels

**Afrolatinidad, Pan-Africanism, Feminism and The Ebbing of Latin America's Pink Tide**

Session Track: Global, Multicultural and Transnational issues

This session is designed to introduce participants to the ways race, class and gender are understood/articulated in the broader Latin American context and subsequently, how each informs radical/revolutionary social movements or the so-called "pink tide" in Latin America and the Spanish speaking Caribbean. In the first half of the session, participants will be invited to explore the ways in which Blackness/Afrolatinidad, in particular, is understood/articulated differently (or perhaps not) in Latin America than in the US. Participants will examine the processes of "invisibilization" Afrodescended people experience at both local and national levels throughout the region. The discussion will transition to a discussion of the ways Pan-Africanism and Feminism animate Venezuela's Bolivarian Revolution (one of the last strong-holds of the pink tide). We will conclude with an interrogation of U.S. media representations of the US-backed 2018 Venezuelan coup attempt and what this mean for African Diasporic communities. This session is open to participants at any/all levels of knowledge and experience about race and politics in Latin America.

**Layla Brown-Vincent**, PhD, Assistant Professor of Africana Studies, College of Liberal Arts, University of Massachusetts, Boston-

Keyword(s): African American/ Black, Latinx, Organizing/Activism, Feminist, International/Transnational, Socioeconomic Class

**4212** Room: B117

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

Novice

**Remediation as a Mechanism of Institutional Racism: New Policies and Practices for Addressing Structural Inequities in California Community Colleges**

Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Remediation policies are one of the most powerful factors driving low and inequitable college completion rates among students of color. Across California's 114 community colleges, students of color have been disproportionately excluded from credit-bearing courses in English and math and required to take multiple remedial courses that don't count toward a degree, based on standardized tests that dramatically underestimate their capacity. A new law (AB705) mandates changes that hold great promise for addressing these structural inequities. One illustration: Early data shows African-American, Latinx, and low-income students completing college-level math at rates 2-3 times the state average at colleges implementing the reforms. This interactive session includes an overview of California's new law, research on corequisite remediation and the use of high school grades for placement, stories from colleges implementing the reforms, and design principles for high-challenge, high-support instruction. This session should particularly benefit faculty, counselors, and administrators at colleges and universities where students deemed "unprepared" are required to enroll in stand-alone developmental courses and/or where high school grades are not considered in placement.

**Katie Hern**, EdD, Executive Director, California Acceleration Project, Foundation for CA Community Colleges- Sacramento, CA

Keyword(s): Assessment/Evaluation, Systemic Racism, Changing Institutional Practices, Institutional Efforts at Transformation, Pedagogy, Curriculum

**4213**

Room: B118

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **Equity Requires Diversifying the Students, the Faculty, and the Curriculum: Efforts to Diversify a Professional Health Program at a Predominantly White College**

Session Track: Race and Social Justice in Higher Education

Teaching in professional healthcare programs can be a time of trial and error in determining how best to incorporate multicultural training in meaningful ways with lasting student learning outcomes. At the same time, greater diversity in the healthcare workforce is seen as an effective strategy for addressing healthcare disparities (Jackson & Garcia, 2014). However, racial and ethnic diversity of the healthcare professions has not kept pace with the changes in the general populations of the United States (Donini-Lenoff & Brotherton, 2010) and current enrollment rates of underrepresented minorities in the health sciences are also not representative of the U.S. population (Snyder et al., 2018). This session should benefit those who teach in allied healthcare programs and are concerned with cross-cultural education and diversifying their professional programs. The presentation addresses the conference's themes of practitioner development, and creating diverse and inclusive student learning communities. The presenters share curriculum used to promote cultural awareness within a graduate level occupational therapy program and strategies used by faculty during the admissions process to increase acceptance of underrepresented minority students. The presenters will lead discussion with attendees on the successes and failures experienced with regards to recruiting faculty and students of color.

**Juli McGruder**, PhD, OTR/L, Professor Emeritis, School of Occupational Therapy, University of Puget Sound- Tacoma, WA

**Kirsten Wilbur**, EdD, OTR/L, Clinical Associate Professor, School of Occupational Therapy, University of Puget Sound- Tacoma, WA

Keyword(s): Multiple Racial Identities, Pedagogy, Faculty, Students, Predominantly White Institutions, Practitioner Development

**4215**

Room: D133-D134

10:15 a.m. - 11:45 a.m.

Special Feature

All Levels

## **Confronting Oregon's History of Racial Exclusion and its Modern Day Legacy**

Session Track: Intersectionality, Identities and Discussions

From its founding as a white homeland with racial exclusion laws, land giveaways, to its recent cycles of segregation, displacement and disinvestment from communities of color, Oregon has a unique history of white supremacy that continues to permeate its institutions in the present day. This session will explore Oregon's history of white supremacy with a focus on anti-Black racism, how this legacy continues to shape Oregon's demographics, public policies and institutional practices today, and what communities are doing to create visibility, justice, and equity for communities of color.

**Molly Alloy**, MFA, Community Engagement Coordinator, Washington County Museum- Portland, OR

**Darrel Millner**, PhD, Professor Emeritus, Black Studies, Portland State University- Portland, OR

**Arvie Smith**, MFA, PhD, Visual artist and educator, Pacific Northwest College of Art- Portland, OR

**Walidah Imarisha**, PhD, Writer, educator, poet- Portland, OR

**Carmen P. Thompson**, PhD, Visiting Scholar, Black Studies Department, Portland State University- Portland, OR

Keyword(s): African American/ Black, Antiracism, Portland Focus, Research, Systemic Racism, Visual Arts

**4218** Room: E145

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## Moving Conversation Into Action: Creating a Truly Inclusive Campus

Session Track: Race and Social Justice in Higher Education

This session examines an ongoing initiative at an urban community college campus to create an environment that is warm, welcoming, and inclusive for students, faculty, staff, and community members alike. Information on the background, rationale, and history of this effort will be provided. Insights and lessons learned from the implementation of this initiative will also be provided, along with quantitative and qualitative data amassed since its inception. Finally, this session will include suggestions and information on how similar initiatives could be implemented. This session should particularly benefit academic institutions that are interested in launching an intentional, comprehensive initiative aimed at fostering an equitable and inclusive campus climate, particularly with regard to students, faculty, and staff from traditionally underrepresented communities.

**Michele Cruse**, PhD, Dean of Student Development, Student Services, Portland Community College - Cascade Campus- Portland, OR

**Karin Edwards**, EdD, Cascade Campus President, Office of the Campus President, Portland Community College - Cascade Campus- Portland, OR

**Clifford Meeks**, ND, MPH, MSOM, Multicultural Center Coordinator (Interim), Multicultural Affairs, Portland Community College - Cascade Campus- Portland, OR

**Traci Simmons**, MEd, Associate Dean of Students, Student Services, Portland Community College - Cascade Campus- Portland, OR

**General C Johnson**, EdD (Cand.), ND, BS, Director TRIO Student Support Services, Portland Community College Cascade- Portland, Oregon

Keyword(s): Critical Race Theory, Institutional Efforts at Transformation, Predominantly White Institutions, Diversity & Inclusion, Pedagogy, Institutionalized Privilege

**4219** Room: D130

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## Seeking Inclusion Excellence by Understanding Microaggressions in Health Professions Students

Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

This interactive session should particularly benefit faculty, staff, deans, and administrators about how, in what context, and who experiences microaggressions. This data can provide insights for schools about the racial climate of their institution and inform strategies about how to improve it. When awareness of the frequency and impact of racial microaggressions is present, then schools are poised to take action. Supporting students by mitigating and ameliorating racial microaggressions is a first step toward creating inclusive learning environments which not only help underrepresented minority students survive academia, but to thrive and reach their full academic potential.

**Darin Latimore**, MD, Deputy Dean for Diversity and Inclusion, Yale School of Medicine, Yale University- New Haven, CT

**Dowin Boatright**, MD, MBA, MHS, Assistant Professor, Yale School of Medicine, Yale University- New Haven, CT

**Rosana Gonzalez-Colaso**, PharmD, MPH, Assistant Professor, Yale School of Medicine, Yale University- New Haven, CT

**Piri Ackerman-Barger**, PhD, RN, Assistant Clinical Professor, Betty Irene Moore School of Nursing, University of California Davis - Sacramento, CA

Keyword(s): Multiple Racial Identities, Students, Curriculum, Diversity & Inclusion, Retention, Systemic Racism

# FRIDAY, MAY 31

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**4220**

Room: C123-C124

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **10 Myths of Social Justice**

Session Track: Student Affairs and Affiliated Professionals

The term “social justice” is being used (and misused) on college and university campuses more and more these days. What exactly is social justice? What is a socially just community? What are the characteristics of a campus community committed to social justice? How do conversations about race, racism and privilege fit into the social justice paradigm? In this 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. This session should particularly benefit those seeking to better understand the concepts of social justice and equity and how these concepts impact the college and university community. “Injustice anywhere is a threat to justice everywhere!”

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

Keyword(s): Cultural Competence, Student Affairs, Diversity & Inclusion, Institutional Efforts at Transformation, Practitioner Development, Leadership Development

**4222**

Room: D135

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **The Diversity Consultant’s Cookbook: Preparing for the Challenge**

Session Track: Race and Social Justice in Higher Education

When attending events and conferences throughout the country, we are constantly asked how to get into diversity consulting, “What advice can you give someone who wants to have a career as a diversity consultant?” There has never been a greater need for more diversity consultants and this information, which led to the creation of The Diversity Consultant’s Cookbook. This session should particularly benefit those who are at the beginning of their consulting career. Participants will explore areas such as the tools to get started, how to hang out your shingle, the ethics of diversity consulting, ingredients that must be part of your toolbox and how to add your own flavor. In addition to the nuts and bolts of getting started, The Cookbook contains lessons learned from diversity consultants, those with 25+ years and those who are just starting out. Come engage in activities, discussion and more.

**Marguerite W. Penick-Parks**, PhD, Professor, Educational Leadership and Policy, University of Wisconsin Oshkosh- Oshkosh, WI

**Eddie Moore**, PhD, Founder/Director, The Privilege Institute- Green Bay, WI

Keyword(s): Consultants, Diversity & Inclusion, Facilitator Development, Empowering Diversity, Multicultural Affairs, General

**4223**

Room: D136

10:15 a.m. - 11:45 a.m.

Special Feature

All Levels

## **Anti-Racist Work as Part of Multiracial Organizing for Collective Liberation**

Session Track: Race and Social Justice in Higher Education

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 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 of the Southern-based Highlander Center and Chris Crass who has been organizing in white communities for over 30 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 and violence.

**Ash-Lee Woodard Henderson**, Co-Director, The Highlander Center- New Market, TN

**Chris Crass**, Educator, Author and Organizer- Louisville, KY

Keyword(s): White, Antiracism, Theory to Praxis, Organizing/Activism, Coalition Building, Identity Development

**4224** Room: D137

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

**Strategies for Overcoming Negative Stereotypes of Black Female Student-Athletes in Engineering**

Session Track: Race and Athletics

This session will summarize findings and recommendations from a research study involving Black women who are student-athletes and engineering majors. Specifically, the presenters will discuss stereotypes affecting Black women who are student-athletes and engineering majors. The presenters will also highlight ways in which the research participants were able to overcome negative stereotypes concerning Black women in sports and engineering. For this particular session, the presenters will focus on the experiences of two Black women who have played collegiate basketball and also majored in engineering. One of the Black women attends a Division 1 school and majors in civil engineering while the other Black woman attends a Division 2 school and majors in aerospace engineering. Finally, this session will address past and present research concerning the success of student-athletes and engineering majors. This session should particularly benefit participants who are interested in the success of Black women, student-athletes, or engineering students and practitioners who provide direct services to Black women, student-athletes, or engineering students. This session should also benefit students interested in taking an active role in reducing stereotype threat and those who are concerned with stereotypes affecting Black women, student-athletes, or engineering students.

**Leroy Long III**, PhD, Assistant Professor, Engineering Fundamentals, Embry-Riddle Aeronautical University- Daytona Beach, FL

**Robert Bennett III**, PhD, Visiting Assistant Professor, Health, Exercise and Sport Studies, Denison University- Granville, OH

**Morris Council III**, PhD, Assistant Professor, Literacy and Special Education, University of West Georgia- Carrollton, GA

Keyword(s): African American/Black, Women, Diversity & Inclusion, Identity Development, Popular Culture, Research

**4225** Room: D138

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

**Sink or Swim: The Intersections of Race, Athletics, and Mental Health**

Session Track: Race and Athletics

This interactive session will explore the intersections of race, athletics, and mental health, particularly amongst black student-athletes at predominantly white institutions (PWIs). Information about the prevalence of mental health concerns on college campuses, as well as some of the most common concerns for student-athletes and barriers associated with underutilization of mental health services will be discussed. This session will provide participants with some clear warning signs of distress for student-athletes. Insights, recommendations, and resources for student-athlete support services will also be provided. Finally, this session should particularly benefit athletics staff members and coaches who work directly with student-athletes; diversity and inclusion professionals who are interested in supporting Black student-athletes; and those who are concerned with recruiting, retaining, and graduating talented, elite athletes from traditionally underrepresented populations in higher education. This session is appropriate for professionals at every stage of their careers.

**T.M. Robinson-Mosley**, PhD, LPC, Special Advisor to the College Provost & Executive Vice Chancellor, Executive Vice Chancellor's Office, University of California, Santa Cruz- Santa Cruz, CA

**LaKeitha Poole**, PhD, LPC, Director, Sport Psychology & Counseling, Louisiana State University- Baton Rouge, LA

Keyword(s): African American/Black, Student Affairs, Diversity & Inclusion, Men, Women, Predominantly White Institutions

**4226**

Room: D139

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

**Self-care as Revolutionary Action: Nurturing QTPOC Strength in Turbulent Times**

Session Track: Intersectionality, Identities and Discussions

Audre Lorde said that self-care was an act of self-preservation, an act of political warfare. Using this as a starting point, this dialogue will focus on the necessity of QTPOCs engaging in self-care and community care as revolutionary action. Through interactive dialogue, we will discuss some of the strengths and limitations of the concept of "self-care," explore ideas of vicarious resilience/resistance and community care, and build individual and collective plans for self-care. We will also generate strategies for navigating our intersectional identities and nurturing our personal and political lives within higher education and within our communities, especially now, given the current state of the world. This session should particularly benefit students, faculty, staff, and community members who identify as LGBTQ+ people of color who are navigating institutions such as higher education and is open to participants with all different levels of familiarity with the topics being discussed.

**Marina Barcelo**, MSW, MA, Student Inclusion Coordinator, School of Social Work, Portland State University - Portland, OR

**Gita Mehrotra**, MSW, PhD, Assistant Professor, School of Social Work, Portland State University- Portland, OR

**Steph Ng Ping Cheung**, MSW, Doctoral Student, School of Social Work, Portland State University- Portland, OR

Keyword(s): Multiple Racial Identities, TQPOC, LGBTQIAA, Intersectionality, Self-Care/Self-Work, Empowering Diversity

**4227**

Room: D140

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

**Creating an LGBTQIA+ Living Learning Community on Your Campus**

Session Track: Student Affairs and Affiliated Professionals

This session examines an innovative retention program for the LGBTQIA+ students that live on campus at the University of California, San Diego. Insights and lessons learned from the creation of this Living Learning Community pilot program will be shared. This session will address issues facing the LGBTQIA+ community and how this program has contributed to the retention of these students. Assessment has been used to help with the program's improvements and achievements throughout the past 2 years. This session should particularly benefit participants who are interested in the success of LGBTQIA+ students, practitioners who are interested in creating living learning communities on their campus, and those who are concerned with retention issues related to LGBTQIA+ students and other related underrepresented communities.

**Sonia Rosado**, EdD, Assistant Director, Residence Life, University of California, San Diego- La Jolla, CA

**LeRoy Ford**, MS, Assistant Director, Residence Life, University of California, San Diego- La Jolla, CA

Keyword(s): LGBTQIAA, QTPOC, Diversity &amp; Inclusion, Intersectionality, Residence Life, Student Affairs

**4229**

Room: C125-C126

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

**Centering the Impacted: A Facilitated Dialogue about the Challenges Formerly Incarcerated Individuals Face Along the Path of Re-Entry and Higher Education**

Session Track: Intersectionality, Identities and Discussions

This session is designed to include the often-silenced voice of formerly incarcerated students. This session invites conference participants to participate in a facilitated dialogue of justice-impacted individuals as they share their personal narratives around incarceration, re-entry, and interactions within Higher Ed. This focused conversation will allow for a Q&A to help administrators, faculty, staff, and peers better understand the challenges this population faces. The aim of this panel and following Q&A is to help provide context for working with this marginalized community, to help identify ways in which the academy can better support these students while incarcerated, and once they are on campus.

**Tony James Vezina**, BSW, PRC, CRM, Executive Director, 4th Dimension Recovery Center- Portland, OR

**Jackie Jaye Whitt**, THW, PSS, PWS, Program Assistant, Pre - Apprentice Childcare Dept., Labor's Community Services Agency- Portland, OR

**Tony Funchess**, BA, Founder/Lead Consultant, Diversity & Community Engagement, Unlimited Potential PDX / JLUSA / Portland Community College- Portland, Oregon

Keyword(s): Systemic Racism, Admissions, Institutional Efforts at Transformation, Pedagogy, Academic Affairs, Diversity &amp; Inclusion

**4230**

Room: E146

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

**Ode to be born Black and Intersectional: How Colorism, Classism, Queerphobia, Misogynoir, and Internalized Anti-Blackness Affect Academia and Activism on Campuses**

Session Track: Race and Social Justice in Higher Education

Divide and conquer, one of the most powerful philosophies used to squash movements via interrupting unity. But often, black folx need to take a step back to analyze, acknowledge, and deconstruct the ways in which black folx have been divided and afforded different sorts of privileges as based on social conditioning. With that, this workshop seeks to address the complexity of Blackness, and how its various intersections entail differing levels of privilege and how this privilege (or lack there of) plays out on campuses and in activism. Yes, at the end of the day Black is Black; but it's time to break it down and unpack some unsavory realities and see what we as students, staff, and academics can do to combat it and make academia the better for it.

**Gwendalynn Roebke**, Student, Arts and Sciences, University of Colorado Boulder- Boulder, Colorado

Keyword(s): African American/Black, Intersectionality, Changing Institutional Practices, Systemic Racism, Identity Development, Organizing/Activism

**4231**

Room: F151

10:15 a.m. - 11:45 a.m.

Special Feature

All Levels

**Speak Out with Tim Wise -- Anti-Semitism, Islamophobia and the Need for Solidarity in the Face of Mutual Attack**

In this podcast taping, Tim and his guests will explore two current trends: one of which often pulls Muslim and Jewish students and communities apart; and the other of which could potentially bring them together (and help address the first). Namely, issues related to the conflict in Palestine/Israel on the one hand, and the current upsurge in both anti-Muslim and anti-Jewish rhetoric, hate crimes, and terrorism on the other. Though campuses have been—and continue to be—the site of much acrimony over issues of Palestinian rights and its relationship to the Jewish state (and such issues as the movement to boycott, divest from, and sanction Israel for its treatment of Palestinians in the West Bank and Gaza), perhaps with the current targeting of both Muslims and Jews by white supremacists in the U.S. and elsewhere, the moment is ripe for real dialogue, however difficult. Jews and Muslims need to support one another if either is to get free, and if such solidarity can grow from the current rise in hate, perhaps Jewish and Muslim students can turn the dangers into opportunities.

**Tim Wise**, Author/Educator- Nashville, TN

**Amer F. Ahmed**, EdD, Director, Intercultural Teaching and Faculty Development, University of Massachusetts – Amherst- Amherst, MA

**Lisa Albrecht**, PhD, Emeritus Associate Professor, College of Education & Human Development, University of Minnesota, Twin Cities- Minneapolis, MN

**Khalid el-Hakim**, MA, PhD Candidate, Founder, Black History 101 Mobile Museum- Kalamazoo, MI

**4232**

Room: F152

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

Novice

**Los Huskies: The Importance of Leadership Programs for Latinx Students**

Session Track: Race and Social Justice in Higher Education

This session will examine the leadership program Los Huskies, provided by the Latinx Student Cultural Center at Northeastern University. The academic yearlong program allows for students to learn different leadership philosophies, along with social justice frameworks, and connect them to an older student mentor. This session will examine the history, mission, data, and importance of such leadership programs at institutions. This session will use theoretical research to back our findings along with student anecdotes. Finally the session will have participants brainstorm ways their institution could implement aspects of this program at their campus. This session would benefit those within Higher Education or work with youth who are interested in examining the importance of social/racial justice based leadership within communities of color.

**Jasmine Ramon**, MA, Student Services Coordinator, Latinx Student Cultural Center, Student Affairs, Northeastern University - Boston, MA

**Kia Rivera**, MEd, Assistant Director of the LGBTQA Resource Center, Student Affairs, Northeastern University - Boston, MA

Keyword(s): Latino/a, Student Affairs, Multicultural Affairs, Diversity & Inclusion, Leadership Development, Cultural Competence

**4233**

Room: A109

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

**Indigenous Identity: Resisting a Legacy of Erasure Through Institutional Data**

Session Track: Race and Social Justice in Higher Education

Data sets are used for many things in higher education, from grant requests, to recruitment, to program evaluation to demographics. They become part of the story we tell ourselves and others, about who we are as institutions. However, what happens when that story becomes one of erasure? It is no secret that Indigenous people have been subject to policies and laws that chip away at who they are, or in some cases strip them of this entirely. Most recently, regulatory racial classification on college campuses has become part of this story of erasure. Join us as we discuss what this means not only to institutions, but also to the students and communities we serve. We will discuss not only the dangers of these practices, but steps we are taking at Oregon State University to resist erasure at the hands of data reporting and to better support Indigenous students on campus. Our work is grounded in Tribal Critical Race Theory and Intersectional Feminist approaches. Join us to help create our own counter-stories to the dominant ones being told beyond our campus.

**Luhui Whitebear**, MA, Assistant Director, OSU Longhouse Eena Haws, Oregon State University- Corvallis, OR**Jane Waite**, Senior Associate for Social Justice Learning and Engagement, Faculty Affairs, Oregon State University- Corvallis, OR**Jesse Nelson**, PhD, Associate Provost, Office of Academic Achievement, Oregon State University- Corvallis, OR**Chance White Eyes**, PhD, Post-Doc, Socio-Critical Studies, College of Education, University of Oregon- Eugene, OR

Keyword(s): American Indian/Native American, Multiracial, Diversity &amp; Inclusion, Student Affairs, Critical Race Theory, Assessment/Evaluation

**4234**

Room: C120-C121-C122

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

Novice

**Rethinking Our Relationship to Disability: Challenging Ableism as Anti-Racist Praxis**

Session Track: Intersectionality, Identities and Discussions

This session contextualizes the systemic oppression of individuals with disabilities that is perpetuated by a medicalized, accommodations-based approach to "inclusion." This session also puts into conversation the social construction of race with the social construction of disability and explores the intersectional way racism and ableism are employed to maintain a deficit view of students of color who are disproportionately positioned as intellectually inferior within educational institutions. This session should particularly benefit participants who are interested in a framework for advocating for a more inclusive approach to supporting students with disabilities in the classroom.

**Renee Wells**, MFA, MA, Director of Education for Equity and Inclusion, Office of Institutional Diversity, Equity and Inclusion, Middlebury College- Middlebury, VT

Keyword(s): Intersectionality, POC, Systemic Racism, Students, Changing Institutional Practices, African American/Black

**1:30 p.m. - 2:45 p.m.****4300**

Room: Second Floor- Portland Ballroom

1:30 p.m. - 2:45 p.m.

Keynote

All Levels

**Keynote Address: Tommy Orange**

Tommy Orange is the author of *There There*, a multi-generational, relentlessly paced story about a side of America few of us have ever seen – the lives of urban Native Americans. One of The New York Times' top books of 2018, *There There* shows us violence and recovery, hope and loss, identity and power, dislocation and communion, and the beauty and despair woven into the history of a nation and its people. Orange talks about his craft, the writing process, and Native American history and culture, often with meticulously researched visual presentations.

**Tommy Orange**, Author of the critically-acclaimed novel *There There*- Oakland, CA



3:30 p.m. - 5:30 p.m.

**4405** Room: A107-A108

3:30 p.m. - 5:30 p.m.

Special Feature

All Levels

**Multi-ethnic Identity in AAPI Communities**

Session Track: Intersectionality, Identities and Discussions

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: 1) the lived experiences of multiracial people in AAPI communities; 2) intergroup tensions and opportunities for solidarity building within a diverse racial group; and 3) 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. Those of all levels of experience and interest welcome.

**Aisha Sara Fukushima**, BA, Singer, Speaker, RAPTivist, RAPTivism - Seattle, WA

**Terisa Tinei Siagatonu**, MFT, Artist: Poet, Speaker, Educator, Activist- Oakland, CA

**Mia White**, PhD, Assistant Professor, Environmental Studies, The New School- New York, NY

**Heather C. Lou**, MEd, Director, Student Life and Leadership Development, Metropolitan State University- Minneapolis, MN

**Mitzi Uehara Carter**, PhD, Visiting Professor of Anthropology, Asian Studies, and African and African Diaspora Studies, Global Sociocultural Studies, Florida International University- Miami, FL

Keyword(s): African American/ Black, Asian Pacific American, Multiracial, Diversity & Inclusion, Intersectionality,

**4406** Room: B110-B111

3:30 p.m. - 5:30 p.m.

Special Feature

All Levels

**Breaking the Black/White Binary, a Town Hall**

Session Track: Race and Social Justice in Higher Education

This Town Hall session will examine the struggle for increased Latinx/a/o, Native American, and Asian American representation within the ranks of higher education upper administration. At many historically White institutions (HWIs), the Latinx/a/o, Native American, and Asian American administrative presence lags far behind that of White and African Americans. This is the case even when the Latinx/a/o or Asian American student population is the largest minoritized group on campus. The presenters will provide general data regarding structural diversity within higher education upper administration and faculty 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 higher education. The goal is to engage the audience members in a 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. Diversity and inclusion efforts in higher education have historically focused on initiatives that address structural issues of access for students, staff, and faculty of color. With an understanding that Black/White Binary is a result of systems where White supremacy creates racial hierarchies, we emphasize the need for an intentional pipeline that is representative of racial groups that been historically excluded from institutional leadership. Challenging White supremacy and hegemonic practices within diversity and inclusion efforts that have created a racial hierarchical structure in administrative leadership roles within the academy and higher education, requires that we engage in preparing future scholars and administrative leaders to face these issues. With the increasing number of people of color in the doctoral pipeline, what does this look like for future leaders? How do institutions engage in transformational process of shifting multiple axes of power to increase opportunities for representation across marginalized communities in upper administrative leadership?

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

**Roberto C. Orozco**, MS, PhD Student/Grad Asst. for Enrollment Management, Higher Education, Rutgers University-New Brunswick- Sioux City, IA

**Kathryn Kay Coquemont**, PhD, Assistant Vice President, Student Development, Salt Lake Community College- Taylorsville, UT

**Cristobal Salinas**, PhD, Assistant Professor, Educational Leadership and Research Methodology, Florida Atlantic University- Fort Lauderdale, FL

Keyword(s): African American/ Black, Asian Pacific American, Latinx, White, Administrators, Diversity & Inclusion

# FRIDAY, MAY 31

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**4407**

Room: B112

3:30 p.m. - 5:30 p.m.

Major Workshop

Intermediate

## **Creating Communities of Care: Multiracial Issues in Counseling and Psychology**

Session Track: Race and Social Justice in Higher Education

In the US 2010 Census, approximately 9 million individuals self-identified as multiracial. With increasing numbers of mixed-race and multiracial students on college campuses, institutions must grapple with providing adequate services and support. This session will focus on supporting individuals who serve multiracial students and exploring best practices of supportive communities of care. Together, we will explore the process of building supportive communities of care, and how to anticipate the challenges that may arise when supporting multiracial students. We will reflect on our own experiences as multiracial practitioners, and how they impact and inform our support for communities of color. We will discuss the importance of practitioners, building our own supportive communities, and ways to incorporate sustainable practices while serving this resilient population.

**Lilian Gonzalez**, MFTA, Student Support Coordinator and Clinician, Student Access and Support Services, Mills College-,

**Kelly F. Jackson**, MSW, PhD, Associate Professor, Social Work, Arizona State University- Phoenix, AZ

**Stephanie Naree Shippen**, PsyD, Licensed Psychologist, Practicum Coordinator, Oregon State University- Corvallis, OR

Keyword(s): Multiracial, Multicultural Affairs, Minority Serving Institutions, Self-Care/Self-Work, ,

**4408**

Room: A106

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

Novice

## **How to Explain White Privilege to a Skeptic: Interrupting Patterns of Power and Privilege**

Session Track: Race and Social Justice in Higher Education

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 people belong to because of social locations and roles in U.S. history and society. Participants will think together about how various groups have and have not had access to rights, resources, representation, and respect, ultimately revealing the social positioning and impacts of white and other privileges while dispelling illusions of a level playing field. Once the graphic has been created, 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 deeply versed in it.

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

Keyword(s): Whiteness, Intergroup Dialogue/Facilitation, Diversity & Inclusion, Cultural Competence, Changing Institutional Practices, Institutionalized Privilege

**4409**

Room: B113

3:30 p.m. - 5:30 p.m.

Major Workshop

Intermediate

## **The Facilitator in You: Leading Conversations Around Diversity, Equity, and Inclusion**

Session Track: Intersectionality, Identities and Discussions

This session will serve as a forum to show participants how to handle, address, develop, and teach others the value of their lived experiences. This session will focus on providing participants with tools of leading conversations and affecting positive social change for their peers and their institution. Participants will gain a sense of how their identity development influences their facilitation practices while learning how to employ tenets of multipartiality. This session will particularly benefit participants looking to critically analyze and identify effective facilitation skills when hosting dialogues, presentations, and workshops centered on social justice.

**Monae Roberts**, MEd, MA, Director LGBTQIA Resource Center, University of California, Davis- Davis, CA

**Nu'Rodney Prad**, MS, Director of Student Engagement

**Institutional Diversity**, Equity, Advocacy and Leadership, Institutional Diversity, Equity, Advocacy and Leadership, Temple University- Philadelphia, PA

Keyword(s): Intergroup, POC, QTPOC, LGBTQIAA, Leadership Development, Facilitator Development

**4410** Room: B115

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

Intermediate

**Responding to Racism in the Health Care Professions**

Session Track: Race and Social Justice in Higher Education

This session should particularly benefit higher educational professionals who advise, mentor and/or support health professional students from populations that are underrepresented in medicine. Much of the focus in medical education and health care is on the provision of culturally inclusive and patient-centered care. However cultural sensitivity and/or unconscious bias training does not adequately prepare students for the racism that they will inevitably encounter in the learning environment, from the classroom to patient care. The current administration has emboldened learners, faculty, staff and patients to unleash racial micro and macroaggressions towards learners of color. Therefore, we must prepare and equip our learners with the confidence and tools needed to facilitate productive conversations when confronted with racism.

In this session, the four panelists will discuss the unique challenges that CDOs in academic medicine currently face while supporting students of color in the health professions. Session participants will have an opportunity to analyze challenging cases that the speakers have encountered at their 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.

**Veronnie Jones**, MD, PhD, MSPH, Associate Vice President for Health Affairs, Health Sciences Center Office of Diversity and Inclusion, University of Louisville- Louisville, KY

**Darin Latimore**, MD, Deputy Dean for Diversity and Inclusion, Yale School of Medicine, Yale University- New Haven, CT

**Judy Seidenstein**, BS, Chief Diversity Officer and Associate Dean, Diversity and Inclusion, Duke University School of Medicine- Durham, NC

**Sherree Wilson**, PhD, Associate Vice Chancellor and Associate Dean, Office of Diversity, Equity and Inclusion, Washington University in St. Louis School of Medicine- St. Louis, MO

Keyword(s): Students, POC, Mentoring, Systemic Racism, Institutional Efforts at Transformation, Antiracism

**4411** Room: B116

3:30 p.m. - 5:30 p.m.

Major Workshop

Novice

**What's Gender Got to do With it? Trans 101 & Supporting Trans Students of Color**

Session Track: Intersectionality, Identities and Discussions

What is the difference and relationship between sex, gender, and sexuality? How does gender intersect with race? These are a few of the questions to be explored in this dynamic and participant driven workshop. Designed to be an introduction on trans oppression, this workshop: demonstrates the importance of understanding genderism in relationship to racism; offers a range of emerging practices; and claims that trans justice is key to racial justice in higher education. This workshop will benefit anyone interested in supporting trans students of color in higher education through an intersectional framework.

**Romeo Jackson**, MEd, LGBTQ & Gender Program Coordinator, Student Diversity & Social Justice, University of Nevada, Las Vegas- Las Vegas, NV

Keyword(s): POC, QTPOC, LGBTQIAA, Chief Diversity Officers (CDO), Multicultural Affairs, Intersectionality

**4412** Room: B117

3:30 p.m. - 5:30 p.m.

Major Workshop

Intermediate

## **Deepening Cross-Racial Dialogue Using Mindfulness and Contemplative Practices**

Session Track: Race and Social Justice in Higher Education

Many of us desire authentic, meaningful cross-race conversations, but often face barriers and disappointment. Often in cross-racial dialogues and interactions, the ways that we have been socialized and dehumanized by systems of oppression are present in our attempts to build bridges and connections. These patterns can breed mistrust, a lack of empathy and compassion, fear, and shame in groups that are marginalized and privileged by systems of oppression. This workshop will explore the systemic power dynamics that are in place in cross-racial social and professional relationships, and how we can use contemplative practices (such as mindfulness, deep listening, body scans, compassion practices) to begin, deepen and remain in cross-racial conversations and collaborations. Structure: This will be an interactive workshop using a variety of modalities to engage participants. We will provide an initial framing that centers systemic oppression and highlights the dynamics of power and privilege in cross-race dialogue and conversations. We will lead participants in a guided reflection on their experience in a cross-race dialogue. Participants will use contemplative practices, such as reflection and body awareness, to help notice what is happening in the midst of cross-racial dialogic moments. Participants will also explore ways to use mindfulness and contemplative approaches to effectively manage patterns of power and privilege that occur in cross-racial conversations. Participants will have an opportunity to briefly engage in dialogue that integrates contemplative practices.

**Tanya O. Williams**, EdD, Consultant, Authentic Coaching and Consulting- New York, NY

**Diane Goodman**, EdD, Diversity and Equity Consultant- Nyack, NY

Keyword(s): Intergroup, Antiracism, Diversity & Inclusion, Intergroup Dialogue/Facilitation, Self-Care/Self-Work, Systemic Racism

**4413** Room: B114

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

## **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

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. Through this we aim 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.

**Diana Cervantes**, MA, Graduate Student; Gates Millennium Scholar; Student Engagement, Columbia Office of University Life, Organization and Leadership, Columbia University's Teachers College- New York, NY

**Krystal Cruz**, EdD, Doctoral Candidate; Gates Millennium Scholar; United Nations Columbia University-wide Chapter President, Health & Behavior Studies, Columbia University's Teachers College- New York, NY

**Brittany Davis**, MEd, Graduated; Gates Millennium Scholar, Education Policy and Social Analysis (EPSA) and Curriculum and Teaching (C&T), Columbia University's Teachers College- New York, NY

**Chiara Fuller**, MA, EdM, EdD, Doctoral Candidate; Harlem Education Activities Fund, Great Debaters Coach, Curriculum and Teaching, Columbia University's Teachers College- New York, NY

Keyword(s): Students, Systemic Racism, Antiracism, POC, Changing Institutional Practices, Critical Race Theory

**4415** Room: C123-C124

3:30 p.m. - 5:30 p.m.

Special Feature

All Levels

**Healing Justice Workshop**

Session Track: Race and Social Justice in Higher Education

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 each of us experiences trauma and then pass it on; what is justice and what can healing look like? How can we meet the needs of the victim, the offender, 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 people 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. People are invited to drop by the World Trust Educational Services booth to engage in a short Virtual Reality experience.

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

**4418** Room: C125-C126

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

**Intersectional Perspectives on Identity Exploration for Queer Collegians of Color**

Using data from a qualitative study about queer students of color, this session will examine the potential of intersectionality to understand how these individuals explore their identities during college. Specifically, attendees will first engage their assumptions about what it means to be a queer person of color in higher education through small group conversations. Additionally, participants will critically question the potential of intersectionality to illuminate overlapping axes of oppression in the study of identity. Then, attendees will learn more about the dissertation research titled, “An Intersectional Analysis of Identity Exploration for Queer Collegians of Color at Historically White Institutions.” Specifically, the presenter will highlight key findings from this study, such as how queer students of color named the various sites in which they encountered racism, heterosexism, and other forms of oppression (i.e., historically white institutions, local contexts, sociopolitical climate, cultural norms, and interpersonal interactions). With these findings in mind, participants will then discuss implications for practice on college campuses. This session will be of particular interest to faculty, staff, and students in higher education.

Antonio Duran, PhD, Assistant Professor, Auburn University- Columbus, OH

**4419** Room: D130

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

**Creatively Healing From Racial Trauma: Self-Work, Self-Care and How We Show Up and Remain Standing**

Session Track: Race and Social Justice in Higher Education

Our highly interactive workshop will particularly benefit people of color who are carrying hidden wounds like an invisible weight. You may be hyper-sensitive to being disrespected and shamed, or you only trust people within your social and family networks. Perhaps you use drugs and alcohol to manage your emotional pain. These are all documented symptoms of repeated exposure to race-based trauma, which affects our emotional, mental and physical well-being. Our workshop teaches research-informed coping strategies that help workshop participants take personal responsibility for managing their responses to trauma, thereby preventing racialized trauma from negatively impacting their self-esteem, physical and emotional health. Our hands-on activities will teach you how to build resiliency and engage in self-care strategies, so that you will no longer internalize the impact of racial trauma as helpless victims. You will also learn strategies of emotional self-regulation that, when regularly practiced, reduces stress. You will leave this session enlightened and empowered – and hopefully inspired to guide other people of color toward a healing journey. NOTE: We respectfully request that this workshop be honored as a safe space by not forcing participants to be among people who reinforce their current view of trauma.

Debi Jenkins, PhD, Division Chair of Behavioral Sciences, Department Chair, Early Childhood Education, Clark College- Vancouver, Washington

Yves Labissiere, PhD, Associate Professor, School of Public Health, Portland State University- Portland, Oregon

S. Renee Mitchell, DEdc, Assistant Clinical Professor of Practice, Education, Methodology, Policy &amp; Leadership Department, University of Oregon- Eugene, OR

Keyword(s): Multiple Racial Identities, Critical Race Theory, Identity Development, Self-Care/Self-Work, Empowering Diversity, Antiracism

**4420**

Room: D133-D134

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

**If it Ain't Intersectional I Don't Want it: Developing Campus Sexual Violence Programming for Survivors of Color**

Session Track: Student Interest and Engagement

Young adults experience the highest rates of sexual violence, but are often left out of the conversation and development of educational programming. 80% of sexual assault survivors experience their first assault before the age of 25. The rates of sexual violence are even higher for black, brown, queer, and trans folks, but resources are rarely ever culturally specific or accessible. Students need programming that is tailored to their lived experiences; this requires understanding how race, class, and gender impact cycles of violence. The Youth LEADS initiative is a project of the Biden Foundation that aims to cultivate the next generation of young leaders in the fight to end gender-based violence. In this session, we will use the framework of a Youth LEADS listening session to engage in an open and honest conversation about the realities of sexual and domestic violence for college students. We will discuss how marginalized communities are uniquely affected by this violence and how to include student voices to address current gaps in programming and resources. This session should particularly benefit students, faculty, staff, and administrative officials who are committed to: creating inclusive spaces on campus; combating sexual violence on and off campus; and intersectional and student-focused frameworks.

**Kassamira Carter-Howard**, Policy Associate, Violence Against Women Initiatives, Biden Foundation- Washington, DC**Kendall LaVine**, Policy Fellow, Violence Against Women Initiatives, Biden Foundation- Washington, DC

Keyword(s): Youth Work, Intersectionality, Feminist, Changing Institutional Practices, Cultural Competence, Students

**4422**

Room: B118

3:30 p.m. - 5:30 p.m.

Special Feature

Advanced

**Roundtable on Diversity, Equity, and Innovation: Leading by Example**

Session Track: Chief Diversity Officer and Executive Leader

Roundtable on Diversity, Equity, and Innovation (DEI) will provide a forum for seasoned diversity officers and senior student affairs professionals to reflect on the ways they can respond to the current national and global political landscape, shifting policies, and legislative decisions/actions, and the increase in campus activism and crisis situations. Presenters will approach DEI work based on a framework of innovation with the intention to increase the development of new strategies and initiatives centered around DEI. This session will explore leadership strategies and practices central to cultivating inclusivity through a review of institutional policies and practices, our professional roles and responsibilities, our leadership, and through challenging our own values as leaders and role models for this work. Creating a sense of belonging requires leadership by example and disruptions to the status quo. More than ever, we need bold and innovative leaders committed to diversity and belonging who can be the role models for inclusive leadership. This session will focus on a range of diversity issues from a US and global context, including supporting international, undocumented, Muslim, LGBTQ, and other underrepresented student communities. Steps will be identified for achieving a campus culture and institutional climate committed to social justice and equity.

**Lisa Coleman**, PhD, Chief Diversity Officer and Senior Vice President for Global Inclusion and Strategic Innovation, New York University- New York City, NY**Monroe France**, Associate Vice President, Global Student Engagement & Inclusive Leadership, New York University- New York City, NY**Kijua Sanders-McMurtry**, PhD, Vice President, Equity and Inclusion and Chief Diversity Office, Mount Holyoke College- South Hadley, MA**Felicia McGinty**, EdD, Executive Vice Chancellor, Administration and Planning, Rutgers University--New Brunswick- New Brunswick, NJ

Keyword(s): Administrators, Chief Diversity Officers (CDO), Diversity &amp; Inclusion, Leadership Development, Innovation, Global Context

**4423** Room: D136

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

**Healing Campus Climate Through Radical Arts-Based Approaches**

Session Track: Student Affairs and Affiliated Professionals

Healing Campus Climate through Radical Arts-Based Approaches – Curricular/Pedagogical Models. Level of Experience – all levels. With the increase of hateful rhetoric, bigotry, and rampant white supremacy in today's world, it is imperative to offer incoming students the critical thinking tools to create equitable, inclusive, and safe spaces on campus. Historically, academic institutions have been void of arts-based approaches to learning as a way for the healing and humanizing of cultural and individual narratives. This session will lead participants to explore how their campus can address the contentious climate through a radical arts-based, interactive, introductory presentation on race, power, and privilege for students. In this session, we will share our pedagogy, evaluation of processes, and facilitate an art-making exercise. Our work is rooted in the methodology of Augusto Boal's "Theatre of the Oppressed," personal storytelling, relevant cultural examples, and multimedia expression. We believe the value of a such a comprehensive presentation on race, power, and privilege lies in being able to challenge students' growing edge in a humanizing way, as they enter the new campus community. This session will particularly benefit offices of diversity and inclusion, student affairs, department heads, and student organization leaders, but is not limited to any groups interested in bringing campus wide, introductory presentations on issues of Inclusion, Diversity, Equity and Access (I.D.E.A).

**Veline Mojarro**, BA, Lecturer in the World Arts and Culture Department, Director of Community Programs, Art and Global Health Center, University of California, Los Angeles-,

**Kausar Mohammed**, BA, Non-profit and Diversity Consultant, Producer and Actress- Los Angeles, CA

**Natalie Bui**, BA, Voter Engagement Manager, Asian Americans Advancing Justice- Los Angeles, CA

Keyword(s): Empowering Diversity, QTPOC, Student Affairs, Institutional Efforts at Transformation, Identity Development, Systemic Racism

**4426** Room: D139

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

**Building a Culturally-Sustaining and Academically-Affirming Student Leadership Retreat for Latinx Undergraduates Through Conocimiento, Confianza, and Cariño**

Session Track: Race and Social Justice in Higher Education

This session provides participants with the opportunity to learn a research-based innovative approach to building and facilitating a culturally-sustaining academic community for Latinx student success at a Hispanic-Serving Institution. The Chicanx/Latinx Student Leadership Retreat emphasized holistic identity development through the concepts of conocimiento, confianza, and cariño, providing students with a roadmap for strengthening academic resilience by understanding and applying core elements of Community Cultural Wealth (Yosso 2005). In addition, the focus on relationship-building and relational accountability reflect the importance of community building as central to Latinx student engagement, which is built on developing students' sense of belonging and a commitment to supporting and nurturing the well-being of students individually and as a collective. The model for this retreat is unique in that it creates a bridge between academic and student affairs, uniting faculty and staff committed to Latinx student success. Participants will see and engage in retreat session examples and review the data on its impact.

**Magdalena Barrera**, PhD, Associate Professor, Chicana and Chicano Studies, San Jose State University- San Jose, CA

**Jonathan Gomez**, PhD, Assistant Professor, Chicana and Chicano Studies, San Jose State University- San Jose, CA

**Celinda Miranda**, LCSW, PPSC, MDiv., Clinical Case Manager and Counselor Faculty, Counseling and Psychological Services, San Jose State University- San Jose, CA

**Lilly Pinedo Gangai**, MA, Director, Chicanx/Latinx Student Success Center, San Jose State University- San Jose, CA

**Marcos Pizarro**, PhD, Professor, Chicana and Chicano Studies, San Jose State University- San Jose, CA

Keyword(s): Latino/a, Institutional Efforts at Transformation, Leadership Development, Theory to Praxis, Mentoring, Retention

**4429**

Room: E145

3:30 p.m. - 5:30 p.m.

Special Feature

All Levels

**Rural Organizing: Fighting Extremism and Organizing Intersectional Movements in Rural Communities**

Session Track: Intersectionality, Identities and Discussions

This session will explore grassroots organizing in rural communities in the Northwest facing growing divisiveness, threats to communities from movements that exploit bigotry, and public disinvestment from social services and emergency response services. Participants will discuss strategies to build strong and inclusive intersectional movements for social justice in rural communities, community initiatives to develop support services where communities have been left behind, and the role that institutions of higher learning can play to partner with rural communities and counter extremist movements in the communities they serve.

**Kristin Ostrom**, Executive Director, Oregon Rural Action- La Grande, OR**Michelle Glass**, Director, Rogue Action Center- Phoenix, OR**Rachel Carroll Rivas**, Co-Executive Director, Montana Human Rights Network- Helena, MT**Virginia Camberos**, Director, Rogue Valley Regional Director, Unite Oregon- Medford, OR

Keyword(s): Antiracism, Coalition Building, Immigration, Leadership Development, Organizing/Activism, Socioeconomic Class

**4430**

Room: E146

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

**How Do I Interrupt Racism on My Campus? Let's Stop it!**

Session Track: Race and Social Justice in Higher Education

This workshop's focus is to provide participants with tools to interrupt racism in their academic life; whether they are faculty, students, administrators or staff. CFA has developed interactive role-playing scenarios to help practice interrupting racist interactions that occur on campus. Too often universities, including faculty unions within those universities, have engaged in the work without first examining their organizational systems and structures. These systems may perpetuate racism and lead to token engagement of social justice through well-meaning, but shallow "diversity" and "inclusion" policies or trainings that do not address deeper socio-structural issues or teach us how to interrupt racism when it occurs on campus. This session should particularly benefit participants who are interested in learning new tools and practicing ways to interrupt racism when it occurs. Students and educators concerned with how to deal with new social and political challenges on campuses in the Trump era that may exacerbate these interactions should find this work helpful and well worth the time investment. Please join us in practicing responses to interrupting racism and bias in the academy.

**Maureen Loughran**, BA, CFA Field Representative, Council for Affirmative Action, California Faculty Association- Sacramento, CA**Sharon Elise**, PhD, Full Tenured Professor, Sociology, California State University, San Marcos- San Marcos, CA**Cecil Canton**, PhD, Full Tenured Professor, Criminal Justice, California State University, Sacramento- Sacramento, CA**Audrena Redmond**, BA, MA, CFA Regional Representative, Council for Affirmative Action, California Faculty Association- Sacramento, CA

Keyword(s): Antiracism, Changing Institutional Practices, Facilitator Development, Leadership Development, Intergroup Dialogue/Facilitation, Theory to Praxis



**4431** Room: F151

3:30 p.m. - 5:30 p.m.

Major Workshop

Intermediate

**Excavating Multi-Racialities Digging Through Contemporary Dilemmas of Epistemic and Experiential Violence in Multiracial Identity Formations**

Session Track: Global, Multicultural and Transnational issues

This session fosters space aimed to engage in a critical dialogue/conversation about the intersections, experientialities, and implications of multi-racial identities – further asking for a more critical engagement with multiraciality. Questions addressed include: In what ways do normative and dominant modes of thinking/epistemic consumption, limit multiracial understandings and constructions? How do we reckon with ideological and lived tensions between white supremacy and minoritized identities in single body representation? How may we live and grapple with multiraciality in ways that rupture white supremacist foundations of racial identity formations? We seek to step out of the normative ways of thinking about multi-racial identity in order to rupture and examine the ways in which the historical and political inform how multiracial identities have been formed, are understood and lived, and continue to inform varied and differentiated epistemic representations and understandings in contemporary society.

**Chiyuki Shannon**, PhD, Diversity Consultant, Multicentric Institute of the Pacific Northwest- Tacoma, WA**Michelle R. Montgomery**, Assistant Professor in American Indian Studies and Ethnic, Gender and Labor Studies, School of Interdisciplinary Arts and Sciences, University of Washington, Tacoma- Tacoma, WA**Michael Benitez**, PhD, Chief Diversity Officer and Dean of Diversity and Inclusion, Title XI Coordinator, University of Puget Sound- Tacoma, WA**Christopher B. Knaus**, Professor of Education, University of Washington Tacoma- Tacoma, WA**Nakisha-Renee Jones**, Finance Specialist, The Boeing Company-

Keyword(s): Multiple Racial Identities, Bi-Racial, Multiracial, Reinventing Language, Multicultural Affairs, Identity Development

**4434** Room: E142

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

**The Intersection of Disability Justice and Racial Justice: Historical Injustices, Contemporary Representations, and Conversation**

Session Track: Intersectionality, Identities and Discussions

This session elucidates the oppressive and violent intersections of ableism and racism in United States history and describes contemporary representations of ableism and racism in our educational, healthcare, and legal systems. This presentation will cover the following topics: 1) concepts surrounding intersectional justice, intersectional invisibility, and specifically the intersection of disability justice and racial justice; 2) a review of important historical context and events related to the ableism-racism intersection (e.g. a disability perspective on Emmett Till; historical intersections of ableism and racism in the eugenics movement; an intersectional perspective on the Tuskegee syphilis experiment; and more); and 3) a review of contemporary issues in race-disability intersections, including situations of police brutality, healthcare disparities, and educational disparities. We will allow ample time for audience participation, reflection, conversation, and questions. The presenters aim to provide a brave space for session attendees to consider and discuss the ways in which the ableism-racism intersection emerge in their worlds and how they will work to integrate a disability perspective into their understanding of systemic injustice. This session should benefit participants at any level who seek to enhance their understanding of disability justice and its inextricable connections to racial justice.

**Dana Brickham**, PhD, CRC, LPC, Assistant Professor/Clinical Coordinator, Rehabilitation Counseling, Western Washington University- Bellingham, WA**Ebonee Johnson**, PhD, CRC, Assistant Professor, Counselor Education and Supervision, The University of Iowa- Iowa City, IA**Alex Locust**, MS, CRC, APCC, Workshop Facilitator/Consultant, Glamputee Consulting- San Francisco, CA**Rana Yaghmaian**, PhD, CRC, Assistant Professor/Program Coordinator, Counselor Education, Clinical Rehabilitation Counseling, Portland State University- Portland, OR

Keyword(s): General, Diversity &amp; Inclusion, Intersectionality, Deaf Identity, Systemic Racism, Theory to Praxis

**4437**

Room: E147-E148

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

**Actors, Allies, and Accomplices: The Journey from Awareness to Action**

Session Track: Intersectionality, Identities and Discussions

This interactive workshop will engage participants in self-reflection and action planning to use privileged aspects of their identity to dismantle oppression. This workshop expands upon the framework provided by [www.whiteaccomplices.org](http://www.whiteaccomplices.org) to encompass identity markers in addition to race (e.g., gender, sexual orientation, class, etc.). After examining both their targeted and non-targeted intersecting identities, participants will select a social justice issue they care about and for which they are members of the non-targeted group. They will complete a self-assessment activity to determine whether their current actions in support of this social justice issue categorize them as actors, allies, or accomplices. The self-assessment addresses various modes of personal action including protesting, financial decisions, interactions within privileged communities, volunteerism, confronting microaggressions, educating yourself, educating children, electoral politics, and your art and home. Participants will then develop a SMART (Specific, Measurable, Achievable, Relevant, Time-based) action plan for moving from actor, to ally, to accomplice that will challenge their comfort zones. This session should particularly benefit participants who are interested in using their privileged identities to grow in their advocacy for social justice.

**Rosina Bolen**, PhD, Assistant Professor of Biology, Science, Mount St. Mary's University- Emmitsburg, MD**Chianti Blackmon**, MS, Director of Multicultural Student Affairs, Student Services, Frederick Community College- Frederick, MD

Keyword(s): Intersectionality, Organizing/Activism, Identity Development, Theory to Praxis, Antiracism, Identity Development

**4440**

Room: A109

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

**Adjunctification of Higher Education as a Barrier to Achieving Equity**

Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

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 needs to be addressed. This workshop will explore how adjunctification is a barrier to achieving equity and student success through presentation of the latest research on this topic. Then solutions to this problem will be explored including a discussion of a pilot study to support adjuncts conducted by the presenters. This session should particularly benefit faculty and administrators interested in advocating for equity and supporting adjunct faculty.

**Ian Duckles**, PhD, Assistant Professor, Philosophy, San Diego Mesa College- San Diego, CA**Jessica Posey**, EdD, Professor, English, Southwestern College- Chula Vista, CA**Maria Jose Zeledon Perez**, EdD, Assistant Professor, Communication Studies, San Diego City College- San Diego, CA

Keyword(s): Diversity &amp; Inclusion, Faculty, Administrators, Institutional Efforts at Transformation, Leadership Development, Changing Institutional Practices

**4441** Room: B119

3:30 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

**Post-Positivist and Constructivist Epistemologies of Culture: Moving Towards a Better Science of Culture for the Improvement of Diversity Training Models**

Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

This presentation outlines framework for improving and constructing diversity training models. Diversity training practices depend on the culture concept. Thus, the effectiveness of a diversity training program will be directly impacted by the sophistication and accuracy of its theoretical foundation. Theory and methods from anthropology, social psychology and clinical psychology are used to provide a meta-framework, detailing the mechanisms that help explain the human change process, and how to implement those principles for diversity trainings within organizations. This presentation draws on anthropological definitions of culture as 'symbolic systems of meaning' through which individuals reflexively socially co-construct and manage their lived realities. Furthermore, epistemological considerations for how knowledge is defined and derived will be discussed, as well as the theoretical framings for how cultural data is both understood and misunderstood. As such, presenters will discuss historical and current patterns of ethnocentrism and othering within training paradigms, and will explore the complexities embedded in socialization and training models. The presentation will conclude with a post-positivist/constructivist model of diversity training, followed by a question and discussion section between attendees and speakers. This session should particularly benefit anyone interested in evaluating empirical and qualitative theories and methods for improving diversity training practices.

**Hanna Bossé**, Graduate Student (MS Candidate), Applied Psychological Science, Pacific University, School of Graduate Psychology- Hillsboro, Oregon

**Jake Perry**, Graduate Student, Applied Psychological Science Program, Pacific University, School of Graduate Psychology- Hillsboro, Oregon

**Björn Bergström**, PsyD, Assistant Professor, Diversity Coordinator, Applied Psychological Science (APS) Program, Pacific University, School of Graduate Psychology- Hillsboro, OR

**Nicole Trammel**, Graduate Student (Doctoral Candidate), Clinical Psychology, PsyD Program, Pacific University, School of Graduate Psychology- Hillsboro, OR

Keyword(s): Cultural Competence, Theory to Praxis, Pedagogy, Institutional Efforts at Transformation, Intersectionality, Curriculum

3:45 p.m. - 5:00 p.m.

**4500** Room: Booth # 506/508/510/512

3:45 p.m. - 5:00 p.m.

Special Feature

All Levels

**Tommy Orange: Informal Dialogue and Book Signing**

Please stop by the SpeakOut booth to meet with Tommy Orange. He will be available to sign books.

**Tommy Orange**, Author of the critically-acclaimed novel *There There*,

**4501** Room: E143

3:45 p.m. - 5:00 p.m.

Concurrent Workshop

All Levels

**AISES, Promoting College and Career Readiness in STEM Among Native students**

Session Track: Race and Social Justice in Higher Education

Case Studies/Model Programs from The American Indian Science and Engineering Society (AISES) are committed to advancing Native people in STEM studies and careers, including computer science and the health sciences. Through membership, scholarships, and events, AISES has a rich 40-year history of supporting Native students and professionals in STEM fields. In more recent years, AISES has begun to develop a research department to understand factors contributing to persistence in STEM among Native students and professionals. Additionally, AISES has focused heavily on engaging tribal leadership and tribal communities to more fully engage Native students and successfully implement college and career readiness programs. These two strategies, AISES believes, are key to truly moving the needle to increase representation of Native people in STEM both in higher education and the workforce. This presentation will focus on AISES' primary and secondary research, key programs, and tribal partnership initiatives, provide current findings and models.

**Kathy DeerInWater**, PhD, Director of Programs and Research, Programs, American Indian Science and Engineering Society- Albuquerque, NM

Keyword(s): American Indian/ Native American, STEM/STEAM, Cultural Competence, Curriculum, Mentoring, Research

**4503** Room: D137

3:45 p.m. - 5:00 p.m.

Concurrent Workshop

All Levels

## **“Bringing out the B.E.A.S.T. in African American Male Student-Athletes: Black Excellence Achieving Success Together”**

Session Track: Race and Athletics

This session describes an innovative approach to enhancing a sense of belonging among African American male student-athletes attending a predominately white institution (PWI) in the South. Recognizing a myriad of challenges African American male student-athletes may face on a PWI including, but not limited to, race relations, student-athlete identity, and socialization. This presentation highlights a voluntary and informal for dialogue among African American male student-athletes to share experiences. Noticeable improvements to African American male student-athletes’ sense of belonging and academic standards will be shared during the presentation. Personal maturity and self-confidence to overcome PWI challenges and persist toward graduation are byproducts of the B.E.A.S.T. sessions. Session participants will be provided a framework for implementing a similar level of engagement for African American male student-athletes on their respective campuses.

**Drew Scales**, MS, MA, Assistant Athletic Director for Student-Athlete Support Services, Undergraduate Studies/ Athletics, University of North Carolina Wilmington- Wilmington, NC

**Kent Guion**, MD, MA, Chief Diversity Officer, Office of the Chancellor, University of North Carolina Wilmington- Wilmington, NC

Keyword(s): African American/Black, Men, Predominantly White Institutions, Intergroup Dialogue/Facilitation, Retention, Identity Development

**4504** Room: B113

3:45 p.m. - 5:00 p.m.

Concurrent Workshop

Novice

## **Success Factors of African American Male Community College Student Athletes**

Session Track: Race and Athletics

This session is a review of recent research that focuses on understanding the key factors of academic success for African American male community college student athletes. Increasing numbers of African American men are starting their academic careers at 2-year colleges, but a disparaging number are reaching their academic goals. Research suggests that African American male community college student athletes may be more successful in reaching their academic goals than their non-athletic peers. This session honors the lived experiences of African American male community student athletes who have persisted and were academically and athletically successful. Understanding the support systems they feel most comfortable using, how they relate to each other, how they interact with the collegiate environment as a whole, and their mindset in terms of success is vital to unlocking the academic gates of higher education that keep students from reaching their full potential. This session should particularly benefit faculty, staff, and administrators who work closely with current community college student athletes or student athletes who have recently transferred from a 2-year institution. This session should also benefit current community college student athletes who are interested in understanding what it takes to transfer.

**Ajani Byrd**, PhD, Director, Equal Opportunity Programs and Services, Mission College- Santa Clara, CA

**Tanika Byrd**, EdD, Assistant Professor, Speech Communication, American River College- Sacramento, CA

Keyword(s): African American/Black, Retention, Research, Student Life, Men, Academic Affairs

**4505** Room: A103-A104

3:45 p.m. - 5:00 p.m.

Concurrent Workshop

All Levels

## **Navigating Intersecting Identities in a Hispanic “Servicing” Institution: A Graduate Reflection on Code Switching, Transitional Competence, and Decolonizing Pedagogy**

Session Track: Intersectionality, Identities and Discussions

Only after pedagogy is decolonized and critical consciousness is raised, can our future leaders obtain a differential power to end academic apartheid. This discussion is focus on a Mexican American (Chicana), queer, first generation, lower middle class women’s experience in graduate school – drawing insight on code switching, transitional competence, and decolonizing pedagogy. This session should particularly benefit participants who are of intersecting identities – particularly those who are in or transitioning to higher/graduate education – as well as participants who are interested in code switching, transitional competence, and decolonizing pedagogy in relation to intersectionality. Unlike other forums that help individuals transition into professional settings, this forum is specifically targeted to individuals with intersecting identities or diversity backgrounds and unique experiences based on their sex, race, gender, social-economic status, ethnicity, etc. Although this forum is targeted to individuals with “non-traditional” backgrounds, the discussion is open for anyone who wants/needs insight on the topics.

**Ariana Cano**, MA, Adjunct Faculty, Communication Studies, San Bernardino Valley College- San Bernardino, CA

Keyword(s): Latino/a, Intersectionality, Women, Diversity & Inclusion, Changing Institutional Practices, Pedagogy

4:00 p.m. - 5:30 p.m.

**4601** Room: A105

4:00 p.m. - 5:30 p.m.

Special Feature

All Levels

**Navigating the Ivory Towers: How Asian Pacific Islanders Strategize Their Career Trajectories**

Imposter Syndrome and Presumed Incompetent are two concepts that have circulated among people of color and women in the academy and public space. Former first lady, Michelle Obama shared how she suffered from Imposter Syndrome which prompted surprise and comfort from those who question themselves in their professional life. The struggle, while real, is one that can be navigated with direction and focus. This panel comprise of two Asian American leaders whose paths have taken on multiple directions since entering the university settings. They will share stories of strategies and resilience in hopes of creating a safe space where dialogue is supported and nourished and strategies are crafted and planned out. The panelists hope to maintain ties and connections with those who attend to create an ongoing dialogue and mentorship that will continue beyond the 2019 NCORE meeting.

**Mary Danico**, PhD, Director, Asian American Transnational Research Initiative, Professor, Sociology, Cal Poly Pomona- Pomona, CA

**Dawn Lee Tu**, PhD, Faculty Director, Professional and Organizational Development, De Anza College- Millbrae, CA

Keyword(s): Asian Pacific American, Women, Faculty, Administrators, Perspective Taking, Theory to Praxis

**4602** Room: D135

4:00 p.m. - 5:30 p.m.

Special Feature

**Black Lives Matter: Examining Impacts of a Mobilizing Moment Within Postsecondary Institutions**

The Black Lives Matter movement in the U.S. produced a new consciousness and mobilizing force of activists among the marginalized “colored” peoples around the world five years ago. The movement 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 context, this workshop will examine the impact of the Black Lives Matter movement within global postsecondary institutions.

**Carl James**, PhD, Professor, Faculty of Education and the Graduate Program in Sociology, York University- Toronto, ON

**Sam Teclé**, PhD Candidate, PhD Candidate, Sociology, York University- Toronto, ON

**Remi Joseph-Salisbury**, PhD, Presidential Fellow in Ethnicity and Inequalities, University of Manchester-

**Layla Brown-Vincent**, PhD, Assistant Professor of Africana Studies, College of Liberal Arts, University of Massachusetts, Boston-

**Katucha Bento**, Sociologist Teaching Fellow, Leeds University- Leeds,

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

**4603** Room: C120-C121-C122

4:00 p.m. - 5:30 p.m.

Special Feature

All Levels

**Leading in Times of Public Attention**

This session brings together presidents of universities that have been in the spotlight for the actions of students, faculty, or staff. How might leadership decisions be different during times of focused attention nationally? How has being thrust into the headlines impacted the university? The panelists in this session have all had to lead when their respective institutions have been in the news nationally and internationally. The topics addressed will include communication and messaging, inviting input and decision-making, campus security, and the unintended consequences of actions and inactions.

**Sharon J. Washington**, PhD, Consultant, Higher Education Leadership and Organizational Development, former Provost and Professor- Oakland, CA

**Judy K. Sakaki**, PhD, President, Sonoma State University- Rohnert Park, CA

**Maureen O'Connor**, President, Palo Alto University- Palo Alto, CA

Keyword(s): Administrators, Leadership Development, General, , ,

**4604** Room: E141

4:00 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

## **From Power Over to Power With: Libraries as Sites of Solidarity**

Session Track: Race and Social Justice in Higher Education

Academic libraries are central to the lives of students as a place of work, study, socializing, rest, and community engagement. A growing wave of student activism in response to white supremacist, anti-LGBTQIA+, gender-based, and anti-immigrant violence reminds us that libraries, historically predominantly white spaces, must also be central sites of social justice work. As white librarians, we see opportunities for library workers to transcend one-way, service-based, gatekeeping relationships and forge solidarities with our communities focused on collective liberation. As we participate in this work, however, we must question our role in maintaining structures of institutional and cultural privilege: How do we speak with rather than for marginalized students and dismantle inequitable mechanisms of control to build and share power with our campus communities? In this workshop, we will explore the possibilities of libraries challenging service-based models of student engagement, discuss critical ally-ship and solidarity building frameworks, and collectively develop strategies for engaging in transformative social justice work in academic libraries. This session should particularly benefit white workers in libraries, student services, and other departments responsible for providing student support with a strong interest in centering the needs of marginalized communities on their campuses. All identities, knowledge and experience levels are welcome.

**Dave Ellenwood**, MLIS, MA, Reference and Instruction Librarian, Library, Seattle Central College- Seattle, WA

**Tami Garrard**, MLIS, BA, Access Services Manager, Library, University of Washington Bothell & Cascadia College- Bothell, WA

**Megan Watson**, MLS, MA, Performing Arts Librarian, Library, Reed College- Portland, OR

Keyword(s): Coalition Building, Critical Race Theory, Feminist, Organizing/Activism, Systemic Racism, Changing Institutional Practices

**4605** Room: F149

4:00 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

## **In the Throes of the Academy: Being Black Women in an Era of Social Justice Education**

Session Track: Intersectionality, Identities and Discussions

There is little research on the experiences of Black women in the academy, particularly describing their intersectional identities moving through advanced education. Operating within the construct of these two oppressive and intersectional identities, Black women experience advancing the academy in painful ways that impact sense of self and community, personal and academic well-being, and concepts of a professional trajectory. While in the midst of a growth in social justice focused academic programs, contemporary politics have undercut the experiences of Black women whose stories are often academized and co-opted by others. In this session, four Black women will discuss how the intersections of race and gender have shaped their graduate experiences. This session should particularly benefit those in positions, which have the ability to influence academic policies and practices in social justice education-focused programs. Additionally, this session will serve in affirmation, validation, and the uplifting of Black women in the academy.

**Emerald Templeton**, EdD, Assistant Professor, Educational Administration, Michigan State University- East Lansing, MI

**Stacey Ault**, EdD, MSW, Assistant Professor, Division of Social Work, Sacramento State University- Sacramento, CA

**Onda Johnson**, EdD, Education Administrator, Expanded Learning Division, California Department of Education- Rocklin, CA

**Bridget Love**, EdD, Alumna, International and Multicultural Education, University of San Francisco- San Francisco Bay Area, CA

Keyword(s): African American/Black, Women, Students, Intersectionality, Predominantly White Institutions, Systemic Racism

**4606** Room: D140

4:00 p.m. - 5:30 p.m.

Concurrent Workshop

All Levels

**Start the Conversation on Campus: Creating a NCORE Related Research Initiative at Your School**

Session Track: Race and Social Justice in Higher Education

What does it take to bring an NCORE-like conference to your school? This presentation will provide insights and strategies on how to gain institutional buy-in from key stakeholders on campus. The Program Director of NCORE-ISCORE project at Iowa State University and the founders of The Texas A&M Race, Identity & Social Equity Initiative will share their experiences in developing their own version of the NCORE experience at their respective campuses. This includes a yearlong undergraduate research program where students attend NCORE, conduct research, and present their research at a conference on campus.

**Japannah Kellogg**, MS, NCORE-ISCORE Program Director, Division of Student Affairs, Iowa State University- Ames, IA

**Mark Dawson**, BA, Diversity Education Specialist, Multicultural Services, Texas A&M University- College Station, TX

**Dear Aunaetitrakul**, MS, Assistant Director, Gender & Sexuality, Angelina Pedroso Center for Diversity & Intercultural Affairs, Northeastern Illinois University- Chicago, IL

Keyword(s): Institutional Efforts at Transformation, Diversity & Inclusion, Empowering Diversity, Academic Affairs, Student Affairs, CDO

**4607** Room: F150

4:00 p.m. - 5:30 p.m.

Major Workshop

All Levels

**First-Generation Student Success: Findings from a National Landscape Analysis of Programs and Services at Four-Year Institutions**

Session Track: Intersectionality, Identities and Discussions

Join NASPA's senior director of the Center for First-generation Student Success for an introduction to the Center's work and deep dive into findings from the recent national landscape analysis of first-generation student success programs at four-year institutions. The landscape report, using insights from university leaders and practitioners, association professionals, and student groups, considers priorities, current approaches and limitations, resources, and key collaborations for supporting first-generation students. This session will offer a detailed discussion of findings, examine recommendations for institutional improvement and systemic change in higher education, and provide insight into the Center's work and opportunities for involvement. Participants will explore the deeply intersectional first-generation identity and the approaches institutions are taking to better understand this population and scale supports. The full report is available at [firstgen.naspa.org](http://firstgen.naspa.org) for those interested in reviewing prior to the session.

**Sarah E. Whitley**, PhD, Senior Director, Center for First-generation Student Success, NASPA – Student Affairs Administrators in Higher Education- Washington, DC

Keyword(s): Administrators, Faculty, Student Affairs, Institutional Efforts at Transformation, Intersectionality, Research

**4608** Room: F152

4:00 p.m. - 5:30 p.m.

Concurrent Workshop

Novice

**University of Washington Resilience Lab: An Interdisciplinary Approach to Fostering Resilience, Supporting Wellness and Increasing Student Retention**

Session Track: Student Affairs and Affiliated Professionals

This session overviews the interdisciplinary approach to support resilience and wellness at institutions of higher education. Information about the importance of fostering resilience among incoming and existing undergraduate populations is provided with a discussion regarding steps taken to initiate, develop and sustain the University of Washington Resilience Lab (UWRL). Finally, programming, activities and future directions of the UWRL will be provided. This session should particularly benefit individuals interested in learning about ways to build interdisciplinary and collaborative efforts to improve student resilience, wellness and retention. In addition, this session should particularly benefit those with previous experience developing interdisciplinary partnerships as well as those who are newly embarking on such efforts.

**Anne Browning**, PhD, Special Assistant to the Dean, Undergraduate Academic Affairs, University of Washington- Seattle, Washington

**Polo DeCano**, PhD, Lecturer ; Lead for Curriculum Development, College of Education, University of Washington Resilience Lab (UWRL); Center for Leadership in Athletics- Seattle, Washington

Keyword(s): Retention, Academic Affairs, Self-Care/Self-Work, Institutional Efforts at Transformation, Coalition Building, Administrators

# FRIDAY, MAY 31

7:00 p.m. - 10:00 p.m.

**4901** Room: C123-C124

7:00 p.m. - 10: 00 p.m.

Film & Dialogue

Intermediate

## **The Color of Fear and Unpacking the Invisible Knapsack: Disturbance to Transformation**

Session Track: Race and Social Justice in Higher Education

Twenty five years ago the film *The Color of Fear* was released, and 30 years ago Peggy McIntosh's article on white privilege was published. Together these groundbreaking sources have played a key role in efforts to understand and address racism and other forms of oppression in our world. This session is for the new generation of social justice educators and activists as well as veterans who want to learn from the lessons of these sources and apply these learnings to current day acts of individual and institutional racism. Join us to watch the film and engage in a discussion on how the lessons from these two sources can inform strategies to address increased explicit acts of racism today.

**Peggy McIntosh**, PhD, Founder and Senior Associate, National SEED Project on Inclusive Curriculum, Wellesley Centers for Women, Wellesley College- Wellesley, MA

**Hugh Vasquez**, MSW, Consultant and Senior Associate, National Equity Project- Oakland, CA

**Victor Lee Lewis**, MA,, Radical Resilience Center- Berkeley, CA

Keyword(s): POC, Whiteness, Antiracism, Justice

7:30 p.m. - 9:30 p.m.

**4900** Room: F150-151

7:30 p.m. - 9:30 p.m.

Film & Dialogue

All Levels

## **Healing Justice**

Session Track: Race and Social Justice in Higher Education

*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. The film explores: 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 that has at its core an understanding of structural oppression but also one with potent energy to move forward with the work to change it.

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

10:00 p.m. - 12:00 a.m.

**4950** Room: D135-D136

10: 00 p.m. - 12:00 a.m.

Special Event

All Levels

## **JDOTT Dance**

Enjoy an evening of music and dance sponsored by the John D. O'Bryant National Think Tank (JDOTT), a national association developed through the efforts of members of NCORE's African American Networking Group

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

**LaTashia R. Reedus**, PhD, Adjunct Faculty, Dept of Social Sciences, Columbus State Community College- Columbus, OH



**SATURDAY, JUNE 01**

Time	Session #	Title	Room
8:30 a.m. - 9:45 a.m.	5001	“Pharaohs for the Future: Promoting Academic Achievement for Black Male Students in Elementary Education”	Room: A103-A104
	5003	Factors that Contribute to Meaningful Experiences for Students of Color in Field Education	Room: A105
	5004	Because #AllBlackLivesMatter and #FeesMustFall Everywhere: A Case for Critical Comparative Global Research of the Academy	Room: A106
	5005	A Pedagogical Shift: Student-led Activism and Community Engagement Promote Global Relations	Room: A107-A108
	5006	Workplace Transitions for Transgender Employees at a Minority Serving Institution	Room: B110-B111
	5007	Kuahuokalā: Reflections in Kū	Room: B112
	5008	Discovering Common Ground Across Differences: An Innovative Course on Facilitating Difficult Conversations	Room: B113
	5009	Parent-Student Development in Higher Education: How to Implement Meaningful and Sustainable Support	Room: B114
	5010	Teaching Across Cultural Lens: Improving Faculty’s Teaching Practice for Historically Marginalized Students in Higher Education	Room: B115
	5011	Whitewashing Diversity Work: Expectations to “Broaden” and Center White Students in Diversity Work at HWCUs	Room: B116
	5012	Using Context to Address Social Justice Issues in the Mathematics Classroom	Room: B117
	5013	Mission Possible: Diversifying the Field of Medicine and Science	Room: B118
	5014	Courage to Change: Advancing Diversity Through the Lens of CRT	Room: C120-C121-C122
	5016	It’s Not Just a Position, It’s a Promise: Hiring to Support the Mental Health and Emotional Well-Being of Students of Color	Room: C123
	5017	Customized Career Programs: The D&I Experience	Room: C124
	5018	Root to Fruit-Retaining Minority Students in STEMM	Room: C125-C126
	5019	Targeted Underrepresented Student Recruitment Strategies	Room: D130
	5022	Best Practices for Promoting Inclusion and Fairness During Group Work in a Diverse Classroom	Room: F151
	5023	The Space in Between: Learning & Community-Building Across Difference Outside the Classroom	Room: F152
	5024	Increasing Access to High-Impact Practices: A Case Study on Internships at the University of Mississippi	Room: D137
5026	Finding the Water in the Desert: Strategizing Limited Resources for the Retention of Diverse Students at a PWI	Room: D139	
5027	College Access Attitudes Among High School Students Interested in Human Rights: A North Texas Case Study	Room: D140	
8:45 a.m. - 10:00 a.m.	5033	Building South African Women’s Leadership: A Cohort Model for the PhD in Student Affairs	Room: A109
8:45 a.m. - 11:45 a.m.	5101	A Seat at the Table: Cultivating a Women of Color Directors Network	Room: E141
	5103	Decreasing Microaggressions: Innovations from Psychological Science	Room: E143
	5105	Transformational Relationships	Room: E147-E148
10:15 a.m. - 11:45 a.m. (continued on next page)	5201	Humanity and Service Providers	Room: A103-A104
	5203	Designing Professional Learning Through the Lens of Equity	Room: A105
	5204	Writing the Revolution: Composition Curriculum Strategies that Facilitate Change	Room: A106
	5205	The Social Justice Syllabus Design Tool: A First Step in Doing Social Justice Pedagogy	Room: A107-A108

Time	Session #	Title	Room
10:15 a.m. - 11:45 a.m. (continued)	5207	College MADE + Diversity Data Deep Dive: Applying Partnership-Based Models to Advancing Diversity Data Driven Engagement and Decision-Making at the University of Minnesota	Room: B112
	5208	Dynamics of Institutional Transformation: The Life and Work of Minoritized Faculty	Room: B113
	5209	Committing to Anti-Racist Teaching Online: Applying a Racial Equity Lens to Identity, Teaching, and Practice in Community-Based Learning	Room: B114
	5210	Study Abroad as a Form of Activism	Room: B115
	5211	Navigating Identity Abroad: How to Support POC and LGBTQIA Students Studying Abroad	Room: B116
	5213	Intercultural Competence Self-Assessment Tools for Managers, Faculty, and Academic Professionals	Room: B118
	5214	"They Call Us Bruce" Hosts Jeff Yang and Phil Yu Present an Unfiltered Conversation	Room: C120-C121-C122
	5216	"Dismantling the Racism Machine:" What White Educators are Not Taught about White Supremacy	Room: C123
	5217	Facing the Elephant in the Room: Communicating Productively about Race	Room: C124
	5218	The Relationship Between Curricular Complexity and Social Equity	Room: C125-C126
	5219	Giving Voice: From Awareness to Action	Room: D130
	5220	Institutional Efforts to Improve Black Male Student Achievement: A Standards-Based Approach at a 2-Year Community College	Room: D133-D134
	5222	#AmherstChatBack: Unpacking Misconceptions	Room: D135
	5223	Adapting Tinto's Academic and Social Integration Theory to a Pre-Collegiate Milieu to Facilitate the Enrollment and Academic Achievement of Black and Latino/a Students at a Predominately White Selective Institution of Higher Education	Room: D136
	5224	Factors Influencing the Retention and Persistence of African American Male Student-Athletes in STEM	Room: D137
	5225	A Leak in the Pipeline: How to Tighten the Faulty Collegiate Athletics' Pipeline to Leadership Positions	Room: D138
	5226	If You Build it, They Will Come: Identity Development Theory to Praxis and Program Development	Room: D139
	5227	Presidents Assembly: Using Socially Just Assessment Practices to Build Leadership Initiatives	Room: D140
	5229	Interrupting Oppression in Everyday Situations: An Interactive Theatre Approach	Room: E145
	5230	A Personal Journey through the Underground Railroad: How Macro-Aggression Becomes Micro-Aggression towards Others and Self	Room: E146
5231	What do We Mean by Inclusive Higher Education? The Intersection Between Equity, Diversity and Sense of Belonging in the Classroom.	Room: F151	
5232	Leading to College: Lessons from a Decade of Higher Ed.-CBO Collaboration in Support of Urban Students and Families	Room: F152	
10:30 a.m. - 12:00 p.m.	5233	Skoden: Critical Considerations for Non-Native Faculty Who Want to Incorporate Indigenous Knowledge into Their Classes	Room: A109
	5234	Academe's Unfinished Business: Constructing Inclusive Conditions for Professional Women of Color to Thrive in Higher Education	Room: B119
12:00 p.m. - 1:30 p.m.	5300	Conference Closing Luncheon	Room: Second Floor-Portland Ballroom
1:30 p.m. - 2:45 p.m.	5301	Toward A Transformative Vision of Education Centering Wholeness, Justice and Liberation	Room: Second Floor-Portland Ballroom

# SATURDAY, JUNE 01

8:30 a.m. - 9:45 a.m.

5001

Room: A103-A104

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Novice

## **“Pharaohs for the Future: Promoting Academic Achievement for Black Male Students in Elementary Education”**

Session Track: Chief Diversity Officer and Executive Leadership

This session analyzes the presence of Black male educators in academia and their influence on Black male students achievement in elementary education. Information on the background and rationale addressing Black male teachers in education becomes significant, because it approaches a part of the education discipline, where limited research has been conducted. The purpose session is to provide insight on the degree to which Black male educators affect academic achievement amongst male students of color in elementary schooling. This session will discuss current research that addresses the concerns of Black male teachers and their impact on Black male students in elementary education. This session should particularly benefit participants who are interested in the academic transformation of male students of color in elementary education, practitioners who educate male students of color, students interested in academia, and those who are concerned with issues focusing on the achievement of male students of color in elementary education.

**Sha’Quan Harris**, Founding ELA Teacher, Educational Leadership and Policy Studies, Statesmen College Preparatory Academy for Boys - Washington, D.C.

Keyword(s): African American/Black, Men, Academic Affairs, Students, Pedagogy, Cultural Competence

5003

Room: A105

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **Factors that Contribute to Meaningful Experiences for Students of Color in Field Education**

Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

The Council on Social Work Education has identified field education as the “signature pedagogy” of social work education. Field placements are where students are meant to demonstrate mastery of professional competencies and skills through internships in social work settings (Wayne, Bogo, & Raskin, 2010). Almost no extant literature on social work field education is focused on racial equity or the unique experiences of students from marginalized communities. This exploratory study aimed to gain perspectives from MSW students of color about their field education experiences, including their work with clients, relationships with supervisors and colleagues, and navigating organizational contexts. The question guiding this analysis was: What are the factors that contribute to students of color having meaningful experiences in field education? Emergent themes include: relationships with supervisors (particularly supervisors from their own racial/cultural community), connection to the community being served by the organization, and ability to identify and advocate for relevant learning opportunities. This session should particularly benefit educators working with students of color in community-based internships, social workers, students, and is open to all levels of knowledge about the topics being discussed.

**Anita Gooding**, MSW, Doctoral Student, School of Social Work, Portland State University- Portland, OR

**Gita Mehrotra**, MSW, PhD, Assistant Professor, School of Social Work, Portland State University- Portland, OR

Keyword(s): Multiple Racial Identities, Faculty, Students, Diversity & Inclusion, Practitioner Development, Research

5004

Room: A106

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **Because #AllBlackLivesMatter and #FeesMustFall Everywhere: A Case for Critical Comparative Global Research of the Academy**

Session Track: Global, Multicultural and Transnational issues

In order to parallel popularized discourses on the hegemonies of Euro-American higher education structures and systems, this session presents how global responses to academic injustices are more connected than we often think. Shaped by an evolving, integrated framework of critical digital studies, higher education studies, social movement, ethnic and feminist studies, and Southern theory, a critical discourse analysis and cyberethnography of global case studies are presented. These case studies explore how digital technologies have served as ideal platforms around the world (e.g., in Australia, Brazil, Canada, Iran, Mexico, New Zealand, Germany, South Africa, U.K., and U.S.) for interconnected, creative acts of resilience and resistance to emerge among academic citizenry and their greater communities (within and beyond the academy). This session should particularly benefit participants interested in critical comparative global studies, activism, and the utilization of social media as a tool for protest via innovative knowledge production.

**Sahar D. Sattarzadeh**, PhD, Research Associate, Chair for Critical Studies in Higher Education Transformation, Nelson Mandela University - Port Elizabeth, Eastern Cape

Keyword(s): Critical Race Theory, Media Analysis, Organizing/Activism, International/Transnational, Technology, Perspective Taking

**5005**

Room: A107-A108

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **A Pedagogical Shift: Student-led Activism and Community Engagement Promote Global Relations**

Session Track: Global, Multicultural and Transnational issues

This faculty-guided, student-lead panel session explores an innovative pedagogical approach for educators seeking to promote and invoke social justice among students in and out of the classroom. This session should particularly benefit participants, educators and those who influence curriculum design, interested in: Broadening students' understanding of existent systemic and political inequities among marginalized populations and effective means of promoting transcultural equality through service learning. Leveraging community engagement with organizational-supported, student-lead activism challenges traditional pedagogical approaches seeking to close the gap in transcultural disparities and has widespread implications for pedagogical reform and how students and faculty experience learning in higher education. This unique panel presentation reflects the student and learner-centered approach essential to connecting the individual, regardless of racial or ethnic identity, with the lived experience of underrepresented and underserved immigrant population. Focusing learning outcomes and the student experience on direct exposure to the immigrant narrative so seldom listened to or validated is a key measure to unifying students of varying backgrounds around a just cause.

**Shelly Stewart**, Graduate Student, Marital and Family Therapy, University of San Diego- San Diego, California

**Daniel Smith**, MSN, Graduate Student, Nursing, University of San Diego- San Diego, CA

**Melissa Dempsey**, BS, Student, Nursing, University of San Diego- San Diego, CA

**Graham Wolfe**, BS, Student, Nursing, University of San Diego- San Diego, California

**Kim Thu Tran**, BS, Graduate Assistant, Marital and Family Therapy, University of San Diego- San Diego, California

**Elizabeth Oliver**, BS, Student, Nursing, University of San Diego- San Diego, California

**Natalie Marsh**, BS, Student, Nursing, University of San Diego- San Diego, California

**Lihini Keenawinna**, BS, Student, Nursing, University of San Diego- San Diego, California

**Jodi Barnes**, PhD, RN-BC, NE-BC, Clinical Faculty, Nursing, University of San Diego- San Diego, California

**Andrea N. Trejo**, BA, Marriage and Family Therapy student, Graduate Student Assistant, School of Leadership and Education Sciences, University of San Diego- San Diego, California

Keyword(s): Diversity & Inclusion, Curriculum, Immigration, Pedagogy, Cultural Competence, International/Transnational

**5006**

Room: B110-B111

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Novice

## **Workplace Transitions for Transgender Employees at a Minority Serving Institution**

Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

More than one in four transgender people have lost a job due to bias and more the three-fourths have experienced workplace discrimination. These rates go up for transgender people of color. Does your campus know what to do if a transgender employee approached them about transitioning in the workplace? Do employees know how the University is prepared to support a transitioning employee? This session will share the process that California State University, Fullerton utilized to educate managers and the campus community on best practices for workplace transitions. During this session, facilitators will provide a framework for participants to utilize if they wish to create a similar resource kit for members of their campus. The Gender Diversity Task Force consisted of members across the campus in Human Resources, Title IX, and Student Affairs.

**Cecil Chik**, MA, Engagement and Inclusion Specialist, Office of Diversity, Inclusion, and Equity, California State University, Fullerton- Fullerton, CA

**Bobbie Porter**, MA, Assistant Vice President, Office of Diversity, Inclusion, and Equity, California State University, Fullerton- Fullerton, CA

Keyword(s): TQPOC, LGBTQIAA, Minority Serving Institutions, Human Resources, Faculty Recruitment and Retention, Staff Recruitment and Retention

# SATURDAY, JUNE 01

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**5007**

Room: B112

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **Kuahuokalā: Reflections in Kū**

Session Track: Intersectionality, Identities and Discussions

This session examines our reflections in activism and organizing our professional learning community (PLC). We talk about finding a place, Kuahuokalā, as a pu'uhonua, a refuge, to carve out time for meaningful work, and focus on our own well-being as well as the well-being of our colleagues who chose to participate in the PLC. We look at Kuahuokalā as both physical third space but also metaphoric space that can be carried with us to other spaces. We will share both our foundational values and practices that continue to sustain our PLC work as well as how we, as Indigenous women in higher education, have been able to use this process to both show up and remain standing in our "Kū."

**Stephanie Kama'i**, EdD, Associate Specialist, Education, University of Hawaii West Oahu- Kapolei, Hawaii

**Cathy Kanoelani Ikeda**, EdD, Assistant Professor, Education, University of Hawaii West Oahu- Kapolei, HI

Keyword(s): Faculty, Institutional Efforts at Transformation, Minority Serving Institutions, Practitioner Development, Self-Care/Self-Work, Spirituality

**5008**

Room: B113

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Novice

## **Discovering Common Ground Across Differences: An Innovative Course on Facilitating Difficult Conversations**

Session Track: Intersectionality, Identities and Discussions

This session should particularly benefit students who want to learn to facilitate "difficult dialogue" topics with their peers such as racism, sexism, heterosexism, religious oppression, classism, and ableism. Participants will experience a snapshot of our class where we explore various social identities and social structures built on power, privilege for some and the oppression and exclusion of others, depending on one's real or perceived social identity. This session describes, outlines, and models an innovative course designed to train undergraduate students to lead peer dialogues on "isms," and it may serve as an example for faculty, staff, and students to create similar student development programs for campus anti-bias work. Staff presenters will review the course syllabus and activities, discuss course development and institutional support, and share resources for building cross-departmental collaborations for students to use their facilitation skills in a variety of campus settings (e.g., residence halls, advising programs, other courses, etc.). Student presenters will demonstrate their learning and experiences moving from their roles as participants to facilitators, as well as their success and challenges in co-facilitating on campus. This session is highly interactive.

**Sihin Tsegay**, Saint Mary's College of California- Moraga, CA

**Legacy Lee**, MA, Assistant Director, Intercultural Center, Saint Mary's College of California- Moraga, CA

**Sarah Beth Dempsey**, EdD, Assistant Director, Catholic Institute for Lasallian Social Action (CILSA), Saint Mary's College of California- Moraga, CA

**Angela Rascon**, Student, Saint Mary's College of California- Moraga, CA

**Rachel Fuller**, Student, Saint Mary's College of California- Moraga, CA

Keyword(s): Students, Intergroup Dialogue/Facilitation, Perspective Taking, Diversity & Inclusion, Cultural Competence, Facilitator Development

**5009** Room: B114

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **Parent-Student Development in Higher Education: How to Implement Meaningful and Sustainable Support**

Session Track: Intersectionality, Identities and Discussions

College and graduate school are important times for personal identity development among all students. Many institutions of higher education have cultural centers to support students from a variety of cultural identities. One population that is often overlooked is parent-students (college or graduate students who have children). Due to the large range of diversity within the population, parent-students receive little to no research attention or support at college institutions to help them engage with campus in ways that are developmentally meaningful. Parent-students are a diverse, though largely specific, population of students who may require different kinds of resources, accommodations, community structure, campus environment, and student/faculty relationships than many other populations of more traditional students would need to properly develop and succeed.

This presentation will discuss the personal development of parent-students by looking at the Multiple Identity Development model (Abes, Jones, and McEwan, 2007) while also evaluating the steps universities can and should take to implement programming and services that can help this diverse and underserved population succeed in college. This session should particularly benefit student affairs practitioners who are concerned with effectively catering to diverse, underserved, and nontraditional students.

**Maia Schneider**, BS, Graduate Assistant, Center for the Study of Higher Education, University of Arizona- Tucson, AZ

Keyword(s): Theory to Praxis, Identity Development, Intersectionality, Student Affairs, Students, Practitioner Development

**5010** Room: B115

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **Teaching Across Cultural Lens: Improving Faculty's Teaching Practice for Historically Marginalized Students in Higher Education**

Session Track: Race and Social Justice in Higher Education

Historically, marginalized students have been struggling to experience educational equity and excellence in U.S. society and educational system, in particular, to receive equal access to qualified educational resources and academic achievements as their White counterparts do. This study examined academic and cultural challenges faced by historically marginalized students during their academic experience in higher education. Practical implications for empowering culturally responsive teaching practices and interactions with students were proposed at the end of the study. This session should particularly benefit participants who are interested in assisting students from historically marginalized groups to accomplish academic success and achieve racial and identity developments.

**Huanshu Yuan**, PhD, Associate Director, Multicultural Services, Texas A&M University- College Station, TX

Keyword(s): Empowering Diversity, Multicultural Affairs, Diversity & Inclusion, Cultural Competence, Critical Race Theory, Students

**5011** Room: B116

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **Whitewashing Diversity Work: Expectations to "Broaden" and Center White Students in Diversity Work at HWCUs**

Session Track: Race and Social Justice in Higher Education

This session will discuss some of the challenges in doing race-centered social justice work at Historically White Colleges or Universities (HWCUs) and, in contrast, provide a comparison case at one of the nation's only colleges that was intentionally integrated at its founding, Berea College. Since HWCUs were built with white students in mind, institutional inertia often leads these institutions back to focusing on this population. Additionally, as the definition of diversity has broadened, these institutions tend toward using that expanded definition to re-center whiteness. Even intersectionality can be misused as a way to advocate for white-centered programming at HWCUs, similar to the way the phrase "all lives matter" is used as a counter for the black lives matter movement. Institutions with identities that differ fundamentally, like Berea College, can provide useful insights and possibilities for change. This session should particularly benefit individuals doing race-focused advocacy, education, and student affairs work at HWCUs.

**David Luke**, PhD, Director, Intercultural Center, University of Michigan - Flint- Flint, MI

**Kahlil Baker**, MSW, Coordinator for Minority Recruitment, Admissions, Berea College- Berea, Kentucky

Keyword(s): Intergroup, Multicultural Affairs, Diversity & Inclusion, Institutional Efforts at Transformation, Minority Serving Institutions, Predominantly White Institutions

# SATURDAY, JUNE 01

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**5012** Room: B117

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## Using Context to Address Social Justice Issues in the Mathematics Classroom

Session Track: Race and Social Justice in Higher Education

Carnegie Math Pathways (CMP) is the first program of its kind to transform math remediation in community colleges nationwide. Students who have taken CMP courses to complete their introductory college math at triple the rate and half the time of their peers. CMP uses research-based collaborative and student-centered pedagogical practices with students working in groups on scripted lessons designed around authentic and relevant problem contexts. Over the past two years, faculty from various institutions using CMP have been developing contexts to specifically address issues of equity, diversity and social justice in various CMP lessons. This interactive presentation will give examples of how context in teaching statistics and quantitative reasoning can be used to increase awareness and cultural competence and to address issues of equity, diversity and social justice. Participants will be given the opportunity to work in groups to experience one of the lessons using the context of race and poverty in the U.S. This session should particularly benefit faculty in developmental education, STEM and the social sciences who are interested in incorporating issues of social justice into their curriculum.

**John Kellermeier**, PhD, Statway Faculty Mentor, Carnegie Math Pathways, WestEd- San Francisco, CA

Keyword(s): Curriculum, Pedagogy, Faculty, STEM/STEAM, Cultural Competence, Retention

**5013** Room: B118

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Novice

## Mission Possible: Diversifying the Field of Medicine and Science

Session Track: Race and Social Justice in Higher Education

The health care career journey can be considerably more difficult, and in some ways impossible, for the student who lacks the right resources, mentors, personal and professional development, career exposure, and hands-on activities that serve as key components to career success. This session should particularly benefit all those interested in helping address the need for programs that contribute to filling existing gaps in diverse student access and exposure to undergraduate, graduate, professional schools, and health care career pipeline programming. This session will discuss the Medical College of Wisconsin's approach to addressing this issue and provide useful information to aspiring students, their advisors, educators, and others concerned about higher education and healthcare education diversity. The ultimate goal is to share components identified by MCW's StEP-UP (Student Enrichment Program for Underrepresented Professions) program as most effective and impactful in creating cultural competence among current and future physicians, diversifying the field of science and medicine, and alleviating health disparities in underrepresented communities through pipeline programs. Finally, this session is designed to encourage other schools and programs to use some of our best practices.

**Crystal Jushka**, MEd, College Outreach Coordinator, Academic Affairs, Medical College of Wisconsin- Milwaukee, WI

**Adrienne German**, MS, High School Outreach Coordinator, Academic Affairs, Medical College of Wisconsin- Milwaukee, WI

Keyword(s): American Indian/Native American, American Indian/Native American, LGBTQIAA, Academic Affairs, Diversity & Inclusion, Recruitment

**5014** Room: C120-C121-C122

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## Courage to Change: Advancing Diversity Through the Lens of CRT

Session Track: Race and Social Justice in Higher Education

This session will describe a two-year long case study to develop and implement a diversity and inclusion strategic plan at a small Predominantly White Institution (PWI) from conception to actualization. The presenters will detail the process employing an action research design in order to collect data as the essential first step for moving the institutional diversity and inclusion agenda forward. The presentation will also discuss unanticipated obstacles that surfaced to preserve the status quo, but then highlight strategies to circumvent some of the most obstinate impediments to diversity and inclusion utilizing critical race theory as a framework. This session will particularly benefit individuals who have been charged with developing and implementing similar inaugural strategic plan at a PWI. At the conclusion of this session the participants will identify how action research is applied to diversity and inclusion initiatives, what are the essential elements for gaining institutional commitment, and how to use critical race theory as an effective framework and foundation for understanding resistance as well as a tool to circumvent impediments to diversity and inclusion as they develop their own institution's diversity and inclusion strategic plans.

**Shirley Sommers**, PhD, Associate Professor, Education, Nazareth College- Rochester, New York

**Lisa Durant-Jones**, EdD, Associate Vice President, Academic Affairs, Nazareth College- Rochester, New York

Keyword(s): Predominantly White Institutions, Institutional Efforts at Transformation, Critical Race Theory, Diversity & Inclusion, Changing Institutional Practices, Institutionalized Privilege

**5016** Room: C123

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **It's Not Just a Position, It's a Promise: Hiring to Support the Mental Health and Emotional Well-Being of Students of Color**

Session Track: Race and Social Justice in Higher Education

The mental health needs of college students are growing, yet students of color continue to be less likely to access support. During this session, we will highlight the importance of creating new specialist positions focused on supporting the mental health needs and emotional well-being of specific student populations, particularly for predominantly White institutions. Presenters include University of Oregon Counseling Center staff, including specialists hired to address the unique needs of African American/Black, Latinx, and undocumented/DACAmented/Mixed-Status college students on campus. We will share exploratory data investigating the impact these positions have had on our campus community. We will also share insights from our specialists regarding their experiences serving within these roles at a PWI, anticipated and unanticipated challenges, and what they have learned along the way. Recommendations will be provided regarding how to create specialist positions that are adaptable to the needs of the populations served and sustainable for the staff stepping into these critical positions. This session should particularly benefit participants who are concerned about the mental health and emotional well-being of students of color and who would like to advocate for additional mental health supports for specific student populations on their own campuses.

**Alisia Caban**, PhD, Assistant Director/Assistant Clinical Director, University Counseling Center, University of Oregon- Eugene, OR

**Michael Carrizales**, PsyD, Senior Staff Psychologist and Latinx Student Specialist, University Counseling Center, University of Oregon- Eugene, OR

**Christina Cendejas**, BA, Assessment Specialist Graduate Employee, University Counseling Center, University of Oregon- Eugene, OR

**Eric Garcia**, PhD, Senior Staff Therapist and Latinx Student Specialist, University Counseling Center, University of Oregon- Eugene, OR

Keyword(s): African American/Black, Latino/a, Assessment/Evaluation, Diversity & Inclusion, Predominantly White Institutions, Retention

**5017** Room: C124

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## **Customized Career Programs: The D&I Experience**

Session Track: Student Affairs and Affiliated Professionals

Underrepresented students are historically disadvantaged when navigating a college campus and are less likely than their peers to ask for help. This program highlights the strategies and lessons learned for engaging underrepresented alumni through mentoring and career development programs focused on increasing underrepresented students' academic, professional, and personal success. Learn how Stanford University is engaging students to critically think about their identity and how that intersects with their career development.

**Joslyn Johnson**, PhD, Assistant Director of Career Catalysts, BEAM- Bridging Education, Ambition, and Meaningful Work, Stanford University- Stanford, California

**Jenny Roxas**, MS, Assistant Director of Career Catalysts, BEAM- Bridging Education, Ambition, and Meaningful Work, Stanford university- Stanford, California

Keyword(s): Multiple Racial Identities, Women, Student Affairs, Career Path, Diversity & Inclusion, Mentoring



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**5018**

Room: C125-C126

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Intermediate

## Root to Fruit-Retaining Minority Students in STEMM

Session Track: Student Affairs and Affiliated Professionals

This session examines the Choose Ohio First STEMM Program, an innovative retention program for STEMM students at The University of Akron. The STEMM fields tend to have little representation of students of diverse racial, ethnic, and gender backgrounds and many of these students lack academic preparedness. This session will address these issues and discuss solutions using the retention model from Choose Ohio First. Information on the background and rationale for the Choose Ohio First STEMM Program will be provided. Program implementation and evaluation will be discussed. This session should particularly benefit participants who are interested in the success of minority students and underrepresented populations in the STEMM fields, practitioners who provide direct services to minority students in STEMM, practitioners interested in taking an active role in retention, and those who are concerned with retention issues related to underrepresented populations in STEMM.

**Dioswal Cook**, BS, Recruitment Coordinator, Office of Academic Affairs-Choose Ohio First, The University of Akron- Akron, OH

**Christine Fabre Rose**, MSW, Program Assistant Director of Choose Ohio First STEMM Scholarship and Student Engagement, Office of Academic Affairs-Choose Ohio First, The University of Akron- Akron, OH

**Ryan Moton**, MS, Retention Coordinator, Office of Academic Affairs-Choose Ohio First, The University of Akron- Akron, OH

**Avis Brown**, MS, Program Director of Choose Ohio First STEMM Scholarship Program: Recruitment and Retention, Office of Academic Affairs-Choose Ohio First, The University of Akron- Akron, OH

Keyword(s): Multiple Racial Identities, Academic Affairs, Retention, STEM/STEAM, Women, Recruitment

**5019**

Room: D130

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

All Levels

## Targeted Underrepresented Student Recruitment Strategies

Session Track: Student Affairs and Affiliated Professionals

This session will guide you through innovative and successful initiatives of recruiting and yielding high school and transfer students. The Office of Minority Affairs & Diversity's Multicultural Outreach & Recruitment Office at the University of Washington (UW) is committed to serving students from pre-college to enrollment for underrepresented students. The presenters will cover early outreach programs, recruitment conferences, and yield model for recruiting first-generation minority students from the following target groups: African-American, Hispanic/Latinx, Native Hawaiian/Pacific Islander, Southeast Asian, and American Indian and Alaska Native used at UW. Participants will gain valuable culturally relevant recruitment strategies and data disaggregation techniques.

**Kenneth Burns**, Admissions Counselor, The Office of Multicultural Outreach & Recruitment, University of Washington- Seattle, WA

**Jaime Soto**, MEd, Interim Director, The Office of Multicultural Outreach & Recruitment, University of Washington- Seattle, WA

Keyword(s): Recruitment, Admissions, African American/Black, American Indian/Native American, Asian Pacific American, Latinx

**5022**

Room: F151

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Novice

## Best Practices for Promoting Inclusion and Fairness During Group Work in a Diverse Classroom

Session Track: Student Interest and Engagement

In this presentation, we will share evidence-based best practices for promoting inclusion and fairness during group work in a diverse classroom. Specifically, we will be delving into the importance of promoting inclusion and fairness during group work in a diverse classroom; general issues that students face during group work; specific challenges that students of color may face during group work in a predominantly White institution (PWI); strategies to promote inclusion and fairness during group work; and other ways in which faculty can serve as allies for students of color. This session should particularly benefit faculty, administrators, staff, and students who work or study in higher education PWIs.

**Fathima Wakeel**, PhD, MPH, Assistant Professor of Public Health, College of Health Professions, Public Health Programs, Ferris State University- Big Rapids, Michigan

**Anuli Njoku**, DrPH, MPH, Assistant Professor of Public Health, College of Health Professions, Public Health Programs, Ferris State University- Big Rapids, Michigan

Keyword(s): Predominantly White Institutions, Faculty, Diversity & Inclusion, Pedagogy, Students, Empowering Diversity

**5023**
**Room: F152**
**8:30 a.m. - 9:45 a.m.**

Concurrent Workshop

All Levels

## **The Space in Between: Learning & Community-Building Across Difference Outside the Classroom**

Session Track: Student Interest and Engagement

This session welcomes students, staff, faculty, and community members for an open discussion. It will present case studies from a unique cultural and wellness centre, Hart House. Situated within a post-secondary learning space at the University of Toronto, and operating as a community centre in the City of Toronto, Hart House strives to build bridges across difference, and to engage with community to enhance representation and voice. Through an array of programming in arts, dialogue, and wellness, Hart House works with partners to foster community and educational connections. This session will explore the histories and current expressions of privilege and whiteness in academic and community spaces, and the ways in which learning and community-building programs beyond the classroom attempt to address and unpack systemic barriers related to identity, space and place. Program examples will include a youth recreation partnership; "Talking Walls" initiatives using visual art and podcasting to explore issues related to race, ability and feeling "othered;" the "Changeroom Project" narrative inquiry process on experiences of LGBTQ2S students; the Global Commons that facilitates real time discussions on international issues in multiple locations; and the Good Ideas Fund where students receive funding for initiatives that address campus and community issues.

**Jaymie Sampa**, MSc, Manager, Community Engagement, Programs and Community Services, The519 - Community Centre- Toronto, Ontario

**Michelle Brownrigg**, MSc, Senior Director & Chief Program Officer, Co-Curricular Education, Hart House, University of Toronto- Toronto, Ontario

Keyword(s): Student Life, Youth Work, Institutionalized Privilege, Multiple Racial Identities, LGBTQIAA, Visual Arts

**5024**
**Room: D137**
**8:30 a.m. - 9:45 a.m.**

Concurrent Workshop

All Levels

## **Increasing Access to High-Impact Practices: A Case Study on Internships at the University of Mississippi**

Session Track: Race and Athletics

Interested in improving student-athlete employability? Join 2 experiential learning experts discuss the findings from their research study, "Increasing Access to High-Impact Practices: A Case Study on Internships at the University of Mississippi." This presentation will provide student-driven recommendations for widening accessibility to internship and career services for historically underserved student populations. The presenters will provide opportunities for session attendees to discuss issues related to inclusivity, equity, and access in internships. This presentation is geared toward student-athlete development and diversity professionals.

**Jennifer Saxon**, EdD, Assistant Athletic Director for Student-Athlete Enhancement, University of Mississippi - Oxford, MS

**Kristina Phillips**, EdD, Assistant Director of College Programs, Division of Outreach, University of Mississippi- Oxford, MS

Keyword(s): African American/Black, Socioeconomic Class, Changing Institutional Practices, Career Path, Research, Institutional Efforts at Transformation

**5026**
**Room: D139**
**8:30 a.m. - 9:45 a.m.**

Concurrent Workshop

Intermediate

## **Finding the Water in the Desert: Strategizing Limited Resources for the Retention of Diverse Students at a PWI**

Session Track: Student Interest and Engagement

Developing a culturally competent campus environment is integral to student success, and it is also a substantial component of a constructive college experience. While serving African/African-American and Latinx students at a predominantly white institution can prove to be challenging, these students should be met in exponential ways. The implementation of intentional success strategies to connect students to each other, and the institution, is imperative to lead to intersectional coalition building, but the question remains: How can community be achieved when resources are limited? Through proactive partnerships, strategic planning, and the use of creative resourcefulness – The Office of Diverse Retention, The Office of Latino Recruitment and Outreach, and The Office of Multicultural Student Affairs at Eastern Kentucky University have worked together to create mutual spaces for Black and Brown student success. In addition to community building, Eastern Kentucky University has narrowed the retention gap between diverse and majority populations. As a result, there is an immense importance in providing space that allows students, faculty, and staff the opportunity to organize and build capacity to align with the values of developing students that identify as critical thinkers who champion the positive power connected to developing a culturally diverse campus through the affirmation of people, policies, processes, and curriculum. La unión hace la fuerza.

**Ashley Offutt**, MA, Associate Director, Diverse Retention, Retention & Graduation, Eastern Kentucky University- Richmond, KY

**Liliana Gomez DeCoss**, MPA, Director, Office of Multicultural Student Affairs, Eastern Kentucky University- Richmond, KY

**Gaby Baca**, MA, Associate Director, Latino Recruitment and Outreach, Eastern Kentucky University- Richmond, KY

Keyword(s): African American/Black, Latino/a, Retention, Recruitment, Multicultural Affairs, Intersectionality

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**5027** Room: D140

8:30 a.m. - 9:45 a.m.

Concurrent Workshop

Novice

## **College Access Attitudes Among High School Students Interested in Human Rights: A North Texas Case Study**

Session Track: Student Interest and Engagement

This session examines original research conducted by students in the Embrey Human Rights Program at Southern Methodist University, focusing on college access attitudes among North Texas high school students interested in human rights. Current literature surrounding college access attitudes focuses on underrepresented populations in higher education because these groups provide key insights to the challenges of the system. We studied students interested in human rights because this group is itself an underrepresented group in higher education with unique insights. Students who might desire to pursue human rights-related careers are largely unable to do so or unaware of the possibility of doing so. Our research focuses on this underrepresented population's college search and choice processes, with a particular interest in students' motivations for or against studying human rights in college and/or pursuing human rights-related careers. Our findings address the need for tailored recruitment of students interested in human rights, as well as the need for more human rights education. This session should particularly benefit: 1) participants who are interested in human rights education; 2) practitioners who provide direct services to students, particularly minoritized students; and 3) higher education institutions looking to increase engagement in human rights on their campuses.

**Lamisa Mustafa**, Student Coordinator, SMU Embrey Human Rights Program, Southern Methodist University- Dallas, Texas

**Tannah Oppliger**, Student Coordinator, SMU Embrey Human Rights Program, Southern Methodist University- Dallas, Texas

Keyword(s): Students, Diversity & Inclusion, Recruitment, Career Path, Admissions, Research

**8:45 a.m. - 10:00 a.m.**

**5033** Room: A109

8:45 a.m. - 10:00 a.m.

Concurrent Workshop

Advanced

## **Building South African Women's Leadership: A Cohort Model for the PhD in Student Affairs**

Session Track: Global, Multicultural and Transnational issues

This session should particularly benefit participants who are interested in the development of a new PhD model. Specifically, this session will explain the creation of a cohort-based model for the PhD in student affairs as a partnership between California State University, Fullerton and the University of the Western Cape. Facilitators will describe the five women participants that joined the first cohort of the program as well as statistics regarding PhD completion rates by gender and race in South Africa. This presentation will focus on the program model regarding resources, meetings, and research dynamics. Students' expectations, challenges, strengths, and areas for improvement within the model will be discussed.

**Michelle Garcia**, EdD, Director of Educational Partnerships, Instructional Support Programs & Services, Fullerton College- Fullerton, CA

**Yvonne Garcia**, MA, Doctoral Student, Center for the Study of Higher and Postsecondary Education, University of Michigan- Ann Arbor, MI

**Arnette Edwards**, EdD, EOPS Counselor, Educational Leadership, Fullerton College- Fullerton, CA

**Dawn Person**, EdD, Director, Center for Research on Educational Access and Leadership & Faculty, Educational Leadership, California State University, Fullerton- Fullerton, CA

Keyword(s): Pedagogy, Curriculum, Student Affairs, Theory to Praxis, Leadership Development, Empowering Diversity

8:45 a.m. - 11:45 a.m.

**5101** Room: E141

8:45 a.m. - 11:45 a.m.

Concurrent Workshop

Advanced

## **A Seat at the Table: Cultivating a Women of Color Directors Network**

Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

Centering the experience, stories, and bodies of women of color, the purpose of this interactive session is to cultivate a space where women of color directors and leaders engaging in Diversity, Equity, and Inclusion (DEI) work can authentically discuss a myriad of issues that we collectively experience, build community and networks across campuses, and strategize ways for survival and success. Issues that will be addressed include, but are not limited to: preventing burnout/maintaining mental health, intersections of identities (age, race, class, sexuality, citizenship, etc.), being the 'only one' at the table, the double-bind (working as women of color doing diversity-inclusion work), strategic planning, and mentorship. It is our belief that by holding space for each other and unpacking power, labor, and policy in higher education allows for us to momentarily exhale and breathe as our labor is frequently sought after. As such, this session will be interactive: Offering panels and roundtables lead by multiple facilitators whose experience spans across roles and institutions that will provide participants a network of other women of color directors and a support system for solidarity. This session will particularly benefit women of color directors and those working similar capacities in DEI-focused departments.

**Shantel Martinez**, PhD, Assistant Director, Cross Cultural Center, California State University Monterey Bay- Monterey Bay, CA

**Allison Roman**, MSW, Director, Diversity and Inclusion, Trinity University - San Antonio, Texas

Keyword(s): Women, POC, Administrators, Career Path, Leadership Development, Self-Care/Self-Work

**5103** Room: E143

8:45 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **Decreasing Microaggressions: Innovations from Psychological Science**

Session Track: Race and Social Justice in Higher Education

This experiential training will provide participants the opportunity to practice innovative techniques for campus-based microaggression workshops. The session will go beyond identifying microaggressions as a significant problem, and focus on the "what do we do?" to support our local communities. We will lead attendees through a series of interactive exercises designed to target the key psychological processes underlying microaggressions and the defensiveness that often arises when these issues are raised. The exercises are derived from a multi-year process of research, intervention development, and testing that are informed by interventions from psychological science that focus on improved mindfulness and acceptance. More specifically, the training will focus on ways to counter objectifying and raced-based experiential avoidance, and increasing interpersonal connection. Exercises are designed to help attendees notice automatic, perceptual processes that, if they occur without awareness, can hook individuals and result in microaggressions of various kinds. Exercises also help attendees practice noticing and not avoiding feelings of discomfort that come with increased awareness of these processes to produce the capacity for more flexible, empathic, and connected responses to others. This session should particularly benefit those who are engaged in efforts to understand and intervene on microaggressions on college campuses.

**Heather Branstetter**, 4th-Year Medical Student, Bastyr University- San Diego, CA

**Jonathan Kanter**, PhD, Research Associate Professor, Psychology, University of Washington- Seattle, WA

**Daniel Rosen**, PhD, Associate Professor, Department of Counseling and Health Psychology, Bastyr University- Seattle, WA

Keyword(s): Intergroup, CDO, Student Affairs, Student Life, Diversity & Inclusion, Intergroup Dialogue/Facilitation

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**5105** Room: E147-E148

8:45 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **Transformational Relationships**

Session Track: Intersectionality, Identities and Discussions

Personal healing and authentic relationships are the foundation for transformational social justice work. In this session, you will explore what it means to lead with love, rather than to react from fear and hurt. Using a creative application of William Perry's Scheme of Cognitive and Ethical Development, the presenters will introduce tools and frameworks for value-based movement building and transformative systems change. This session should particularly benefit those who: want deeper relationships with people, especially when there are power imbalances; find themselves feeling frustrated by someone whose values feel opposed to their own; wanting to block, unfriend, or avoid meetings or family gatherings where they are present; feel misunderstood and targeted because of others' assumptions about their life experience, and/or; wish there were more people they could be real with.

**Nanci Luna Jiménez**, CFP, Founder and President, Luna Jiménez Institute for Social Transformation - Portland, OR

**Kathleen Rice**, PhD, CTF, Associate, Luna Jiménez Institute for Social Transformation - Portland, OR

Keyword(s): Diversity & Inclusion, Institutional Efforts at Transformation, Self-Care/Self-Work, Antiracism, Organizing/Activism, Cultural Competence

**10:15 a.m. - 11:45 a.m.**

**5201** Room: A103-A104

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **Humanity and Service Providers**

Session Track: Race and Social Justice in Higher Education

While this model program is titled as a 21st Century Leadership course, it is truly an immersive course focused on our humanity. This is an immersion experience for public safety and civic leaders who are dealing with homelessness, addiction, mental illness, poverty and despair in their communities. This training is intended to help leaders explore their understanding of the ways traditional government organizations and community-based providers can better "serve" challenged communities together to improve the quality of life for all of our citizens. "Walk in someone else's shoes if just for a moment." Learning to serve others can only be realized through a program designed for and by those in most need of help.

**Matthew Carmichael**, Chief of Police, University of Oregon Police Department, University of Oregon- Eugene, Oregon

Keyword(s): Leadership Development, Faith, Multicultural Affairs, Cultural Competence, Empowering Diversity, Antiracism

**5203** Room: A105

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **Designing Professional Learning Through the Lens of Equity**

Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

This session examines the faculty development programs focused on integrating equity-minded practices at the Learning Opportunities Transformation (LOFT) Center at San Diego Mesa College. Information on the purpose, background, and rationale for the Course Redesign Institute and similar professional learning programming will be provided. Observations and insights learned from the program's implementation in April 2016 will be shared. Finally, this session will present the current assessment and evaluation information about the program effectiveness. This session should benefit participants who are interested in faculty development, practitioners interested in advancing teaching and learning through professional development training, those who lead professional development centers in higher education settings, and participants who have an active role in faculty development linked to curricular reform.

**Janue Johnson-Seaton**, PhD, Professional Learning Coordinator, Learning Resources and Academic Support, San Diego Mesa College- San Diego, CA

Keyword(s): Minority Serving Institutions, Cultural Competence, Pedagogy, Curriculum, Diversity & Inclusion, Practitioner Development

**5204**

Room: A106

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

Intermediate

**Writing the Revolution: Composition Curriculum Strategies that Facilitate Change**

Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Many students at two-year institutions have the unique challenge of balancing academic and personal obligations in ways that are often atypical of student experiences at four-year institutions. Despite this difference, they still face similar difficulties in processing and navigating our sometimes tense or hostile social and political climate. Many students struggle with developing a sense of personal agency in the college classroom. They are often unable to identify themselves as part of writing assignments or the classroom dynamic. This limits student buy-in and often impacts progress and transformation/change. However, with the proper investment, the writing classroom and the act of writing itself can become a site for revolution. This panel provides insight on strategies and tools that increase identity development and inter-group dialogue within core curriculum courses, particularly those that require writing components. This discussion will present practical application experiences and explorations of key successes and failures. Some questions considered: How can writing be "seen" by students as a revolutionary act? In what ways is change linked to investment or attached value? How does/can writing encourage revolutionary thought and behavior? This session should particularly benefit freshman English composition instructors and/or those who teach other writing-intensive courses.

**Nicole Harris**, MLS, MEd, Assistant Professor, English, Tarrant County College- Fort Worth, Texas

**Iris Harvey**, PhD, Professor, English, Tarrant County College- Fort Worth, Texas

**Tyesha McGilbrey**, MA, Instructor, English, Tarrant County College- Fort Worth, Texas

Keyword(s): Faculty, Curriculum, Diversity & Inclusion, Identity Development, Pedagogy, Practitioner Development

**5205**

Room: A107-A108

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

**The Social Justice Syllabus Design Tool: A First Step in Doing Social Justice Pedagogy**

Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Despite increased attention on social justice in higher education, underrepresented students often experience the classroom as unwelcoming and even hostile. Although theoretical social justice research exists, what appears to be lacking are examples of concrete strategies that can be implemented in the classroom setting. This article describes the Social Justice Syllabus Design Tool (SJSDT) created to facilitate a greater emphasis on social justice in courses. Using an integrative framework, the SJSDT offers systematic approaches to course re-design by which instructors can assess the classroom environment and content. A syllabus that signals belongingness, growth mindset, communal goals, clear and positive expectations, and success-orientation assists in setting a welcoming tone and leads to greater student engagement. Such a syllabus may also help reduce the potential for triggering stereotype threat or other forms of alienation that affect student success among underrepresented ethnic minorities and women in higher education.

**Sherria Taylor**, PhD, Associate Director, Metro College Success Program, San Francisco State University- San Francisco, CA

Keyword(s): Faculty, Students, Curriculum, Pedagogy, Theory to Praxis, Retention

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5207

Room: B112

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

Intermediate

## **College MADE + Diversity Data Deep Dive: Applying Partnership-Based Models to Advancing Diversity Data Driven Engagement and Decision-Making at the University of Minnesota**

Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Organizations built on principles of partnership are driven by mutual respect, two-way communication, support for diverse ways of knowing and being, and shared governance. This interactive session will introduce cultural transformation theory and partnership and domination paradigms from the field of partnership studies as they relate to the work of equity, diversity, and inclusion. In these times of accelerated transformation and/or polarization, paradigms and strategies of creative consensus building, collective experimentation, and design thinking may offer a path forward. Partnership is the underlying approach used by the College MADE Initiative and Diversity Data Deep Dive (DDDD), two distinct efforts at the University of Minnesota-Twin Cities Campus. College MADE is focused on discussion of data from colleges within the Twin Cities campus and is connected to the grassroots work of the campus-wide Diversity Community of Practice (DCoP) whose Assessment Committee hosts the Diversity Data Deep Dive(s) each semester. Participants will learn how creativity, partnership, and diversity data can drive engagement and decision-making that advances equity, diversity, and inclusion in a large, decentralized, public, research university. It will benefit participants interested in institutional transformation, co-created by everyone in the organization based in partnership and fueled by creativity.

**Virajita Singh**, Assistant Vice Provost, Office for Equity and Diversity, University of Minnesota - Minneapolis, Minnesota

**Teddie Potter**, PhD, RN, FAAN, Clinical Professor, Director of Inclusivity and Diversity, Coordinator of the Doctor of Nursing Practice in Health Innovation and Leadership, School of Nursing, University of Minnesota- Minneapolis, Minnesota

**Michael Goh**, PhD, Vice President, Office for Equity and Diversity, University of Minnesota- Minneapolis, MN

Keyword(s): Assessment/Evaluation, Changing Institutional Practices, Institutional Efforts at Transformation, Diversity & Inclusion, Empowering Diversity, Theory to Praxis

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5208

Room: B113

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

Intermediate

## **Dynamics of Institutional Transformation: The Life and Work of Minoritized Faculty**

Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

This session examines everyday resistance to institutional forms of oppression enacted by pre-tenure minoritized faculty of color at predominantly white institutions. Everyday resistance strategies were identified both in the academic literature and through a critical in-depth phenomenological interview project. Participant profiles are used to contextualize nuanced individual-level change-making, as well as generate conversations on institution-level strategies for dismantling systemic and structural oppression. This session should particularly benefit diversity and equity officers, academic and faculty affairs administrators, department chairs, and both pre- and post-tenure faculty with interest in generating strategies for improving the success and thriving of faculty of color.

**Javier Casado Pérez**, PhD, NCC, Assistant Professor of Counselor Education, Department of Counselor Education, Portland State University- Portland, OR

Keyword(s): Faculty, Critical Race Theory, Diversity & Inclusion, Changing Institutional Practices, Faculty Recruitment and Retention, POC

**5209** Room: B114

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

Novice

## **Committing to Anti-Racist Teaching Online: Applying a Racial Equity Lens to Identity, Teaching, and Practice in Community-Based Learning**

Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

This session will explore the importance and ongoing process of becoming an explicitly anti-racist white teacher in higher education using a racial equity lens in order to work toward dismantling white supremacy/dominance in the self, curriculum, and teaching practice. Using my online Social Justice in K-12 Education Capstone course as the context, we will discuss ways in which application of a racial equity lens can shape instructor presence, student centered practice, reflection, community partnership, and curriculum choices. We will also examine "online" as a potentially liberating space that hold possibilities for both instructor and student experimentation with shared leadership, followship, vulnerability, and collaboration. Qualitative data from student reflections and conversations will be used to document impact, center the student experience, and identify areas for additional growth. This session should particularly benefit instructors interested in engaging in racially inclusive practices online, community-based learning instructors interested in application of Dr. Tania Mitchell's critical service learning model, and white educators interested in anti-racist practice, co-conspiracy, allyship, and followship. Emerging best practices and lessons learned may be useful for other institutions seeking to integrate experiential elements into online learning at any level, including capstones.

**Zapoura Newton-Calvert**, MA, Senior Instructor II and Digital Coordinator, University Studies, Portland State University- Portland, OR

Keyword(s): Whiteness, Faculty, Students, Diversity & Inclusion, Antiracism, Portland Focus

**5210** Room: B115

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **Study Abroad as a Form of Activism**

Session Track: Global, Multicultural and Transnational issues

The ideology of American racism is infused in U.S. culture. As technology and globalization allow for record-breaking opportunities of international access and education for college students, study abroad offers an opportunity for students of color to engage in an environment not riddled with American racism.

**Janelle Nicole Rahyans**, PhD, Assistant Dean, Dean of Students, Yale-NUS College- SINGAPORE,

Keyword(s): African American/Black, Student Life, Identity Development, Predominantly White Institutions, Systemic Racism, Organizing/Activism

**5211** Room: B116

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

Intermediate

## **Navigating Identity Abroad: How to Support POC and LGBTQIA Students Studying Abroad**

Session Track: Global, Multicultural and Transnational issues

Our young people in the social justice education also need to learn how power and privilege translates in a global context. As more and more colleges and universities push to send more underrepresented and marginalized students to study abroad, we must ensure our programs are prepared to respond to how they may be impacted by the effects of global oppression and use this as a learning opportunity to stand in solidarity in a global context. More specifically, this session aims to support and will also cover POC and LGBTQI students, whose specific lived experiences may not be addressed through traditional study abroad orientations. In March 2018, InterAction & Entropy Magazine's launched the "Privilege & Identity Abroad Narrative Writing Contest" to share counter-narratives of college students. Through sharing their 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.

**Taeyin ChoGlueck**, MFA, Cofounder & Creative Director, InterAction Initiative Inc- South Bend, IN

**Deandra Cadet**, BA, Cofounder & Executive Director, InterAction Initiative Inc- South Bend, IN

Keyword(s): POC, LGBTQIAA, Changing Institutional Practices, Administrators, International/Transnational, Systemic Racism



# SATURDAY, JUNE 01

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**5213** Room: B118

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **Intercultural Competence Self-Assessment Tools for Managers, Faculty, and Academic Professionals**

Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

This session will examine the work of Portland Community College (PCC) in collaboration with the Office of Equity and Inclusion and the Performance Management/Assessment/Cultural Competency subcommittee of the District Leaders of Diversity Council, to develop two self-assessment tools that move PCC towards compliance with a recent Oregon law. This will focus on the cultural competency of employees in public institutions of higher education and give employees a meaningful way to develop their intercultural competency and discover more about their biases that prevent them from working effectively with those who are different. This session should particularly benefit human resource personnel, administrators, faculty, and staff who are interested in learning how a community college subcommittee used the Intercultural Knowledge and Competence VALUE rubric. Which was developed by AACU and made into self-assessment tools that meet the needs of the institution's administrators, faculty, and academic professionals. Information on how the tools were developed will be provided as well as insights and lessons learned from presenting the tools to various stakeholder groups and what it has been like for managers to use the tool. Participants in the session will have the chance to develop a goal using the tool for Managers or the tool for Faculty/Academic Professionals.

**Jackie Sandquist**, MEd, Human Resources Representative, Human Resources Management, Portland Community College- Portland, OR

**Laura Horani**, MA TESOL, Faculty Department Chair & Instructor, ESOL, Portland Community College- Portland, OR

Keyword(s): Human Resources, Cultural Competence, Assessment/Evaluation, Changing Institutional Practices, Administrator Recruitment and Retention, Faculty Recruitment and Retention

**5214** Room: C120-C121-C122

10:15 a.m. - 11:45 a.m.

Special Feature

All Levels

## **"They Call Us Bruce" Hosts Jeff Yang and Phil Yu Present an Unfiltered Conversation**

Phi Yu and Jeff Yang aim to draw the live audience into their conversation about the latest news, happenings, and issues facing Asian Americans and Pacific Islanders today. From the intellectually curious to the critical needs for change and action, Yu and Yang will explore the topics by infusing their insights, expertise, and every day understanding of what it means to be API in the United States.

**Phil Yu**, MA, Blogger/Podcaster, Angry Asian Man (Blog)- Torrance, CA

**Jeff Yang**, BA, Actor, Writer, Journalist, Business/Media Consultant, Co-Host, They Call Us Bruce- Los Angeles, CA

**Soleil Ho**, Food Critic, San Francisco Chronicle, Co-founder of Racist Sandwich Podcast- San Francisco, CA

Keyword(s): Asian Pacific American, Identity Development, Perspective Taking, Popular Culture, Social Media, Writing Publishing

**5216** Room: C123

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

Novice

## **"Dismantling the Racism Machine:" What White Educators are Not Taught about White Supremacy**

Session Track: Race and Social Justice in Higher Education

What does it mean for white educators to become anti-racist white educators? Based on Karen Gaffney's recent book *Dismantling the Racism Machine: A Manual and Toolbox* (Routledge, 2018), this interactive workshop will identify 3 false beliefs taught to white people that perpetuate white supremacy in our systems, with a focus on higher education. For example, the false ideologies that race is biological, that race, including whiteness, has always existed, and that racism is no longer a systemic problem. The white public commonly believes these because they have not been taught otherwise, either in a formal educational setting or in an informal family setting. While some white people in higher education know that these are false ideologies, if they are not actively resisting these false beliefs through anti-racism, they can be complicit in perpetuating them. This session should particularly benefit faculty and administrators, especially those who are white, who want to understand these false racial ideologies; develop strategies for examining how they manifest themselves at their institutions; and create a practice of anti-racism that can be applied to policy, programming, decision-making, curriculum, pedagogy, and more.

**Karen Gaffney**, PhD, Professor, English, Raritan Valley Community College- Branchburg, NJ

Keyword(s): Whiteness, Antiracism, Systemic Racism, Critical Race Theory, Changing Institutional Practices, Institutional Efforts at Transformation

**5217** Room: C124

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **Facing the Elephant in the Room: Communicating Productively about Race**

Session Track: Race and Social Justice in Higher Education

This session should particularly benefit anyone who is interested in learning how to navigate conversations about race inside and outside of educational contexts. This interactive anti-racism workshop will provide participants with an understanding of why the topic of race is usually 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, racism, and race privilege have become a normal occurrence in today's society and these conversations are making their way into the hallways, classrooms, and meetings of our own academic institutions. The reality is that 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 un-comfortability. This experiential workshop will expose participants to skills and knowledge that can guide them in working towards creating an equitable and inclusive campus culture that values racial justice and can work towards strengthening the interracial/ethnic relationships on and off of our campuses.

**Cindu Thomas-George**, MA, Associate Professor/Founder and Principal Trainer of Shakti Diversity and Equity Training, Communication Studies, College of Lake County - Chicago, IL

Keyword(s): Critical Race Theory, Diversity & Inclusion, Systemic Racism, Antiracism, Whiteness, Cultural Competence

**5218** Room: C125-C126

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **The Relationship Between Curricular Complexity and Social Equity**

Session Track: Race and Social Justice in Higher Education

This session examines the relationship between the complexity of academic programs and the ability of particular student populations to complete those programs. We describe mathematical tools that can be used to quantify the complexity of curricula, and we show how the variability of similar programs at different institutions leads to differential student success outcomes. We then demonstrate techniques for analyzing curricula that have been used to support curricular reforms that have led to more equitable academic programs. This session should particularly benefit those who are involved in the creation/modification and delivery of academic programs.

**Sonja Feist-Price**, PhD, Vice President for Institutional Diversity and Professor, Early Childhood, Special Education and Rehabilitation Counseling, University of Kentucky- Lexington, KY

**Gregory Heileman**, PhD, Associate Provost for Student and Academic Life and Professor of Electrical & Computer Engineering, Electrical & Computer Engineering, University of Kentucky- Lexington, KY

Keyword(s): Academic Affairs, Curriculum, Changing Institutional Practices, Students, Research, STEM/STEAM

**5219** Room: D130

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **Giving Voice: From Awareness to Action**

Session Track: Race and Social Justice in Higher Education

Participants will experience a Giving Voice forum followed by discussions on the many uses of interactive theatre and how to develop this type of training to meet the needs of their own environments. Giving Voice uses the power of theatre to improve cultural competence, bringing diversity training to new levels, addressing issues of oppression, micro-aggressions, and initiating courageous conversations. This session allows participants to develop and try strategies to improve situations to meet the vital needs of a growing presence of oppressed, marginalized persons, due to race, gender, ethnicity, and sexual orientation, to name a few, who find themselves invisible and silent. Based on true stories of oppression, a scenario is used for this workshop to illustrate these oppressions, especially microaggressions. This research proven training is for all levels of experience and is designed to help participants let go of reflexive thinking and acclimate to new paradigms. The session should particularly benefit faculty, students, staff, administrators, and other educational leaders.

**Carol Maples**, EdD, Professor of Theatre and Director of Giving Voice, Missouri State University- Springfield, MO

Keyword(s): Bi-Racial, CDO, LGBTQIAA, Predominantly White Institutions, Diversity & Inclusion, Cultural Competence

# SATURDAY, JUNE 01

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**5220**

Room: D133-D134

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **Institutional Efforts to Improve Black Male Student Achievement: A Standards-Based Approach at a 2-Year Community College**

Session Track: Race and Social Justice in Higher Education

This session examines the ongoing efforts of the Men of Color Center of Excellence in Education (MoCCEE) at Portland Community College (PCC) Cascade Campus. The MoCCEE strives to address the barriers men of color (MoC) encounter in higher education while developing and implementing asset-based programming that increases the holistic success of MoC at the campus level and district level. A historical context and theoretical frameworks for which the efforts are based will be provided. This session should particularly benefit those practitioners, staff, and/or administrators at academic institutions who are seeking to develop comprehensive efforts to address the recruitment, retention, lived-experience, completion and transfer rates of MoC at community colleges.

**Alexander T. McPherson**, AA, Program Specialist Men of Color Center of Excellence in Education, Multicultural Affairs, Portland Community College Cascade- Portland, Oregon

**General C Johnson**, EdD (Cand.), ND, BS, Director TRIO Student Support Services, Portland Community College Cascade- Portland, Oregon

**Clifford Meeks**, ND, MPH, MSOM, Multicultural Center Coordinator (Interim), Multicultural Affairs, Portland Community College - Cascade Campus- Portland, OR

Keyword(s): African American/Black, Men, Retention, Critical Race Theory, Institutional Efforts at Transformation, Diversity & Inclusion

**5222**

Room: D135

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **#AmherstChatBack: Unpacking Misconceptions**

Session Track: Student Affairs and Affiliated Professionals

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: Unpacking Misconceptions, is the second rendition of our co-curricular dialogue model. Unpacking Misconceptions focuses on unpacking and unlearning common misconceptions about dominant beliefs on hot topics such as: wealthy people of color, online dating, cultural appropriation, guilty pleasures, madness/mental health, sense of belonging, as well as joy and self-care. Unpacking these misconceptions creates opportunities for our students to practice critical self-reflection about manifestations of oppression at the interpersonal, institutional, ideological and internalized levels. 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.

**Eun Lee**, MEd, Dialogue Facilitator, Office of Diversity and Inclusion, Amherst College- Amherst, Massachusetts

**Angie Tissi-Gassoway**, MPH, MEd, Associate Dean for Diversity and Inclusion, Office Diversity and Inclusion, Amherst College- Amherst, Massachusetts

**Amari Boyd**, MA, Dialogue Coordinator, Office of Diversity and Inclusion, Amherst College- Amherst, Massachusetts

Keyword(s): Curriculum, Intersectionality, Intergroup Dialogue/Facilitation, Diversity & Inclusion, Institutional Efforts at Transformation, Identity Development

**5223** Room: D136

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **Adapting Tinto's Academic and Social Integration Theory to a Pre-Collegiate Milieu to Facilitate the Enrollment and Academic Achievement of Black and Latino/a Students at a Predominately White Selective Institution of Higher Education**

Session Track: Student Affairs and Affiliated Professionals

This session examines the twenty-five-year relationship between Syracuse University and Operation Link-Up, a community-based organization working with black and Hispanic students from Paterson, NJ and surrounding communities. By adapting Tinto's concept of academic and social integration to a pre-collegiate milieu, the session provides an opportunity to explore an innovative paradigm for pre-college initiatives designed to enhance college enrollment, foster academic achievement, social inclusion as well as institutional and goal commitment. This session should be of interest to individuals interested in recruitment, enrollment, and the retention of minority students. This session will be conducted in two parts: Part I: Brief discussion of participants experience with partnerships. An analysis of Tinto's paradigm and overview of the OLU model to facilitate the transition from high school to college, enhance enrollment, foster academic achievement, and retention, and encourage parental involvement. Part II: Presentation of research conducted to assess OLU's success and lessons learned. Discussion of a strategic approach to establishing a successful collaborative relationship via a stakeholder analysis questionnaire to ascertain if an institution is favorably inclined to consider an association. The participants will also receive a template for writing a statement of agreement and student contract.

**Lonnie Morrison**, PhD, Adjunct Instructor/Consultant, Maxwell School of Citizenship and Public Affairs, Syracuse University- Syracuse, New York

Keyword(s): African American/Black, Latino/a, Predominantly White Institutions, Recruitment, Admissions, Affirmative Action

**5224** Room: D137

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **Factors Influencing the Retention and Persistence of African American Male Student-Athletes in STEM**

Session Track: Race and Athletics

This session examines experiences that inhibit underrepresented African American Latino male students' athletes from persisting to graduation within the STEM fields. Despite efforts to increase minority opportunities, prospects are still better for the White majority. To change this trend, minorities need greater support in navigating the broad array of social, political, economic, psychological, educational, and workforce development issues that are deeply rooted in U.S. power structure (Jenkins, 2006). Looking at education, and specifically at national levels of education achievement, according to Bowen, Chingos, and McPherson (2009), "[t]he overall level of educational attainment in the United States is both low and stagnate" (p. 223) regarding minority students. Finally, this session will address how the AASP program has become one of the marquee academic enhancement programs supported by the NCAA, which incorporates many of the tenants of student academic enhancement and improvement. The AASP program is currently instituted in a cohort of Division I institutions. A sampling of programming initiatives will be identified and suggested to positively impact student athlete performance.

**Carray Banks**, PhD, Associate Professor, Department Of Technology in the School of Science, Engineering, and Technology, Norfolk State University- Norfolk, VA

**Michael Wood**, PhD, Internship Coordinator, School Of Business & Technology, Marymount University- Arlington, VA

Keyword(s): African American/Black, Retention, Diversity & Inclusion, Minority Serving Institutions, Mentoring, STEM/STEAM

# SATURDAY, JUNE 01

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**5225** Room: D138

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **A Leak in the Pipeline: How to Tighten the Faulty Collegiate Athletics' Pipeline to Leadership Positions**

Session Track: Race and Athletics

NCAA Division I athletic programs have continued to receive less than favorable ratings related to the successful and continuous hiring of minority candidates within its coaching ranks and senior level administration. As revenues continue to rise, the NCAA still remains a white male dominated industry, while the majority of student-athletes in revenue generating sports are overwhelming black. The number of minority head coaches in revenue sports has remained stagnant, as well as minorities serving as conference commissioners, athletic directors, and senior level administrators. Further exacerbating this issue is the lack of pipeline programs or initiatives within individual institutions for coaches and administrators, which reflect the growing demographic of athletes of color as well as the national changes in demographic trends.

This session should particularly benefit those that are in positions of human resources or hiring functions, academic and career counseling, diversity and inclusion practitioners/program administrators, or anyone who has an opportunity to create policy and procedures that positively impact the cultivation and hiring of minority coaches and administrators. Attendees should leave with the information necessary to help support their institutions in holding athletic departments accountable in creating a diverse environment in head leadership roles.

**Jennifer Hunter**, BA, JD, Associate Athletics Director- Diversity & Inclusion Initiatives, Athletics, Brown University- Providence, RI

**Makini Thompson**, BS, MA, Assistant Athletics Director for Administration, Athletics, Florida State University- Tallahassee, FL

Keyword(s): Diversity & Inclusion, Institutional Efforts at Transformation, Human Resources, Administrators, Multiple Racial Identities, CDO

**5226** Room: D139

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

Intermediate

## **If You Build it, They Will Come: Identity Development Theory to Praxis and Program Development**

Session Track: Student Affairs and Affiliated Professionals

Given our constantly changing world and the historically diverse student population at the University of Maryland, Baltimore County (UMBC), it is essential that all students expand their knowledge on the interaction between power, privilege, oppression, their identities and how this interaction shapes their lived experiences. Furthermore, it is crucial that educators understand their students' varying levels of exposure to diversity and inclusion to maximize the experiences of student learning on college campuses. This session examines the theoretical framework that shapes several Diversity and Inclusion programs in Campus Life's Mosaic at UMBC. Background information, logic models regarding the foundational work and event evaluation data will be provided. This session will analyze the collaborative creation and development of signature programs between student and professional staff that is based on the various stages of identity development that promote awareness, inclusion and social justice while encouraging student engagement. Finally, this session will end on a discussion geared to best practices for curriculum development and the direction of upcoming future programs. This session should particularly benefit participants who are interested in or actively creating diversity and inclusion programming within higher education and who may work with student staff.

**Lilly Keplinger**, Mosaic Intern for Cultural Humility and Allyship Development, Campus Life, University of Maryland, Baltimore County (UMBC)- Baltimore, MD

**Karina Aquiahuatl Villagran**, Mosaic Intern for Hispanic, Latinx, and Indigenous Student Engagement, Campus Life, University of Maryland, Baltimore County (UMBC)- Baltimore, MD

**Carlos Turcios**, MA, Coordinator for Student Diversity & Inclusion, Campus Life, University of Maryland, Baltimore County- Baltimore, Maryland

**Erin Waddles**, MEd, Coordinator for Student Diversity & Inclusion, Campus Life, University of Maryland, Baltimore County- Baltimore, Maryland

**Lisa Gray**, MA, Associate Director for Student Diversity & Inclusion, Campus Life, University of Maryland, Baltimore County- Baltimore, Maryland

Keyword(s): Empowering Diversity, Theory to Praxis, Student Affairs, Curriculum, Multicultural Affairs, Diversity & Inclusion

**5227**

Room: D140

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## Presidents Assembly: Using Socially Just Assessment Practices to Build Leadership Initiatives

Session Track: Student Affairs and Affiliated Professionals

This session will highlight the development, implementation, and assessment of the Presidents Assembly initiative, an initiative designed to develop socially just, engaged, and empowered student organization leaders. Presidents Assembly is also a component of a larger strategic plan to gain the trust of organizations and to provide support, resources, leadership development, and community to Multicultural Student Organizations affiliated with the Multicultural Student Center at the University of Wisconsin-Madison. Assessment, intentional reflection and socially just praxis has been a foundational piece of the initiative since inception which has allowed informed decision making for all program changes and continued development. We will also discuss our larger affiliate program and the Multicultural Leadership Summit as tools to further connect and engage with student leaders of color. This session should particularly benefit those working with student organizations, student leaders, those wishing to provide development and leadership resources to marginalized student groups, and individuals interested in a socially just approach to assessment.

**Arturo 'Tito' Diaz**, BS, Organization Development Specialist, Multicultural Student Center, University of Wisconsin Madison - Madison, Wisconsin

**Caitlyn LoMonte**, MA, Interim Assistant Director, Multicultural Student Center, University of Wisconsin Madison - Madison, Wisconsin

Keyword(s): Multicultural Affairs, Assessment/Evaluation, Leadership Development, Student Life, Multiple Racial Identities, Theory to Praxis

**5229**

Room: E145

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## Interrupting Oppression in Everyday Situations: An Interactive Theatre Approach

Session Track: Student Interest and Engagement

Applied theatre as an educational tool is particularly suitable for revealing and illuminating insidious forms of racism and discrimination that can take place within academia. By recreating scenarios based on true personal experiences, interactive theatre addresses the subtleties of privilege and power within the institution. In this workshop we will explore multiple ways to respond to these moments of lived oppression. Join the NASPA award winning University of Oregon graduate student theater troupe, "Rehearsals for Life" for a lively and interactive session about how we, as bystanders, can facilitate difficult conversations that often don't happen around issues of race, ethnicity, gender, sexual orientation, nationality and disability. When we hear statements or witness situations that bother us but don't know how to engage, we often walk away feeling bad that we didn't do something. We will explore the use of theater as a tool for addressing the complex challenges that face students, faculty, and staff across disciplines. This session will particularly benefit participants who are interested in exploring innovative and interactive ways to have difficult campus dialogues and those who want practice interrupting oppression in their personal and professional lives.

**Abigail Leeder**, MA, Director, Experiential Education and Prevention Initiatives, Office of the Dean of Students, University of Oregon- Eugene, OR

Keyword(s): Student Affairs, Intersectionality, Diversity & Inclusion, Performing Arts, Theory to Praxis, Empowering Diversity

**5230**

Room: E146

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## A Personal Journey through the Underground Railroad: How Macro-Aggression Becomes Micro-Aggression towards Others and Self

Session Track: Student Interest and Engagement

This session will provide an understanding of the evolution and impact of covert acts of aggression against African-Americans in a historical context using scientific information, family history, and personal history. The audience will be introduced to prominent scientists and their contributions to our understanding of microaggressions. Moreover, memory models will be utilized to explore the functional ramifications of race-based degradations. In addition to the impact of out-group microaggressions against African-Americans, a theoretical model titled "The Looking Glass-Self" will be applied to help explain the process by which negative perspectives projected onto a group or particular individuals become internalized. The presentation is designed to familiarize the audience with the subject matter by using personal examples and by using themes that link the content in a variety of ways from straightforward thematic connections made between individuals and events to more complex metaphorical links. This session should particularly benefit those who are interested in learning about, or further contemplating the history, scientific investigation, and psychological impact of covert or metaphorically speaking underground acts of aggression against African-Americans between and within group from general to personal.

**Mathew McGuthry**, BA, Graduate Student, Philosophy, Stanford University- Stanford, CA

**Katheryn McGuthry**, PhD, Assistant Professor, Psychology, Fullerton College- Fullerton, CA

Keyword(s): African American/ Black, Identity Development, Students, Critical Race Theory, Intergroup Dialogue/Facilitation, Perspective Taking

**5231** Room: F151

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **What do We Mean by Inclusive Higher Education? The Intersection Between Equity, Diversity and Sense of Belonging in the Classroom.**

Session Track: Intersectionality, Identities and Discussions

This is an interactive session where presenters and attendees will engage in charlas about different perspectives on inclusiveness in higher education. In recent years, there has been a shift in higher education from focusing on diversity to focusing on inclusion, yet there is no consensus about current definitions and assessments of inclusiveness in the college classroom. We will present a framework for thinking about inclusion around 3-axis: diversity, equity and "sense of belonging." Attendees will work with their peers to identify elements within each of these categories that they believe are key to an inclusive classroom and discuss the barriers they currently have in their home institutions. This discussion will be complemented with the presentation of data from a recent survey that looked at student definitions of inclusiveness. Survey respondents were students in online and face-to-face courses across disciplines at a large R1 institution. The session will end by bringing everyone back together in a group closing discussion. This session will particularly benefit faculty and instructional staff interested in assessing and improving classroom inclusiveness, as well as scholars interested in exploring definitions and challenges around researching inclusiveness.

**Lina Mendez**, PhD, Associate Director, Center for Chicanx and Latinx Academic Success, Student Affairs, University of California, Davis- Davis, CA

**Jeanette Ruiz**, PhD, Assistant Teaching Professor (LPSOE), Communications, University of California, Davis- Davis, CA

**Natalia Caporale**, PhD, Assistant Teaching Professor (LPSOE), Neurobiology, Physiology and Behavior, University of California, Davis- Davis, CA

**Alicia Garcia**, MS, Graduate Student Researcher, Education, University of California, Davis- Davis, CA

Keyword(s): Diversity & Inclusion, Assessment/Evaluation, Students, Research, Pedagogy, Intergroup Dialogue/Facilitation

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**5232** Room: F152

10:15 a.m. - 11:45 a.m.

Concurrent Workshop

All Levels

## **Leading to College: Lessons from a Decade of Higher Ed.-CBO Collaboration in Support of Urban Students and Families**

Session Track: Race and Social Justice in Higher Education

This session presents a model for intensive collaboration between university and community-based partners, based on an innovative and successful partnership to promote access to and success in higher education among urban public high school students. Since 2009, the Brooklyn-based social services organization CAMBA and the College Now Program at Brooklyn College have partnered at Wingate High School Campus in Crown Heights, Brooklyn. Their co-designed and -administered Leading to College initiative, funded by a Teagle Foundation grant, serves a substantial cadre of 10th -12th graders and their families. Our presentation will feature a discussion of the academic and social context, the rationale for establishment of Leading to College, challenges and iterations in implementation, proven strategies and practices, and specific outcomes achieved. The session should particularly interest participants considering an establishment of similar inter-institutional collaboration to promote access and equity in higher education as well as community-level change.

**Idriss Barnes**, MSW, Partnership Director, Education and Youth Development, CAMBA- Brooklyn, NY

**Pieranna Pieroni**, MA, Mphil, Director, College Now Program, Brooklyn College-City University of New York- Brooklyn, NY

**Desiree Vazquez Barlatt**, MA, Program Officer, College Community Connections, The Teagle Foundation- New York, NY

**Christie Hodgkins**, LMSW, Senior Vice President, Education and Youth Development, CAMBA- Brooklyn, NY

Keyword(s): African American/Black, Students, Assessment/Evaluation, Recruitment, Coalition Building, Diversity & Inclusion

10:30 a.m. - 12:00 p.m.

**5233** Room: A109

10:30 a.m. - 12:00 p.m.

Concurrent Workshop

Intermediate

## **Skoden: Critical Considerations for Non-Native Faculty Who Want to Incorporate Indigenous Knowledge into Their Classes**

Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Students increasingly expect their collegiate experience to be intersectional. Universities may respond with programming or policies, but ultimately, students expect that what they are thinking about and experiencing in their personal lives will be reflected in their academic studies. As Indigenous writers, artists, and theorists continue to expand their presence and gain whitestream attention, faculty may consider meeting students' demands for inclusive education by incorporating Indigenous ways of knowing, doing, and being into their courses. However, what does it mean to incorporate Native work when so many within Academia have little to no knowledge of Indigenous history and identity? A Native student and activist, a student of Indigenous ancestry who specializes in critical dialogue about identity and inclusion, and a Native American studies graduate and instructor facilitate this session. Based on their experiences with incorporating Indigenous knowledge into their work across multiple areas within the Academy, this session will define the challenges and opportunities of incorporating Indigenous-created work into courses and identify methods faculty (and others) can use to reduce the likelihood that they cause harm in their well-intentioned attempts to create more inclusive curricula.

**Jyl Shaffer**, MA, Instructor, Native American Studies, Montana State University- Bozeman, MT

**Terry Bradley**, BS, Student, Education, Montana State University- Bozeman, MT

**Jerico Cummings**, Student, Sociology, Montana State University- Bozeman, MT

Keyword(s): American Indian/Native American, Faculty, Curriculum, Diversity & Inclusion, Pedagogy, Theory to Praxis

**5234** Room: B119

10:30 a.m. - 12:00 p.m.

Concurrent Workshop

All Levels

## **Academe's Unfinished Business: Constructing Inclusive Conditions for Professional Women of Color to Thrive in Higher Education**

Session Track: Intersectionality, Identities and Discussions

Women of color seeking to advance in higher education face multiple forms of obstruction. The interrelated conditions of history, gender, race and ethnicity can create and support uninviting cultures for women of color to feel a sense of belonging, a sense of value, and/or thrive in administrator or faculty positions at the post-secondary level. This session aims to provide insight of the barriers professional women of color face working in higher education. This session should particularly benefit participants who are interested constructing inclusive conditions for women of color to thrive (and survive) in the academe.

**Edith Corbin**, EdD, Director, Educational Opportunity Fund (EOF) Program, Administrator- Mt. Laurel, NJ

Keyword(s): Women, Administrators, Diversity & Inclusion, Empowering Diversity, Intersectionality, Faculty



# SATURDAY, JUNE 01

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12:00 p.m. - 1:30 p.m.

**5300** Room: Second Floor- Portland Ballroom

12:00 p.m. - 1:30 p.m.

Special Event

All Levels

## Conference Closing Luncheon

Please join friends, colleagues and the community of NCORE to break bread and enjoy a keynote speech by Dr. Laura Rendón. We look forward sharing in the final moments of the conference with you!

1:30 p.m. - 2:45 p.m.

**5301** Room: Second Floor- Portland Ballroom

1:30 p.m. - 2:45 p.m.

Keynote

All Levels

## Toward A Transformative Vision of Education Centering Wholeness, Justice and Liberation

Our world is currently being confronted with chilling social issues which call for an educational framework that fosters what Latina feminist theorist, Gloria Anzaldúa, calls “conocimiento,” a high level of enlightenment fostered through creative contemplative practices such as art, poetry, dance and meditation. This session will address the notion that all educators can play a central role to engage students in liberatory and socially conscious deep learning experiences. This session will also present a newly-fashioned vision of education that allows students to deeply and skillfully engage with equity and justice issues facing our society.

**Laura Rendón**, Education theorist, activist, and researcher- San Antonio, TX

# NCORE 2019 EXHIBIT AND RESOURCE HALL

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The National Conference on Race and Ethnicity in American Higher Education wishes to thank the companies and organizations that support the conference and encourage our participants to visit our vendors. Afternoon breaks from 2:45—3:15 pm on Wednesday, Thursday, and Friday will be in the Exhibition Hall.

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## EXHIBIT HALL SCHEDULE

TUESDAY, MAY 28, 2019

12:00 p.m. to 7:00 p.m.

WEDNESDAY, MAY 29, 2019

7:45 a.m. to 7:00 p.m.

THURSDAY, MAY 30, 2019

7:45 a.m. to 7:00 p.m.

FRIDAY, MAY 31, 2019

7:45 a.m. to 7:00 p.m.

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## EXHIBITION HALL VENDORS

### Urban Native Era- Booth 100

### Native Built- Booth 101

### The Privilege Institute- Booth 105

WPC is a conference that examines challenging concepts of privilege and oppression and offers solutions and team building strategies to work toward a more equitable world. [www.whiteprivilegeconference.com/](http://www.whiteprivilegeconference.com/)

### Debby Irving, Racial Justice Educator- Booth 107

I design tools – writings, keynotes, presentations, workshops, and free online resources -- to motivate and equip white people to disrupt the normalization of whiteness. My flagship tool, *Waking Up White*, launched me on a tour of PWIs across the United States, clarifying for me a key obstacle to educational equity in higher education. What I observe is a pattern of DEI initiatives that focus on supporting campus members from historically marginalized groups while overlooking the need to create equally weighted initiatives to address and disrupt the way members from historically dominant groups (like me) can reproduce harmful power and privilege dynamics. Without confronting those who, even unknowingly, cause racial harm, supporting those negatively impacted by it has limited potential to create the kind of humanity and equity that allows all community members to create the sense of shared belonging required to thrive. Let me partner with you to awaken your white community members. Copies of *Waking Up White* are available at my booth for \$10.

### Circle of Change- Booth 109

### Hackman Consulting Group- Booth 111/113

Hackman Consulting Group is a full-service firm able to meet a wide range of your organization's equity and social justice training and consulting needs. With over 28 years of teaching and training experience we know that a "one-size-fits-all" approach does not lead to substantial organizational change and therefore tailor our training and consulting work to the specific needs of each client. The issues we are facing as a society, and that your organization also faces, are long-standing, complex and require sus-

tained effort via an equity / social justice lens. HCG helps our clients develop and utilize such a lens by offering a seven-phase approach to organizational change that includes leadership development, team development, assessment, training, strategic planning for organizational change work and more. Additionally, as experts in our respective fields, we frequently keynote conferences, campus events and organizational gatherings and would be happy to speak with your team about our wide range of talks and presentations. Please explore our website, [www.hackmanconsultinggroup.org](http://www.hackmanconsultinggroup.org), for additional information about our firm, training and keynote examples, resources, and access to our newsletter (past editions and subscription link). We will be at NCORE all week and would love to see you at our table (111/113).

### Stylus Publishing- Booth 114/215

Founded in 1996, Stylus' publishing focuses on higher education, covering such areas as student affairs, professional development, service learning, racial and gender diversity on campus, and leadership and administration. [www.stylus-pub.com](http://www.stylus-pub.com)

### West Love- Booth 115

WEST LOVE Color and Culture is the premiere community artisan visual arts exhibitor of linen and silk cultural artwear and textiles for the purpose of enhancing cultural awareness, valuing cultural diversity, encouraging educational equity and promoting cultural competency.

### The Cecilyn Miller Institute- Booth 116/217

### University of Wisconsin - Madison- Booth 120

### University of Washington - School of Social Work- Booth 122

Learning that values diversity, teaching recognized for excellence, and research that sparks real innovation: the UW School of Social Work ignites social change! Degrees offered: BASW, MSW, PhD

### MSU Denver - WEEAC- Booth 123

The Western Educational Equity Assistance Center is one of four regional Equity Assistance Centers funded by the US Department of Education under Title IV of the Civil Rights Act of 1964. The WEEAC provides no cost technical assistance

# NCORE 2019 EXHIBIT AND RESOURCE HALL

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to state and local education agencies that serve K-12 students in thirteen states and three US territories. The focus of services are educational equity issues in the federal priority areas related to race, sex, national origin, and religion. The WEEAC is located on the campus of the Metropolitan State University of Denver and has staff and consultants throughout the region served. The states and territories served includes Alaska, American Samoa, Arizona, California, Colorado, Commonwealth of the Northern Mariana Islands, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

## **Portland Community College- Booth 125**

Join our Team: As Oregon's largest post-secondary institution, no single educational resource is more vital to our region than Portland Community College. We serve nearly 80,000 individual learners each year, creating educational possibilities for every student who wants to learn. PCC is seeking talented, hard-working individuals to join our growing team. We value collaboration, community, creativity, leadership diversity, equity and inclusion. As a PCC team member, you will join a dynamic group of more than 2,000 employees who believe that education is the path to a brighter future. View and Apply for PCC career opportunity at: <https://www.pcc.edu/hr/jobs/> Portland Community College has four comprehensive locations that are large, full-service facilities, offering university transfer courses, professional-technical career training, libraries, bookstores, and student services. These are Cascade Campus – A small campus atmosphere in a diverse urban neighborhood in the heart of Portland. Southeast Campus – PCC's newest campus, in the growing and diverse central eastside of Portland. Sylvania Campus – PCC's largest campus, on a wooded hillside south of downtown. Rock Creek Campus – A spacious, 260 – acre campus in the high-tech corridor near Hillsboro. Questions: Gregory Dockery (Diversity Recruiter – Human Resources) Email: [gregory.dockery@pcc.edu](mailto:gregory.dockery@pcc.edu), Telephone: 971-722-5866 Diversity is our Advantage!

## **Cooplew, LLC- Booth 127**

Cooplew is dedicated to providing ongoing professional development services and activities for higher education Chief Diversity Officers at various stages in their career, to include, aspiring, emerging and incumbents. We provide consulting and advising services to other higher education professionals who want to advance a strategic diversity agenda. Cooplew leads in this area because of a solid research-based approach that captures experiences and expectations of Chief Diversity Officers, which informs our work and your success.

## **Black History 101 Mobile museum- Booth 129/131**

## **Alkebu-Lan Images- Booth 132/234**

## **Syracuse Cultural Workers- Booth 200/303**

Syracuse Cultural Workers is a national publisher and distributor founded in 1982. We have a large selection of Black Lives Matter and other products that further a vision of racial justice, liberation, equality and peace.

## **Higher Education Recruitment Consortium - HERC- Booth 201**

The Higher Education Recruitment Consortium (HERC) advances equity and excellence in higher education recruitment. HERC's members include over 700 colleges, universities, and affiliated institutions. HERC provides our members with vibrant regional networks, an engaged online community, and leading-edge resources on inclusive recruitment and retention practices.

HERC also conducts outreach, and provides resources, to candidates traditionally underrepresented in the higher education workforce. HERC pro-

motes higher education careers to millions of job seekers annually, through our website, advertising campaigns, and sponsorship of disciplinary and diversity-focused conferences. HERCJobs.org hosts over 40,000 career opportunities from our member institutions, as well as a dual career search. Additionally, HERC's online career center shares advice for faculty and staff, including how to transition into the higher education field, salary negotiations, resume/CV tips, and work/life balance.

For institutional membership information: [member.hercjobs.org](http://member.hercjobs.org)

For job seeker information: [hercjobs.org](http://hercjobs.org)

## **NEO DESIGNS- Booth 203**

## **My People's Market- Booth 214/315**

## **Mt. San Antonio Community College- Booth 216**

## **Creative Reaction Lab- Booth 220**

## **RRB NATIVE JEWELRY- Booth 221**

## **Diversity Abroad- Booth 222**

Diversity Abroad aims to improve the academic success, interpersonal growth, and career readiness of students by ensuring equitable access to the benefits of global education.

## **Creations for Continuity- Booth 223**

## **Fina Estampa Peru Alpaca Collezione- Booth 232**

## **Rkelly Presentation- Booth 233**

## **Rethinking Schools- Booth 300**

## **Wordplay Multimedia, LLC- Booth 301**

Words matter. They have power. They transform. We marinate ours until we serve you something Authentic. Unique. Special. Most of our Wordplay lands in books and on creative tees that raise self-awareness and celebrate diversity. Stop by, we think you'll enjoy.

## **Hope Children International- Booth 314/316**

Hope children center international is a small company which sells handmade Jewelry, clothing and other handmade items made by less fortunate kids from my village. 10% of total sales is donated to them. Please visit and share the experience by buying their precious items.

## **Diverse: Issues in Higher Education- Booth 317**

Diverse celebrates 35 years as the only national newsmagazine focusing on matters of access and opportunity for all in higher education. Diverse remains the preeminent source of timely news, insightful research and special reports, provocative commentary and interviews on a range of issues affecting all higher education professionals, but especially minorities and other underrepresented populations. Our readership comprises of the most diverse pool of candidates to target for faculty and administrative recruiting needs.

## **The Harbor Institute- Booth 320**

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## **Diana R. Garland School of Social Work: Baylor University- Booth 321**

## **American Association of Blacks in Higher Education- Booth 322**

## **Olmecca- Booth 323**

## **California State University, Northridge- Booth 332**

One of the largest universities in the country, California State University, Northridge (CSUN) is an urban, comprehensive university that delivers award-winning undergraduate and graduate programs to nearly 40,000 students annually and counts more than 330,000 alumni who elevate Southern California and beyond. Since its founding in 1958, CSUN has made a significant and long-term economic impact on California, generating nearly \$1.9 billion in economic impact and more than 11,700 jobs each year. The LAEDC recognized CSUN as its 2015 Eddy Award winner for its positive economic impact. Serving more students on Pell Grants than any other institution in California, CSUN is also a social elevator and one of the most diverse universities in the country. The journal Nature recently named CSUN a Rising Star for scientific research, and the NSF ranks CSUN in the top five nationally among similar institutions for graduates who go on to earn doctorates in the sciences. CSUN is where individuals rise. And through them, so does Greater Los Angeles and beyond.

## **U.S. Department of State- Booth 333**

America's Foreign Policy is designed to amplify the nation's voice and extend its reach in areas critical to the daily lives of its citizens. We work to ensure our country's diplomatic leadership enhances our economic, food, and energy security and stability, while reflecting American values.

You can become part of America's leadership with your diverse educational and cultural backgrounds and perspectives, and exceptional analytical and problem-solving skills. You have the opportunity to contribute your specialized skills, innovative thinking, and global perspective to support and expand our efforts worldwide.

## **Fina Estampa Peru Alpaca Collezione- Booth 334**

## **The Defamation Experience- Booth 401**

## **RAPTivism- Booth 414**

AISHA FUKUSHIMA is a Singer, Speaker, Educator, and 'RAPtivist' (rap activist). Fukushima's 'RAPtivism' work has been featured on Oprah Magazine, TEDx, KQED Public Television, The Seattle Times, TV 2M Morocco, The Bangalore Mirror, HYPE, South Africa's #1 Hip Hop Magazine, and others. Fukushima founded RAPtivism (Rap Activism), a hip hop project spanning 20 countries and four continents, amplifying universal efforts for freedom and justice. She is a multilingual, multiracial African American Japanese woman who has done lectures and performances everywhere from the United States to France, Morocco, Japan, Germany, England, South Africa, Senegal, India, Denmark and beyond. This table will also feature the works of a various artist/activists a from across the US and around the globe. All of those interested in arts, activism, equity and inclusion and invited to visit our table to learn more!

## **Media Education Foundation- Booth 415**

Educational films designed to help young people make sense of how media portrayals of race, gender, class, and more shape our identities, our relations with others, and our politics.

## **Bellarmine University M.Ed. in Higher Education Leadership and Social Justice Program- Booth 416**

Bellarmine's M.Ed. in Higher Education Leadership and Social Justice is a 30-hour, online program that prepares students to lead and serve in entry and mid-level positions in higher education.

## **NASPA- Booth 417**

## **World Trust- Booth 420**

Come explore how you can learn, change and disrupt thru World Trust films, dialogue, curricula & workshops. [www.world-trust.org](http://www.world-trust.org) 510 969-9837.

## **YVS INC- Booth 422**

## **Portland State University- Booth 423**

The School of Social Work at Portland State University is committed to the enhancement of the individual and society. Further values and beliefs include a dedication to social change and to the attainment of social justice for all peoples, the eradication of poverty, the empowerment of oppressed peoples, the right of all individuals and groups to determine their own destinies, and the opportunity to live in harmony and cooperation. While the School maintains a special commitment to these values, it recognizes the need for joining with others in society who are working toward this same purpose. Please explore all that our school has to offer which includes two undergraduate programs (Bachelor's in Social Work and Children Youth & Family Studies); two graduate programs (Master's of Social Work & Ph.D. in Social Work & Social Research); Research Centers; partnerships and more!

## **B.L.A.C.K.- Booth 433**

B.L.A.C.K (Bases Loaded Authentic Clothing and Kaps) is based in Raleigh NC. We sell licensed apparel and memorabilia for Negro League Baseball, Buffalo Soldiers and Tuskegee Airmen to help to promote black history and raise money for and awareness of black historical museums across the country.

## **Creative Well- Booth 434**

## **SpeakOut- Booth 506/508/510/512**

SpeakOut - The Institute for Democratic Education and Culture is a non-profit educational organization dedicated to the advancement of racial and social justice, leadership development, and activism. For some 30 years, our speakers and artists have offered experiential learning opportunities through lectures, workshops, film screenings, performances, and curriculum development.

Visit our booth for all conference book signings and to purchase books and DVDs, as well as to meet members of the SpeakOut community who are participating in NCore - Amer F. Ahmed, Jacqueline Battalora, Michael Benitez Jr., Shakti Butler, Jean Caiani, Nolan Cabrera, Chris Crass, Khalid el-Hakim, Aisha Fukushima, Rahuldeep Gill, Felicia Gustin, Ericka Huggins, Adrienne Keene, John Little, Kenn Little, Victor Lewis, Peggy McIntosh, Amalia Mesa, Anthony Ocampo, David Pilgrim, Megan Red Shirt-Shaw, Laura Rendón, Yosimar Reyes, Aishah Shahidah Simmons, SHIFT (Natalie Bui, Kausar Mohammed, Veline Mojarro), Hugh Vasquez, Tim Wise, and Helen Zia. [www.SpeakOutNow.org](http://www.SpeakOutNow.org)

## **Road to Racial Justice- Booth 514**

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## Quiet Elegance- Booth 515

Stop by our booth and refresh your wardrobe with a new piece of jewelry art. We look forward to seeing our longtime customers and meeting new ones. Each year we feature new handcrafted jewelry designs and of course your classic favorites. At Quiet Elegance we provide jewelry that reflects your personality. Don't forget to ask about our daily drawing! See you Soon!

Quietelegancedesigns.com

Michelle Clemons  
Orlando, Florida  
407-256-5712

## PM Press- Booth 517

## Dialogues on Diversity- Booth 518

## Routledge, Taylor and Francis Group- Booth 521

Routledge is the world's leading academic publisher in the Humanities and Social Sciences. We publish thousands of books and journals each year, serving scholars, instructors, and professional communities worldwide.

## The Fulbright US Student Program- Booth 522

The Fulbright Program is the flagship international educational exchange program sponsored by the U.S. government and is designed to increase mutual understanding between the people of the United States and the

people of other countries. The Gilman Scholarship broadens the student population that studies and interns abroad by supporting undergraduates who might not otherwise participate due to financial constraints. These two programs afford students of diverse backgrounds the opportunity to participate in international exchanges, which have the ability to directly impact their personal and professional trajectories. Thus, with this knowledge in mind, this presentation will show that there are links between global educational opportunities and professional development, academic enhancement, civic engagement, and personal growth. By giving an overview of the Gilman Scholarship and U.S. Student Fulbright Program, including highlighting alumni of these programs and the impact of their experiences on their lives, this poster will equip attendees with a more nuanced understanding of the importance and power of global exchanges.

## BBM International Gifts- Booth 523

## AT&T- Booth 524

## Elegant Elephant- Booth 526/528

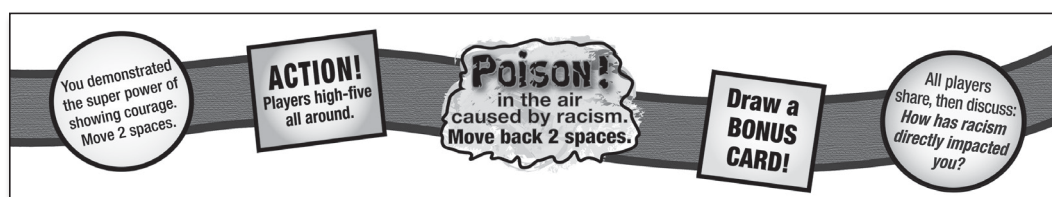
## The Change Project- Booth 533

The Change Project elevates the visibility of LGBTQ people and advocates for an improved quality of life through the arts, education, and community programs in the most under-resourced regions of the US. We support ourselves through an economic justice program, Shop Progress, which is on exhibit during NCORE. We have affordable, inclusive advocacy apparel for you!

# Road to Racial Justice

## A Free, Educational "Board" Game

Addresses racism and white privilege through critical thinking, social analysis, and team-based discussion



Curriculum Included (Worksheets, Glossary, PowerPoint)

For classrooms, staff trainings, community groups, family game nights

### Players will:

- Become more aware that racism exists in many everyday situations (interpersonal and institutional)
- Learn why the situations are racist (stereotyping, tokenism, cultural appropriation, etc.)
- Acquire tools to interrupt these kinds of situations in order to help create a more loving and just world

*"As an instructor of a diversity and social justice course, I have found your game to be very engaging and beneficial in helping students gain a deeper understanding of the many critical social issues that we face living in a global society."*

— Pamala V. Morris, Ph.D., Assistant Dean/Director, Multicultural Programs, Professor, Purdue University, Indiana

*"We really enjoyed playing the game, and even though the students were familiar with many of the concepts, I think the game helped them to develop a deeper understanding. Highly recommended."*

— Meg Petersen, Professor, Plymouth State University, New Hampshire

Free Download

[www.roadtoracialjustice.org](http://www.roadtoracialjustice.org)

Created by Kesa Kivel

# 2019 NCORE GROUPS

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NCORE appreciates the organizations that unite to organize a group.

NCORE draws campus participants from more disciplines than any other conference, including academics, housing, student affairs, student organizations, admissions, and administration. Additionally, some universities draw participants from multiple campus locations.

This campus-wide collaboration across departments is a vital step toward systemic change. To encourage and reward groups, NCORE offers a discount to groups of 10 or more participants from the same organization. The discounted registration rate is 10% off the CURRENT posted fee.

Bellevue College	New York University	Stanford University
Butler University	North Orange County Community College District	Syracuse University
Butte College	North Seattle College	Tacoma Community College
Cal Poly	Northeastern University	Texas A&M University
California Faculty Association	Oregon Health Authority	Texas State University
Career Ladders Project	Oregon State University	The Pennsylvania State University
Clackamas Community College	Pacific University	University of California Berkeley
Clark College	Pasadena City College	University of California, Davis
Coastline Community College	Peace Corps	University of California, Los Angeles
Colorado State University	Pierce College	University of Colorado Boulder
Dartmouth College	Portland Community College	University of Connecticut
De Anza College	Portland Community College Cascade Campus Apprenticeship and Trades	University of Kentucky
Diablo Valley College	Portland State University	University of Minnesota
East Tennessee State University	Reed College	University of North Carolina Asheville
Edmonds Community College	Sacramento State (CSUS)	University of Oklahoma
Foothill College	Salt Lake City Community College	University of Oregon
Gateway Technical College	San Diego Community College District	University of Pittsburgh
Green River College	San Diego Mesa College	University of Portland
Harper College	San Joaquin Delta College	University of Tennessee at Chattanooga
Harvey Mudd College	San José State University	University of Washington
Highline College	San Mateo County Community College District	University of Wisconsin-Green Bay
Iowa State University	Santa Barbara City College	University of Wisconsin-Madison
Lake Washington Institute of Technology	Sierra College	Western Oregon University
Lewis and Clark College	Skagit Valley College	Western Washington University
Los Medanos College	South Puget Sound Community College	Whitworth University
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