

NATIONAL CONFERENCE ON RACE & ETHNICITY IN HIGHER EDUCATION

# NCCORE 2022

PORTLAND, OREGON

MAY 31 - JUNE 4



## PROGRAM AND RESOURCE GUIDE

Sponsored by

The Southwest Center for Human Relations Studies  
College of Continuing Education OUTREACH

*The University of Oklahoma*

# PRE-CONFERENCE INSTITUTES

Time	Session #	Title	Room
Tuesday, May 31 9:00 a.m.–Noon, and continuing, 1:30–5:30 p.m.	1101	Today's Native Student Voice: Are We Hearing Their Needs?	Willamette 1 (HYATT, Level 2)
	1102	Intersectional Interventions: Supporting Queer and Trans Students of Color	A105 (OCC, Level 1)
	1103	Social Justice in Times of Racial Pandemic: Asian Americans Rising Up, Speaking Out and Staying Strong	Deschutes B (HYATT, Level 1)
	1104	Becoming Hispanic-Serving Institutions (HSIs): From Latinx-Enrolling to Latinx-Serving	A106 (OCC, Level 1)
	1105	Connecting Across Contested Racial Identities to Imagine Radical, Healing, and Liberatory Racial Futures	Columbia 2 (HYATT, Level 3)
	1106	Confronting White Supremacist Culture in the Workplace for Asian Americans	Portland Ballroom 252 (OCC, Level 2)
	1107	Unequivocally Pro-Black: Black Identity and Cultural Aesthetics as Navigational Tools at Predominantly and Historically White Institutions—An Interruption of Whiteness and Anti-Blackness, and its Impacts on Student Belonging, Success, and Achievement	Deschutes A (HYATT, Level 1)
	1108	Creating Ocean: Navigational Resources for The Journey of Pacific Islander Communities in Higher Education	B116 (OCC, Level 1)
	1109	Dismantling Racism and White Supremacy: Tools & Strategies to Lead White Accountability Groups on College and University Campuses	Regency Ballroom D (HYATT, Level 2)
	1110	Coming Undone: Addressing and transforming embodied whiteness in the service of racial justice work	B110–B112 (OCC, Level 1)
	1112	Dismantling the 'U.S. versus International' Dichotomy: Creating Synergy between International Ed and Diversity, Equity, and Inclusion	E141–E142 (OCC, Level 1)
	1113	Advanced Facilitation Skills for Successfully Facilitating Anti-Oppression and Liberation Workshops, Groups, and 1:1 Interactions with a Focus on Race and Racism	Columbia 1 (HYATT, Level 3)
	1114	Designing and Assessing Social Justice Education Workshops	B117–B119 (OCC, Level 1)
	1115	The Complexity of Student-Centered Work, Race & Inclusion in the American Academy	B113 (OCC, Level 1)
	1116	Unbound: Freeing the Self from the Conditioning of Racism   A Workshop for People of Color	Multnomah (HYATT, Level 1)
	1117	Women of Color and Women's Stealth Leadership; NOT sidelined by the Pandemic, Chapter 15	Deschutes C (HYATT, Level 1)
	1118	Student Activism: The Laws, The Movements, The Impacts	C124 (OCC, Level 1)
	1119	Aspire Women of Color Administrative Leadership Institute	B114–B115 (OCC, Level 1)
	1120	The Hip-Hop Institute	D139–D140 (OCC, Level 1)
	1121	Student Social Justice Institute	Portland Ballroom 251 (OCC, Level 2)
	1122	CDO Institute: Building Coalitions to Embed and Sustain DEI Work	C120–C121–C122 (OCC, Level 1)
	1123	Building a DEI Strategic Plan That Last: Proper Planning, Proper Execution and Promising Results	C123 (OCC, Level 1)
	1124	Post Pandemic- Chicanas/os/Latin/as/os/xs in the Higher Education Staying On the Path	A107–A108–A109 (OCC, Level 1)
	1125	Stopping the Cycle of Oppression: How Our Early Hurts Perpetuate Injustice	Columbia 3 (HYATT, Level 3)



# PRE-CONFERENCE INSTITUTES

Time	Session #	Title	Room
Wednesday, June 1 8:45–11:45 a.m.	1106	Confronting White Supremacist Culture in the Workplace for Asian Americans	Portland Ballroom 252 (OCC, Level 2)
	1109	Dismantling Racism and White Supremacy: Tools & Strategies to Lead White Accountability Groups on College and University Campuses	Regency Ballroom D (HYATT, Level 2)
	1113	Advanced Facilitation Skills for Successfully Facilitating Anti-Oppression and Liberation Workshops, Groups, and 1:1 Interactions with a Focus on Race and Racism	Columbia 1 (HYATT, Level 3)
	1114	Designing and Assessing Social Justice Education Workshops	B117–B119 (OCC, Level 1)
	1116	Unbound: Freeing the Self from the Conditioning of Racism   A Workshop for People of Color	Multnomah (HYATT, Level 1)
	1117	Women of Color and Women’s Stealth Leadership; NOT sidelined by the Pandemic, Chapter 15	Deschutes C (HYATT, Level 1)
	1125	Stopping the Cycle of Oppression: How Our Early Hurts Perpetuate Injustice	Columbia 3 (HYATT, Level 3)

# PRE-CONFERENCE INSTITUTES

Tuesday, May 31

9:00 a.m.–Noon, and continuing, 1:30–5:30 p.m.

**1101** Room: Willamette 1 (HYATT, Level 2) 9:00 a.m.–Noon, and continuing, 1:30–5:30 p.m.

All Levels

## Today's Native Student Voice: Are We Hearing Their Needs?

Most American Indian/Alaska Native students face distinct and impactful consequences once they enter a higher education institution. Whether they are reservation, rancheria, urban or inner-city Natives, their entry into the higher education culture is often an isolating experience. Although many of our students may experience discrimination, as a group, they are subject to an even more serious experience by being discounted. Their numbers are discounted in the data, their cultural and spiritual presence is discounted in the curriculum, and their sovereignty and identity as tribal citizens are discounted and deemed unimportant.

On the other hand, our students expect that they will contribute to their tribal communities, to the cultural and spiritual fibers of their tribes, and uphold their identities as tribal citizens.

How do our students negotiate the experience of being discounted? What impact does this have on our students' "retention" efforts? Are we aware of their needs? How are we as faculty and academic professionals responding?

**Michelle Villegas-Frazier**, (Pomo - Pinoleville), Interim Executive Director, Academic Retention Initiatives, UC Davis, Davis, CA

**Cori Bazemore-James**, PhD, (Seneca), Assistant Vice Provost, Graduate School Diversity Office, University of Minnesota, Minneapolis, MN

**Adrienne Colegrove-Raymond**, (Hoopa), Director, Indian Tribal and Educational Personnel Program (ITEPP)& ELITE Scholars, "The Native American Center for Academic Excellence, Humboldt State University, Arcata, CA

**John Little**, PhD, (Standing Rock Dakota), Director, Native Recruitment and Alumni Engagement, University of South Dakota, Vermillion, SD

**Browning Michael Neddeau**, MA., EdD, (Citizen Potawatomi Nation), Assistant Professor of Elementary Education (School of Education), Assistant Professor of American Indian Studies (Department of Multicultural & Gender Studies), California State University, Chico, Chico, CA

**1102** Room: A105 (OCC, Level 1) 9:00 a.m.–Noon, and continuing, 1:30–5:30 p.m.

Intermediate

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

Many higher education institutions and beyond are being met with queer students of color in an ever-changing world. 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 who work in a variety of roles and strive to intervene with an intersectional perspective rooted in liberation. During this all-day pre-conference participants will walk away with a litany of qualitative and quantitative tools to engage or establish their own frameworks including but not limited to; the over-policing of LGB students in juvenile centers, the foremothers and the future of intersectionality, a thorough 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

**Nathan Nguyen**, MEd, Director, LBGT Student Services, Western Michigan University, Kalamazoo, MI

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

**Vanessa Gonzalez-Siegel**, MA, Assistant Director of Diversity and Campus Engagement, Sarah Lawrence College, New York, NY

**Romeo Jackson**, MEd, Political Education Coordinator, BYP 100, Las Vegas, NV

# PRE-CONFERENCE INSTITUTES

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**1103**

Room: Deschutes B (HYATT, Level 1)

9:00 a.m.–Noon, and continuing, 1:30–5:30 p.m.

All Levels

## Social Justice in Times of Racial Pandemic: Asian Americans Rising Up, Speaking Out and Staying Strong

The global pandemic in the current context has re-exposed xenophobia, impacting the mental and social wellness of those seen as Asian and Asian American. For all of us on university campuses, race, culture, class, and social diversity are inextricable aspects of our work. So are the traumas of racism, social “othering,” and systemic oppression. A frame of social justice is critical, essential for our contributions presently, for the future, and for referencing the past. This time period underlines how the health and wellness of one are integrally tied to that of others. The pandemic virus further exposed the virus of racism, and xenophobia, all the more against Asians and Asian Americans. These relational forms of inequities against those seen as Chinese and Asian are not new but historical. This has been a significant topic on university and college campuses. During this presentation, there will be a revisiting of historical and current inequities and their impact on multicultural communities, including Asian Americans. Attendees will experience this through a guided virtual experience. Of additional importance, social movements and relational practices, including those by psychologists, campus and program staff, and advocates, to confront and heal from the “virus” of xenophobia will be presented. Finally, our taking care of our own personal wellness as university staff, professors, students, community members, and those of us whose primary work as “soul healers” will be presented.

\*This presentation will be made in honor of Dr. Jean Lau Chin, EdD. With Dr. Chin as the primary editor with Evie Garcia and Art Blume, Dr. Mock wrote a chapter titled “Asian Americans: Rising Up and Speaking Out for Greater Equity.” Praeger will publish this in a three-volume series, “The Psychology of Inequities,” in 2022 by Praeger Press.

**Matthew Mock**, PhD, Professor of Psychology, John F. Kennedy School of Psychology, National University, Pleasant Hill, CA

**Helen Hsu**, PhD, Outreach Services Director, Counseling & Psychological Services, Stanford University, Stanford, CA

**Kayoko Yokoyama**, PhD, Adjunct Faculty, Wright Institute, Berkeley, CA

**Wonyoung Cho**, PhD, Assistant Professor, Lewis and Clark Graduate School of Education and Counseling, Portland, OR

**1104**

Room: A106 (OCC, Level 1)

9:00 a.m.–Noon, and continuing, 1:30–5:30 p.m.

All Levels

## Becoming Hispanic-Serving Institutions (HSIs): From Latinx-Enrolling to Latinx-Serving

Hispanic-Serving Institutions (HSIs), which include public and private, two-year and four-year colleges and universities that enroll at least 25% Latinx students and 50% low-income students, are the fastest-growing Minority Serving Institutions (MSIs) in the United States. Over 550 HSIs in the country, yet they lack a historical mission to serve Latinx and low-income students. This has led campus administrators, staff, and faculty to wonder how to move from Latinx-enrolling to Latinx-serving. This session will provide participants with the most recent scholarship around servingness and the most comprehensive tools for effectively serving students within HSIs, with the goal of moving from Latinx-enrolling to Latinx-serving.

Guided by the Multidimensional Conceptual Framework for Understanding Servingness in HSIs, facilitators will first describe servingness, which is conceptualized as the ability of colleges and universities that are HSI-eligible to enroll and educate Latinx (and other minoritized) students through a culturally enhancing approach that centers Latinx (and other minoritized) ways of knowing and being, with the goal of providing transformative experiences that lead to both academic (e.g., graduation, post-baccalaureate degree enrollment, job placement) and non-academic (e.g., community engagement, critical consciousness, racial identity development) outcomes. Then they will move into describing what servingness looks like in practice, providing examples from practice.

The program will include some guided lectures, panel discussions, and breakout sessions intended to increase participants’ knowledge and skills for transforming their institutions into spaces of justice and liberation for all minoritized students. Topics include basic conceptualization of servingness, examples of transforming the structures for serving, ways to utilize HSI funds to disrupt whiteness and center students of color, and examples of how HSIs can respond to and interact with external influences, including the federal government and advocacy organizations such as the Alliance for HSI Educators (AHSIE). This session should particularly benefit both novices to HSIs and servingness and those who have already begun to think about servingness at HSIs. This includes student support practitioners, advising and counseling professionals, classified staff, faculty, and administrators. The session will increase participants’ empirical and theoretical knowledge around servingness and provide practical knowledge based on scholarship and examples of effectively transforming colleges and universities from Latinx-enrolling to Latinx-serving. The facilitators are leading scholars and practitioners with extensive knowledge around HSIs and servingness who will engage participants in critical conversations and provide tools that can be used in practice upon returning to campus.

**Gina Garcia**, PhD, Associate Professor, Educational Foundations, Organizations, and Policy, University of Pittsburgh, Pittsburgh, PA

**Marla Franco**, PhD, Assistant Vice Provost, HSI Initiatives, University of Arizona, Tucson, AZ

**Lisa Petrov**, PhD, Title V Project Director #P031S170015, “Strengthening Advising, Teacher Education, and Our H.S.I. Identity”, Dominican University, River Forest, IL

# PRE-CONFERENCE INSTITUTES

**1105** Room: Columbia 2 (HYATT, Level 3) 9:00 a.m.–Noon, and continuing, 1:30–5:30 p.m.

All Levels

## Connecting Across Contested Racial Identities to Imagine Radical, Healing, and Liberatory Racial Futures

This session should particularly benefit People of Color who have experience with racial liminality, transgressing racial borders and boundaries, and contesting hegemonic, monoracial conceptions of race. This will likely include Transracial Adoptees of Color, Mixed, Multiracial, and Multiethnic People of Color, as well as White-presenting People of Color (e.g., Latinx, Middle Eastern) who have given critical thought to their racial positionality and racial identity formation. Guided by an ethic of interconnectivity (Keating, 2013), this pre-conference institute will be facilitated by three womxn of color; each of who embodies a contested racial identity (as a transracial adoptee, a generation 1.5 immigrant woman of color, and a multiracial, queer, disabled woman of color respectively) and who collectively seek to facilitate connection for and with others who also experience race transgressively. Centering complex commonalities, participants in this session will be invited to consider their radical interrelatedness, connect through difference, and listen with raw openness. The morning session will provide time and space for participants to reflect upon and make meaning of their experiences of racial liminality and/or racial contestation, examining critical incidents in which they and their lived experiences could not be confined by or defined within hegemonic, monoracial conceptions of race. Through individual reflection and community story-sharing, the morning session will pursue questions such as, How do participants experience racial liminality and/or racial contestation? When and where have critical moments of marginality (in which participants transgress racial borders and boundaries) occurred? Who is involved, and what power dynamics are at play? The afternoon session will allow participants to engage in radical imagining -- exploring collectively healing and liberatory racial futures informed by their liminal and contested racial positionalities. Using art as a creative medium, the afternoon session will pursue questions such as, What healing and liberatory possibilities emerge when people with liminal and contested racial identities spend time in community together? What brilliance might emerge from borderland racial positionalities, giving rise to radical racial futures that are not dependent upon (or even defined within) hegemonic, a monoracial conception of race? Participants need to note that this session will purposefully decenter whiteness in its multiple manifestations—including, but not limited to desiring proximity to whiteness, the normative nature of whiteness, and catering to white womxn's tears—in both curricular content and facilitated process.

**Aeriel Ashlee**, MEd, PhD, Assistant Professor & Graduate Director, Community Psychology, Counseling, and Family Therapy, St. Cloud State University, St. Cloud, MN

**Orkideh Mohajeri**, M.A., MEd, PhD, Assistant Professor of Higher Education Policy & Student Affairs, Department of Educational Foundations & Policy Studies, West Chester University of Pennsylvania, West Chester, PA

**Heather C. Lou**, MEd, director of training, Voices for Racial Justice, Minneapolis, MN

**1106** Room: Portland Ballroom 252 (OCC, Level 2) 9:00 a.m.–Noon, and continuing, 1:30–5:30 p.m.

All Levels

## Confronting White Supremacist Culture in the Workplace for Asian Americans

Whether we realize it or not, the actual work experiences of Asian Americans are heavily shaped and mediated by the dominant white culture. Understanding how we have been socialized in a white supremacist culture in the US reveals the ways internalized racism manifests and prevents us from authentically showing up at work. For AAs, what is the cost to ourselves and our humanity of internalized whiteness and symbolic violence at work? How do we grant ourselves the freedom to shape our identities and experiences as professionals while existing in the complex power dynamics created for us in US racial hierarchies? How do we reconnect with what white supremacist culture has disconnected from us? Participants will assess the role of the dominant white culture in their professional contexts, use somatic and embodiment exercises to explore how to reconnect with the parts of ourselves we've been taught to throw away, hide, or ignore, and develop personal strategies to decenter and disrupt internalized racism.

This session should particularly benefit Asian Americans who are interested in developing a greater understanding of how dominant white culture has shaped their definition of work, professional experiences, and career aspirations.

**Pamela Chao**, MA, Professor & Chair, Sociology and Social Justice Studies, Co-Director, Center for Teaching and Learning, American River College, Sacramento, CA

**Dawn Lee**, PhD, Faculty Director, Professional & Organizational Development, De Anza College, Cupertino, CA

**Emily Roh**, MEd, ACC, Founder, My Invisible Knapsack, Alhambra, CA

# PRE-CONFERENCE INSTITUTES

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**1107**

Room: Deschutes A (HYATT, Level 1)

9:00 a.m.–Noon, and continuing, 1:30–5:30 p.m.

All Levels

## **Unequivocally Pro-Black: Black Identity and Cultural Aesthetics as Navigational Tools at Predominantly and Historically White Institutions—An Interruption of Whiteness and Anti-Blackness, and its Impacts on Student Belonging, Success, and Achievement**

Unequivocally Pro-Black: Black identity and cultural aesthetics as navigational tools at predominantly and historically White institutions, will examine and dissect how anti-Blackness, and White supremacy culture impact student engagement, belonging, academic development, and persistence at predominantly White and other institutions. This institute examines and gauges the historical context that which Blackness is situated in, experienced, and navigated, and the impact on internal and external perceptions of Black intellect, genius, and prospective academic achievement. Participants will be guided through a historical snapshot of the creation of Black identity, the misconceptions, and appropriations. We will consider Black cultural identity and aesthetics through various lenses, but especially within the framework of the current academic and social reality of Whiteness and the Black caste system on college campuses as evidenced through campus practices and policies, classroom and social climate, racial incidents, and the continued calls to action centered on the demands by Black students for recognition and resources. Finally, this institute will offer a Pro-Black, African-centered cultural praxis of student engagement that can positively impact Black student belonging fostering academic development, retention, engagement, and success for first-year students at 4-year PWI colleges and universities.

**Nzingha Dugas**, MA, Doctoral Student in Education, Executive Director, Umoja Community Education Foundation—California Statewide, Sacramento, CA

**1108**

Room: B116 (OCC, Level 1)

9:00 a.m.–Noon, and continuing, 1:30–5:30 p.m.

All Levels

## **Creating Ocean: Navigational Resources for The Journey of Pacific Islander Communities in Higher Education**

“Creating Ocean” will cover an introduction of services, programs, and narratives of our Pacific Islander Community in Higher Education. Oceania is the largest place 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 seeking to enhance their knowledge of Oceania, the narratives of her people, land, ocean, & best practices that empower Pacific Islander communities to excel in higher education. We will 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. We will also explore the interconnections of Pacific Islander cultural-based organizations and the expansion, wellbeing, and family approaches to Pacific Islander community success. Lastly, we look to invite the shared knowledge of our collective community and support to talanoa (bind stories) to become our own shared resources. We will Explore, share, learn and reimagine what you know about the people of the Pacific Ocean.”

**Makurusa Porotesano**, Med, Coordinator, Sylvania Multicultural Center, Portland Community College-Sylvania Campus, Portland, OR

**David Palaita**, PhD, Associate Professor, Interdisciplinary Studies Department, City College of San Francisco, San Francisco, CA

**Bree Kalima**, MA, Coordinator, Pacific Islander, Asian & Asian American Center, Portland State University, Portland, OR

# PRE-CONFERENCE INSTITUTES

**1109** Room: Regency Ballroom D (HYATT, Level 2) 9:00 a.m.–Noon, and continuing, 1:30–5:30 p.m.

Intermediate

## **Dismantling Racism and White Supremacy: Tools & Strategies to Lead White Accountability Groups on College and University Campuses**

In these times of racial reckoning and renewed demands for true racial justice and the dismantling of both systemic racism and the legacy of white supremacy throughout every aspect of all colleges or universities, it is critical that we increase the internal capacity of white leaders and change agents to effectively partner with their BIPOC colleagues to manifest real, sustainable change. It is no longer acceptable to collude with systemic racism by off-loading anti-racism work onto only Senior Diversity Officers and Directors of Multicultural Centers and every BIPOC colleague, regardless of their other assigned roles and responsibilities.

As leaders react to the inevitable future racist incidents on campus and around the country, they must move beyond posting another statement about the need for respect, belonging, healing, and unity. They must move beyond holding yet another town hall or forming one more exploratory task force. White leaders and managers must work with their Colleagues of Color to mobilize everyone in the organization to create structural change that accelerates meaningful, sustainable transformation and racial justice.

Unfortunately, most white leaders and managers, in my experience, do not have the necessary level of commitment, competence, and courage to step up to these challenges. All too often, we react out of white privilege, whiteness, and internalized dominance and create more harm. How can we motivate and skill-up white leaders and potential change agents to move out of complicity, fear, and inaction to develop and demonstrate the core capacities to lead organizational change efforts to dismantle racism in all its forms and co-create true racial justice and anti-racism throughout the college or university?

In this engaging, practical session, participants will explore and practice proven strategies and approaches to design and lead White Accountability Groups for leaders and managers and open access sessions for campus community members. This session should particularly benefit leaders and change agents throughout the organization who are deeply committed to dismantling racism, demonstrate at least a moderate capacity to create racial equity and inclusion on campus, and who are ready to level up to lead White Accountability Groups on campus.

**Kathy Obear**, EdD, President, Center for Transformation and Change, Denver, CO

**1110** Room: B110–B112 (OCC, Level 1) 9:00 a.m.–Noon, and continuing, 1:30–5:30 p.m.

All Levels

## **Coming Undone: Addressing and transforming embodied whiteness in the service of racial justice work**

Over three decades of doing racial equity work, I have encountered many white people who have substantial knowledge about racial issues and a long history of racial justice work but still find themselves stuck in not easily identifiable ways. This session is designed to help white racial justice advocates get at those stuck places by going beyond conceptual learning and exploring how whiteness sits in their bodies and shapes their reactions in ways that can run counter to their stated commitments to racial justice. The first half of the day begins with some introductory framing, explores what whiteness is and its relationship to the overall system of racial oppression, and then examines what that whiteness looks like in the bodies of white people (somatic manifestations). The second half of the session investigates how white people can transform that deeply embodied dynamic of whiteness to be more present, authentic, reliable, and effective co-conspirators for racial justice. The level of participant engagement in this workshop is high, and it is best suited for those who already have a solid conceptual foundation in race, racism, and whiteness content and who have experience working for racial equity on their campus and in their lives.

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



# PRE-CONFERENCE INSTITUTES

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**1112**

Room: E141–E142 (OCC, Level 1)

9:00 a.m.–Noon, and continuing, 1:30–5:30 p.m.

Intermediate

## **Dismantling the ‘U.S. versus International’ Dichotomy: Creating Synergy between International Ed and Diversity, Equity, and Inclusion**

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 the unparalleled potential for intercultural alliances. Magnified economic inequality and political polarization have increased ethnic nationalism, xenophobia, racism, and other forms of fear and expulsion.

In the wake of a COVID-19 and rising anti-racist consciousness, American Higher Education will confront unprecedented realities that will force institutions to adapt. The pandemic has not only exposed social inequities in the US but also the interdependence of local and global factors that impact existing inequality in our world. In the process, Higher Ed leaders will need to confront an internal infrastructure that bifurcates the work of Diversity, Equity, and Inclusion (DEI) from International/Global Education. This divide has created a disconnect between explicit commitments to addressing inequity in the US and International work that typically lacks such focus.

There are structural barriers to holistically addressing the challenges and opportunities of engaging our rapidly globalized world in US higher education. Global educational efforts often employ Intercultural approaches, while Diversity and Social Justice approaches tend to focus on historical and systemic issues of equity and access in US 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 the curriculum. This focus has often been at odds with traditional discourses and historical issues related to US 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 impacting our ability to engage constituencies holistically. For example, engaging issues related to immigration and, more specifically, undocumented people in only one of these approaches prevent 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 to navigate intercultural realities in our world today effectively.

This institute offers a critical approach to intercultural communication, education, and development. Participants will explore opportunities to synergize Intercultural and Global Educational in Higher Education with DEI 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 systemic inequity. This session should particularly benefit administrators who seek conceptual frameworks that synergize US DEI and Global educational efforts in higher education. Through exploring these concepts, participants will bring theory to practice by applying theory to practical administrative applications within their respective institutions.

**Amer Ahmed**, EdD, Founder and CEO - AFA Diversity Consulting, Vice Provost - Diversity, Equity, and Inclusion, University of Vermont, Burlington, VT

**1113**

Room: Columbia 1 (HYATT, Level 3)

9:00 a.m.–Noon, and continuing, 1:30–5:30 p.m.

Intermediate

## **Advanced Facilitation Skills for Successfully Facilitating Anti-Oppression and Liberation Workshops, Groups, and 1:1 Interactions with a Focus on Race and Racism**

In this skill-building workshop, we will grow our ability and comfort in clearly defining, explaining, and discussing the construction of oppression with individuals at varying levels of experience. This session should particularly benefit folks engaged in facilitating (formally or informally) social justice interactions and difficult conversations related to racism and oppression. Participants will witness and learn how to establish and hold brave and safe(r) space for interaction and dialogue, enabling groups to lean into discomfort. Attendees will also study and practice facilitation tools and methodologies needed to lead meaningful, effective, 1:1, large, and small intergroup conversations related to racism and oppression. We will explore challenges unique to facilitators with oppressed identities engaging in these difficult conversations, including the need for self-care. Finally, participants will work with one another to practice engaging in a variety of challenging interactions that may arise in a facilitation space.

**Natalie Thoreson**, MEd, Founder and Lead Facilitator, inVision Consulting, Los Angeles, CA

**PRE-CONFERENCE INSTITUTES****1114** Room: B117–B119 (OCC, Level 1) 9:00 a.m.–Noon, and continuing, 1:30–5:30 p.m.

All Levels

**Designing and Assessing Social Justice Education Workshops**

Designing social justice education experiences should be an intentional process grounded in scholarship that uses theory to inform practice; 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 learning assessment (Tharp & Moreano, 2020). The first day of the institute will focus primarily on Tharp's (2015) four-part framework to systematically design social justice education workshops based on contextual influences, theories and frameworks, learning outcomes that facilitate cultural competence, and pedagogical considerations that align with social justice education principles. The second day will focus on assessing these learning experiences. This pre-conference institute will prepare attendees to understand best practices for designing educational experiences while simultaneously applying their knowledge and skills to create or revise a workshop or structured conversation on their campus. Specifically, attendees will learn a) factors that influence the design of an experience, b) relevant theories and frameworks useful to guide student development towards cultural consciousness, c) best practices for narrowing learning goals and writing student learning outcomes, d) principles of social justice education design, categories of activities types of educational activities, and skills to their activities to their intended learning outcomes, and e) strategies to assess cocurricular student learning. This institute is very hands-on and will utilize mini-lecture, small group activities, and large group "show-and-tell" as we practice designing educational curricula that you can use when you return to campus. Attendees are encouraged to bring a laptop and / or educational materials that they wish to work on during the institute. This institute 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 and assess curriculum for social justice education outcomes.

**D.Scott Tharp**, PhD, MSW, Affiliated Faculty, MSW Program & Assessment & Effectiveness Specialist, Division of Student Affairs, DePaul University, Chicago, IL

**1115** Room: B113 (OCC, Level 1) 9:00 a.m.–Noon, and continuing, 1:30–5:30 p.m.

All Levels

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

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.

**Paul Buckley**, PhD, Assistant Vice President, Director of the Butler Center, Colorado College, Colorado Springs, CO

**Christopher Weiss**, MEd, MA, Senior Academic Counselor, Student Support Services (\*TRiO\*), Office of Supportive Services, Syracuse University, Syracuse, NY

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

**Genyne Royal**, PhD, Assistant Dean for Student Success Initiatives, Director of Neighborhood Student Success Collaborative (NSSC), Michigan State University, East Lansing, MI

# PRE-CONFERENCE INSTITUTES

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**1116** Room: Multnomah (HYATT, Level 1) 9:00 a.m.–Noon, and continuing, 1:30–5:30 p.m.

All Levels

## **Unbound: Freeing the Self from the Conditioning of Racism | A Workshop for People of Color**

This workshop is designed and will be facilitated for people who identify as People of Color/BIPOC/Multiracial and Biracial people. 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 systems of white supremacy and oppression. It is important to study, understand, and seek out ways that groups of Color can gain a liberatory perspective in the midst of a racist society, just as it is important for White people to work to gain a liberatory perspective over internalized dominance. This interactive institute workshop will be a space where People of Color/BIPOC can explore and cultivate in a space that will be held specifically for and by People of Color/BIPOC/Multiracial and Biracial. It is a space for community, connection, reflection, and liberation. We will hold each other in community and in affinity, though it is more than an affinity space. It is an opportunity to do deep work understanding what internalized racism is, where it lives in you, and what's possible beyond it. It will investigate the complexity of the phenomena of internalized racism and offer participants the opportunity to explore manifestations of internalized racism and the 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 amid 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 Williams**, EdD, Founder and Lead Coach/Consultant, Authentic Coaching and Consulting, Brooklyn, NY

**1117** Room: Deschutes C (HYATT, Level 1) 9:00 a.m.–Noon, and continuing, 1:30–5:30 p.m.

Intermediate

## **Women of Color and Women's Stealth Leadership; NOT sidelined by the Pandemic, Chapter 15**

As campuses introduce new processes, procedures and projections following a year of COVID hiatus, lines of leadership and power have been reconstituted. How deeply have you explored and considered new nuances of systemic dominance? Higher education colleagues have shared that new hiring has been accomplished either with constructive staff input, and regard for experience and talent, or unidimensionally without consideration for knowledge and abilities, hiring instead to satisfy/enhance the optics of an institution. Diversity, Equity and Inclusion (DEI) work has also been impacted, changed, or destroyed because of unclear lines of communication, and issues of power and control. How are the initial face-to-face interactions indicators for navigating unknown terrain?

What does your new administrator/supervisor know about the work you do, the knowledge you bring and the programs you have developed or implemented over the last year(s)? Does your supervisor and do you understand the currency of institutionalized racism and the intersectionality axis re: privilege, dominance and oppression?

Have you been able to discern ("read the world" - Friere) how your institution's leadership develops relationships systemically, intersectionally and relationally? Where is reality in this environment? Is it best described as more aspirational than performative? Women of color and women in the academy are often expected to "mask (s)" their identity to step through the hallowed gates (i.e. check parts of themselves at the door)? How do women function without losing themselves in the process? These masks have become a criteria for entry both physically and metaphorically, interfering with verbal and non-verbal behaviors, and impacting the ability to effectively work cross-culturally. Do they belong? Are institutions prepared for their authentic selves?

During Day 1 of this highly interactive institute, you will be asked to conduct and interpret an environmental scan of your reality, as you attempt to fulfill the duties/ responsibilities identified in your position description. Assessing leadership roles and styles allows us to leverage change AND create strategies for addressing the current contradictions, challenges and consciousness raising. On Day 2 we will explore shifting the trajectory so as not to have the pandemic and other influencers derail our social justice efforts. The goal is to illuminate new skills that can be added to your Stealth Leadership Toolkit, and that can be useful in the short and long term.

This session should benefit women of color and women faculty, mid to senior-level administrators and individuals with administrative supervisory roles.

**Catherine Wong**, MEd, Executive Director, Catherine Wong Consults; Education, Training and Research, Quincy, MA

**Patricia (Pat) Lowrie**, MS, Director Emeritus and Executive Consultant, Michigan State University, Miami Beach, FL

**Jacquelyn (Jackie) Reza**, EdD., MFT, Professor & Director of Professional Development, Emeritus, Women's Studies, Ethnic Studies & Multicultural Education, Department of Professional Development, De Anza College & USF, Newark, CA

# PRE-CONFERENCE INSTITUTES

**1118**

Room: C124 (OCC, Level 1)

9:00 a.m.–Noon, and continuing, 1:30–5:30 p.m.

All Levels

## Student Activism: The Laws, The Movements, The Impacts

This session should particularly benefit students who are engaged with and participate in social movements on their campuses, in their communities, and across the country. Furthermore, this session will benefit those administrators who are looking at how to support student activists while serving as an instrument of the institution. Student activism has grown over the last decade and campuses and administrators have struggled to address the shifting needs of students, dialogue with student leaders, and engage in practices of shared governance. Conversely, student leaders have struggled knowing what they can and cannot do as acts of civil disobedience, understanding the bureaucracies of the higher education, and know how, when and where to leverage the student voice in creating change on campus. This session will explore legal frameworks that shape demonstrations on campuses, specifically diving into the first amendment. Additionally, we will explore social movements led by students across various campuses and the impact that has had on higher education across the country. Students and staff member should leave this session with a toolkit of how to approach and navigate student demonstrations on campus.

**Quantá Taylor**, Executive Director of Student Involvement, Office of the Vice President for Student Affairs, University of Louisville, Louisville, KY

**1119**

Room: B114–B115 (OCC, Level 1)

9:00 a.m.–Noon, and continuing, 1:30–5:30 p.m.

Intermediate

## Aspire Women of Color Administrative Leadership Institute

This session should particularly benefit graduate students, entry-level professionals, and mid-level professionals interested in pursuing advanced leadership roles in student affairs. The Women of Color Administrative Leadership Institute is designed to provide entry level and mid level professionals with essential skills, strategies, and practices that will help them advance in their careers of leadership. 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. The aim of the institute is to increase the number of women of color in senior level administrative positions within higher education. 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.

**Toby Jenkins**, PhD, Interim Associate Dean of Diversity, Equity & Inclusion Graduate School, University of South Carolina, Columbia, SC

**Michelle Bryan**, PhD, Associate Vice President, Office of Diversity Equity & Inclusion, University of South Carolina

**Karen Kassebaum**, PhD, Director, Diversity Education & Inclusive Excellence, Office of Diversity, Equity & Inclusion, University of South Carolina

**Crystal Leigh Endsley**, PhD, Associate Professor, Africana Studies, John Jay College of Criminal Justice, New York, NY

**Lindsay Romasanta**, EdD, Assistant Vice President of Global Diversity and Inclusion, Portland State University, Portland, OR

**Vicky Lopez Sanchez**, Dean of K-12 & Community Partnerships, Trio Programs, Portland Community College, Portland, OR

**1120**

Room: D139–D140 (OCC, Level 1)

9:00 a.m.–Noon, and continuing, 1:30–5:30 p.m.

## The Hip-Hop Institute

Please find the institute description for the Hip-Hop Institute on the conference app or program addendum.

**DJ Kuttin Kandi**, DJ, Performing Artist, Poet, Writer, Community Organizer, Southwestern College, Chula Vista, CA



# PRE-CONFERENCE INSTITUTES

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**1121** Room: Portland Ballroom 251 (OCC, Level 2) 9:00 a.m.–Noon, and continuing, 1:30–5:30 p.m.

All Levels

## Student Social Justice Institute

This session should particularly benefit students who are looking to explore how we can create more inclusive and liberatory spaces on campus and/or in their communities regardless of the current experience they have. 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, 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 opportunities to learn about the issues, we don't always have the opportunity to focus on how to apply our learnings. How do we build community? How do we hold ourselves and others 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.

**Carmen Rivera**, PhD, Assistant Vice President for Student Affairs, Assistant Professor, School of Education, Colorado State University, Fort Collins, CO

**Craig Elliott**, PhD, Vice Chancellor for Student Affairs, Montana Technological University, Butte, MT

**Rev. Sam Offer**, MA, VP, Washington Consulting Group, Baltimore, MD

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**1122** Room: C120–C121–C122 (OCC, Level 1) 9:00 a.m.–Noon, and continuing, 1:30–5:30 p.m.

All Levels

## CDO Institute: Building Coalitions to Embed and Sustain DEI Work

This session will particularly benefit Chief Diversity Officers and those leading DEI efforts within their respective roles. Chief Diversity Officers are often marginalized in DEI initiatives as they work to transform and create a path for organizational change. Advancing and sustaining DEI requires strategy, collaboration, and support. This pre-conference workshop focuses on moving from the margins to the middle of one's institution to embed and sustain the work of DEI with an unwavering commitment to mission, coalition building, sense of self, and well-being. Presenters will ground the session in literature and relevant frameworks, share personal and institutional examples, and offer strategies for practical application. This session will be interactive; participants will be invited to engage with other participants in pairs, small and large groups, as well as to individually reflect on their role, commitment, and well-being.

**Amoaba Gooden**, PhD, Vice President, Diversity, Equity and Inclusion, and Professor of Africana Studies, Kent State University, Kent, OH

**Christa Porter**, PhD, Assistant Professor, Higher Education Administration, School of Education, Health and Human Services, Kent State University, Kent, OH

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**1123** Room: C123 (OCC, Level 1) 9:00 a.m.–Noon, and continuing, 1:30–5:30 p.m.

Intermediate

## Building a DEI Strategic Plan That Last: Proper Planning, Proper Execution and Promising Results

This session should particularly benefit beginning to mid-career level Chief Diversity Officers. Specifically, Chief Diversity Officers and executive leadership are oftentimes tasked with shepherding the strategic planning process. Questions abound for how to address diversity, equity, and inclusion efforts in a standalone or integrated strategic plan. Additionally, institutional leaders struggle to develop common language and metrics (where appropriate) to articulate the direction of DEI efforts.

This preconference institute is designed to help CDOs and executive leaders navigate the process of DEI strategic planning. Specifically, participants will develop skills in diversity strategic planning through the lens of organizational development. This preconference institute will be broken into a morning and afternoon sessions.

**William Lewis, Sr.**, MSW, President, WillHouse Global, Winston Salem, NC

**Jorge Zeballos**, Independent Consultant/Senior Consultant, WillHouse Global, High Point, NC

# PRE-CONFERENCE INSTITUTES

**1124** Room: A107–A108–A109 (OCC, Level 1) 9:00 a.m.–Noon, and continuing, 1:30–5:30 p.m.

All Levels

## Post Pandemic- Chicanas/os/Latin/as/os/xs in the Higher Education Staying On the Path

The session should particularly benefit individuals who are seeking information on best practices in higher education, 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 and well-being for Chicana/o and Latinx professionals will be addressed.

**Diana Cervantes**, MA, Doctoral Student, Educational Leadership and Policy, The University of Texas at Austin, Austin, TX

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

**Marlynn Lopez**, MA, Associate Director, Office of Hispanic/Latina/o/x Initiatives | International Student Engagement, Center for Inclusion, Diversity Education, and Advocacy (IDEAs), Florida Atlantic University, Boca Raton, FL

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

**1125** Room: Columbia 3 (HYATT, Level 3) 9:00 a.m.–Noon, and continuing, 1:30–5:30 p.m.

All Levels

## Stopping the Cycle of Oppression: How Our Early Hurts Perpetuate Injustice

No person is born agreeing to oppress others or be oppressed. Young people have an innate sense of justice. We entered the world clear about our significance and ability to make things go well. It takes the systematic mistreatment of young people for us to doubt our goodness, thinking, or power to ensure justice for all. To interrupt the cycle of oppression, we will need to recognize how we were hurt and commit to healing from internalized messages of discouragement, helplessness, or powerlessness. Giving up, waiting, or resentfully going it alone is no longer our only option. When we reconnect to our inherent human capacity to heal, we can and will stop the cycle of oppression.

**Nanci Luna Jiménez**, CPF, Founder and President, Luna Jiménez Institute for Social Transformation, Portland, OR

**Bert Debusschere**, PhD, Associate, Luna Jiménez Institute for Social Transformation, Portland, OR

**Kathleen Rice**, PhD, CTF, Associate, Luna Jiménez Institute for Social Transformation, Portland, OR

**Melissa Miller**, MA, MFA, Director of Operations, Luna Jiménez Institute for Social Transformation, Portland, OR

# PRE-CONFERENCE INSTITUTES

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## Wednesday, June 1

8:45–11:45 a.m.

**1106** Room: Portland Ballroom 252 (OCC, Level 2)

8:45–11:45 a.m.

All Levels

### **Confronting White Supremacist Culture in the Workplace for Asian Americans**

Whether we realize it or not, the actual work experiences of Asian Americans are heavily shaped and mediated by the dominant white culture. Understanding how we have been socialized in a white supremacist culture in the US reveals the ways internalized racism manifests and prevents us from authentically showing up at work. For AAs, what is the cost to ourselves and our humanity of internalized whiteness and symbolic violence at work? How do we grant ourselves the freedom to shape our identities and experiences as professionals while existing in the complex power dynamics created for us in US racial hierarchies? How do we reconnect with what white supremacist culture has disconnected from us? Participants will assess the role of the dominant white culture in their professional contexts, use somatic and embodiment exercises to explore how to reconnect with the parts of ourselves we've been taught to throw away, hide, or ignore, and develop personal strategies to decenter and disrupt internalized racism.

This session should particularly benefit Asian Americans who are interested in developing a greater understanding of how dominant white culture has shaped their definition of work, professional

experiences, and career aspirations.

**Pamela Chao**, MA, Professor & Chair, Sociology and Social Justice Studies, Co-Director, Center for Teaching and Learning, American River College, Sacramento, CA

**Dawn Lee**, PhD, Faculty Director, Professional & Organizational Development, De Anza College, Cupertino, CA

**Emily Roh**, MEd, ACC, Founder, My Invisible Knapsack, Alhambra, CA

**1109** Room: Regency Ballroom D (HYATT, Level 2)

8:45–11:45 a.m.

Intermediate

### **Dismantling Racism and White Supremacy: Tools & Strategies to Lead White Accountability Groups on College and University Campuses**

In these times of racial reckoning and renewed demands for genuine racial justice and the dismantling of both systemic racism and the legacy of white supremacy throughout every aspect of all colleges or universities, we must increase the internal capacity of white leaders and change agents to effectively partner with their BIPOC colleagues to manifest real, sustainable change. It is no longer acceptable to collude with systemic racism by off-loading anti-racism work onto only Senior Diversity Officers and Directors of Multicultural Centers and every BIPOC colleague, regardless of their other assigned roles and responsibilities.

As leaders react to the inevitable future racist incidents on campus and around the country, they must move beyond posting another statement about the need for respect, belonging, healing, and unity. They must move beyond holding another town hall or forming one more exploratory task force. White leaders and managers must work with their Colleagues of Color to mobilize everyone in the organization to create structural change that accelerates meaningful, sustainable transformation and racial justice.

Unfortunately, most white leaders and managers, in my experience, do not have the necessary level of commitment, competence, and courage to step up to these challenges. All too often, we react out of white privilege, whiteness, and internalized dominance and create more harm. How can we motivate and skill-up white leaders and potential change agents to move out of complicity, fear, and inaction to develop and demonstrate the core capacities to lead organizational change efforts to dismantle racism in all its forms and co-create true racial justice and anti-racism throughout the college or university?

In this engaging, practical session, participants will explore and practice proven strategies and approaches to design and lead White Accountability Groups for leaders and managers and open access sessions for campus community members. This session should particularly benefit leaders and change agents throughout the organization who are deeply committed to dismantling racism, demonstrate at least a moderate capacity to create racial equity and inclusion on campus, and who are ready to level up to lead White Accountability Groups on campus.

**Kathy Obear**, EdD, President, Center for Transformation and Change, Denver, CO

# PRE-CONFERENCE INSTITUTES

**1113** Room: Columbia 1 (HYATT, Level 3)

8:45–11:45 a.m.

Intermediate

## Advanced Facilitation Skills for Successfully Facilitating Anti-Oppression and Liberation Workshops, Groups, and 1:1 Interactions with a Focus on Race and Racism

In this skill-building workshop, we will grow our ability and comfort in clearly defining, explaining, and discussing the construction of oppression with individuals at varying levels of experience. This session should particularly benefit folks engaged in facilitating (formally or informally) social justice interactions and difficult conversations related to racism and oppression. Participants will witness and learn how to establish and hold brave and safe(r) space for interaction and dialogue, enabling groups to lean into discomfort. Attendees will also study and practice facilitation tools and methodologies to lead meaningful, effective, 1:1, large, and small intergroup conversations about racism and oppression. We will explore challenges unique to facilitators with oppressed identities engaging in these difficult conversations, including the need for self-care. Finally, participants will work with one another to practice engaging in various challenging interactions that may arise in a facilitation space.

**Natalie Thoreson**, MEd, Founder and Lead Facilitator, inVision Consulting

**1114** Room: B117–B119 (OCC, Level 1)

8:45–11:45 a.m.

All Levels

## Designing and Assessing Social Justice Education Workshops

Designing social justice education experiences should be an intentional process grounded in scholarship that uses theory to inform practice; however, relatively little literature is available on designing co-curricular educational experiences to cultivate cultural competence intentionally. This workshop synthesizes the existing literature and research on social justice education curricula design and learning assessment (Tharp & Moreano, 2020). The first day of the institute will focus primarily on Tharp's (2015) four-part framework to systematically design social justice education workshops based on contextual influences, theories and frameworks, learning outcomes that facilitate cultural competence, and pedagogical considerations that align with social justice education principles. The second day will focus on assessing these learning experiences. This pre-conference institute will prepare attendees to understand best practices for designing educational experiences while simultaneously applying their knowledge and skills to create or revise a workshop or structured conversation on their campus. Specifically, attendees will learn.

Factors that influence the design of an experience,

1. Relevant theories and frameworks useful to guide student development towards cultural consciousness,
2. Best practices for narrowing learning goals and writing student learning outcomes,
3. Principles of social justice education design, categories of activities, types of educational activities, and skills to their activities to their intended learning outcomes, and
4. Strategies to assess co-curricular student learning.

This institute is very hands-on and will utilize mini-lecture, small group activities, and large group “show-and-tell” as we practice designing educational curricula that you can use when you return to campus. Attendees are encouraged to bring a laptop and / or educational materials they wish to work on during the institute. This institute should particularly benefit staff or faculty who develop social justice education workshops and those who want to learn an intentional process to design and assess curriculum for social justice education outcomes.

**D.Scott Tharp**, PhD, MSW, Affiliated Faculty, MSW Program & Assessment & Effectiveness Specialist, Division of Student Affairs, DePaul University, Chicago, IL



# PRE-CONFERENCE INSTITUTES

**1116**

Room: Multnomah (HYATT, Level 1)

8:45–11:45 a.m.

All Levels

## **Unbound: Freeing the Self from the Conditioning of Racism | A Workshop for People of Color**

This workshop will be designed and facilitated for people who identify as People of Color/BIPOC/Multiracial and Biracial people. 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. Influencing the psychological experience of People of Color has enticed individuals to contribute to their demise within systems of white supremacy and oppression. It is essential to study, understand, and seek out ways that groups of Color can gain a liberatory perspective amid a racist society, just as it is important for White people to work to achieve a liberatory perspective over internalized dominance. This interactive institute workshop will be a space where People of Color/BIPOC can explore and cultivate in a space held specifically for and by People of Color/BIPOC/Multiracial and Biracial. It is a space for community, connection, reflection, and liberation. We will hold each other in community and affinity, though it is more than an affinity space. It is an opportunity to do deep work understanding what internalized racism is, where it lives in you, and what is possible beyond it. It will investigate the complexity of the phenomena of internalized racism and offer participants the opportunity to explore manifestations of internalized racism and the consequences of internalized racism in their personal and professional lives. Participants will also explore models and tools of liberation and how and why practicing a liberatory consciousness is a path to confronting internalized racism in a racially oppressive society. This session should particularly benefit participants who want to explore another way to challenge a system of oppression, understand the psychological impacts of oppression, and work toward individual and collective healing.

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**1117**

Room: Deschutes C (HYATT, Level 1)

8:45–11:45 a.m.

Intermediate

## **Women of Color and Women’s Stealth Leadership; NOT sidelined by the Pandemic, Chapter 15**

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What does your new administrator/supervisor know about your work, the knowledge you bring, and the programs you have developed or implemented over the last year(s)? Does your supervisor and do you understand the currency of institutionalized racism and the intersectionality axis re: privilege, dominance, and oppression?

Have you been able to discern (“read the world” - Friere) how your institution’s leadership develops relationships systemically, intersectionally, and relationally? Where is a reality in this environment? Is it best described as more aspirational than performative? Women of color and women in the academy are often expected to “mask (s)” their identity to step through the hallowed gates (i.e., check parts of themselves at the door)? How do women function without losing themselves in the process? These masks have become criteria for entry both physically and metaphorically, interfering with verbal and non-verbal behaviors and impacting the ability to work cross-culturally effectively. Do they belong? Are institutions prepared for their authentic selves?

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**Patricia (Pat) Lowrie**, MS, Director Emeritus and Executive Consultant, Michigan State University, Miami Beach, FL

**Jacquelyn (Jackie) Reza**, EdD., MFT, Professor & Director of Professional Development, Emeritus, Women’s Studies, Ethnic Studies & Multicultural Education, Department of Professional Development, De Anza College & USF, Newark, CA

**1125**

Room: Columbia 3 (HYATT, Level 3)

8:45–11:45 a.m.

All Levels

**Stopping the Cycle of Oppression: How Our Early Hurts Perpetuate Injustice**

No person is born agreeing to oppress others or be oppressed. Young people have an innate sense of justice. We entered the world clear about our significance and ability to make things go well. It takes the systematic mistreatment of young people for us to doubt our goodness, thinking, or power to ensure justice for all. To interrupt the cycle of oppression, we must recognize how we were hurt and commit to healing from internalized messages of discouragement, helplessness, or powerlessness. Giving up, waiting, or resentfully going it alone is no longer our only option. When we reconnect to our inherent human capacity to heal, we can and will stop the cycle of oppression.

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**Melissa Miller**, MA, MFA, Director of Operations, Luna Jiménez Institute for Social Transformation, Portland, OR

<b>Time</b>	<b>Session #</b>	<b>Title</b>	<b>Room</b>
6:00–7:30 p.m.	1400	NCORE 2022 Student Reception	Regency Ballroom A-B (HYATT, Level 2)

**NOTES**

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# TUESDAY, MAY 31

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Tuesday, May 31

6:00–7:30 p.m.

**1400** Room: Regency Ballroom A-B (HYATT, Level 2)

6:00–7:30 p.m.

## **NCORE 2022 Student Reception**

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.



Time	Session #	Title	Room
8:30–9:45 a.m.	2000	From Assessment To Action: Using the Intercultural Development Inventory (IDI) to inform faculty/staff trainings in Health Professions Programs	C124 (OCC, Level 1)
	2001	Building an Effective Community of Practice for Racial Equity Leaders: Lessons from the Northwest Racial Equity Leaders Project	Regency Ballroom A (HYATT, Level 2)
	2002	Confronting White Nationalism and Anti-Democracy Movements: Trends, Impacts, and Planning for the Future.	Regency Ballroom B (HYATT, Level 2)
	2003	Building Up While Burning Out: Exploring the Duality of Caring for Ourselves While Caring for Students	Portland Ballroom 253 (OCC, Level 2)
	2006	Quien Tu Eres? Unapologetically Affirming Latinidad as a Pathway for Student Success	A107–A108–A109 (OCC, Level 1)
	2007	The Racial Muslim: When Racism Quashes Religious Freedom	B113–B115 (OCC, Level 1)
	2008	Promoting Diversity, Racial Equity, and Inclusive Excellence Through a New Student Internship Initiative at Texas A&M University	B110–B112 (OCC, Level 1)
	2009	The Power of Storytelling is Not Black and White: A Case Study Unpacking the Tensions of Storytelling as a Pedagogy for Racial Justice Education	B116 (OCC, Level 1)
	2011	How Inclusion is Communicated (or Not) Through the Course Syllabus	C120–C121–C122 (OCC, Level 1)
	2012	Uniquely Situated for the Work: Navigating the “Twindemic” as a Medical School Diversity Officer...and a Black Woman	C123 (OCC, Level 1)
	2013	Mammy No More: Shifting the Visual Master Narrative of Fat Black Women Using Photography as Visual Activism	Portland Ballroom 255 (OCC, Level 2)
	2014	J.E.D.I. is Social Work: Using Trauma-Informed Principles in DEI Work	C125–C126 (OCC, Level 1)
	2015	Pathways to Graduate and Medical School: Increasing the Number of Scholars of Color Pursuing and Completing STEM Doctoral Degrees	D133–D134 (OCC, Level 1)
	2016	#BLACKOUT! - The Online Event That Inspired, Empowered, and Surprised Many People Within Student Affairs!	Portland Ballroom 254 (OCC, Level 2)
	2017	State of the Class: Health Equity and Data Visualization Strategy	D136 (OCC, Level 1)
	2018	You Belong Here: But do You Really?	D137–D138 (OCC, Level 1)
	2019	A Community College DEI Enrichment Program Model for Transformative Change	D139–D140 (OCC, Level 1)
	2020	Engaging Underserved Populations in Primarily White Institutions Through Digital Communications	E141–E142 (OCC, Level 1)
	2021	Why She PARS: Combating the Deintellectualization of Sport Through Participatory Research	E143–E144 (OCC, Level 1)
	2022	Having Difficult Conversations: Introducing Critical Analysis of Race and Ethnicity to Criminology and Criminal Justice Programs	E145 (OCC, Level 1)
	2023	Institutional Betrayal, Courage, and Healing From a Community-Based Model of Activism and Resiliency	E146 (OCC, Level 1)
	2024	The Power Series: Connecting Public Service, Social Justice and Leadership Development	E147–E148 (OCC, Level 1)
	2025	Understanding & Supporting SSWANA Identities 101	F149 (OCC, Level 1)
	2026	LGBTQIA+ student support: transformative work in supporting LGBTQIA+ students amidst virtual operations.	Deschutes A (HYATT, Level 1)
	2027	Nobody even stops to think about my side of it’: Black schoolgirls, epistemic erasure, and the pursuit of self-definition through performance poetry	D135 (OCC, Level 1)
	2028	Renew Campuses for Families: Creating Inclusive Campus for Students Experiencing Pregnancy and Related Conditions	Willamette 1 (HYATT, Level 2)

**WEDNESDAY, JUNE 01**

Time	Session #	Title	Room
8:45–11:45 a.m.	2103	“This is institution is not my home.” A Candid Conversation on How Black leaders can Reconsider their Loyalties to the Plantation of Higher Education	Regency Ballroom C (HYATT, Level 2)
	2100	Moving Beyond Compliance (and Complicity): Becoming an Anti-Racist Organization	F150 (OCC, Level 1)
	2101	Beyond the Talk: Intersectional Approaches to Antiracist Structural Change	F151 (OCC, Level 1)
	2102	Cultivating an Ubiquitous Community of Belonging, Diversity, Inclusion, and Representation	F152 (OCC, Level 1)
	2105	Connecting, Organizing, and Visioning Community for Transracial Adoptees of Color in Higher Education	Columbia 2 (HYATT, Level 3)
	2106	Professional & Personal Development for Diversity Officers: Competencies for Enhancing Success	Deschutes B (HYATT, Level 1)
10:15–11:45 a.m. (continued on next page)	2201	Stopping the Steal: Deconstructing the Co-Optation of the #MeToo Movement and the Erasure of Black Voices	Regency Ballroom A (HYATT, Level 2)
	2202	Nice Racism: How Progressive White People Perpetuate Racial Harm	Regency Ballroom B (HYATT, Level 2)
	2203	Asian American Identity: Past, Present, and Future	Portland Ballroom 253 (OCC, Level 2)
	2204	Pandemics y Pandemonium: Reimagining Student Services, Moving Beyond Paralysis, and Building Transformational Anti-Racist Leadership	A105 (OCC, Level 1)
	2205	Unpacking Portland	Portland Ballroom 255 (OCC, Level 2)
	2206	Becoming Multiracial Scholars: Pipelines and Publishing in Monoracially Designed Academia	A107–A108–A109 (OCC, Level 1)
	2207	Moving the Healthcare Equity Needle: The Texas A&M University College of Medicine Anti-Bias Curriculum (ABC)	B110–B112 (OCC, Level 1)
	2208	Oh the Caucacity!: Whiteness in the Ivory Tower in a Post-45 Era	B113–B115 (OCC, Level 1)
	2209	Honoring the Trust Responsibility: Using the University Land Grant System to Address Longstanding Indian Health Physician Shortages	B116 (OCC, Level 1)
	2211	Mindfulness in Social Justice Education: Critical Race Feminist Perspectives	C120–C121–C122 (OCC, Level 1)
	2212	Race in Another Place: Impactful Identity Transformation Through Affinity Groups Abroad	C123 (OCC, Level 1)
	2213	Campus Palestinian Activism, Racial Justice, Solidarity Movements and Legal Implications	C124 (OCC, Level 1)
	2214	Confronting White Nationalism in Higher Education	Deschutes A (HYATT, Level 1)
	2215	A Third Way: Reimagining Anti-Racist Leadership	D133–D134 (OCC, Level 1)
	2216	Anti-Racist Grading in the Metro College Success Program: Challenging Institutional White Supremacy	D135 (OCC, Level 1)
	2217	From Root to Flower Throughout the Seasons: A Pedagogy of Self-Awareness, Accountability, & Advocacy for Liberation	D136 (OCC, Level 1)
2218	Realizing Equity Through Personal Decolonization	D137–D138 (OCC, Level 1)	
2219	MechE ENGAGE (Empowering New Grads to Achieve Graduate Excellence): Development, Implementation and Evaluation of a Mentorship Program for Incoming URM and Women-Identified Graduate Students in Mechanical Engineering at MIT	D139–D140 (OCC, Level 1)	

Time	Session #	Title	Room
10:15–11:45 a.m. (continued)	2220	Restorative Justice AS Racial Justice: Restorative Practices and Antiracist Praxis	E141–E142 (OCC, Level 1)
	2221	Co-Creation and Collective Action through Art, Activism, & Healing on Stage	E143–E144 (OCC, Level 1)
	2222	The Caterpillar Stage: Supporting Undocumented Students in Their First Year Transition	E145 (OCC, Level 1)
	2223	A Space for Collective Healing: BIPOC Students’ Experiences in Higher Education	Portland Ballroom 255 (OCC, Level 2)
	2224	Counter-Language: Inclusive and Antiracist Writing in the Classroom	E147–E148 (OCC, Level 1)
	2225	Indigenous and International Students Cultural Dialogue and Engagement	F149 (OCC, Level 1)
	2226	Write the Vision, Make it Plain: Building & Implementing Cultural Competencies for Multicultural Centers	Willamette 1 (HYATT, Level 2)
	2227	Approaching Recruitment & Hiring Through an Equity Lens	C125–C126 (OCC, Level 1)
	2228	Identity, Lived Experience and Growth: Navigating Higher Ed as a First Gen Professional	E146 (OCC, Level 1)
1:30–3:00 p.m.	2300	CONFERENCE OPENING GENERAL SESSION: Featuring Rev. Dr. William J. Barber II	Exhibit C-D (OCC, Level 1)
3:45–5:00 p.m.	2500	Leading Curriculum Transformation: The Difference, Power, and Discrimination Program	A107–A108–A109 (OCC, Level 1)
	2523	Decolonization and Rematriation: Cultivating Roots for Connection and Healing	Portland Ballroom 252 (OCC, Level 2)
	2524	Transracial Adoptees in Higher Education: Engaging Research to Understand an Often Unseen and Understudied College Student Population	B110–B112 (OCC, Level 1)
	2525	Unpacking the Belongingness and Latinidad of Brazilian Students at Hispanic-Serving Institutions	F151 (OCC, Level 1)
	2526	A Systemwide Policy on Gender Recognition and Lived Name	F152 (OCC, Level 1)
	2527	Living Our Mission - Preparing Students for Today’s Careers and Tomorrow’s Opportunities Through Diversity and Social Justice Skill Building	C125–C126 (OCC, Level 1)
	2528	Neurodiversity and Ableism	E146 (OCC, Level 1)
	2530	Making DEI Matter: Infusing DEI into the Curriculum in Health Professions	Columbia 1 (HYATT, Level 3)
	2531	Can’t Stop, Won’t Stop: Racial Activism in the Music Industry	Columbia 2 (HYATT, Level 3)
3:45–5:45 p.m.	2400	Crafting White W[h]ine: Interrogating the Varieties and Tastes of Northwest Nice in Higher Education	Portland Ballroom 253 (OCC, Level 2)
	2401	And the Green Grass Grows: Stories of the Professional Migration Away from Higher Education	Regency Ballroom A (HYATT, Level 2)
	2405	Leading Brave Conversations with the SCCCALE Framework	A106 (OCC, Level 1)
	2408	DEI or DOA? How To Move Beyond Window-Dressing to Achieve Institutional Equity	B113–B115 (OCC, Level 1)
	2410	Solidarity Work: Building Skills for Hard Discussions	B117–B119 (OCC, Level 1)
	2411	Re-Imagining Social Justice: 10 Myths That Hinder Equity and Inclusion	Regency Ballroom C (HYATT, Level 2)

**WEDNESDAY, JUNE 01**

Time	Session #	Title	Room
4:00–5:30 p.m.	2600	Supporting AAPI Students: Getting Started	D133–D134 (OCC, Level 1)
	2601	Senior Leader Collaboration to Advance a Campus Diversity Agenda: A Case Study on the University of Washington	Regency Ballroom B (HYATT, Level 2)
	2602	Engaging Staff of Color in Diversity Initiatives	Columbia 3 (HYATT, Level 3)
	2619	CRISIS PEDAGOGY: Addressing Anti-Blackness in Higher Education	Portland Ballroom 255 (OCC, Level 2)
	2620	Voices of Black Women: How Does Gendered Racism Manifest in Academic Medicine?	C120–C121–C122 (OCC, Level 1)
	2621	Actors, Allies, and Accomplices: The Journey From Awareness to Action	D135 (OCC, Level 1)
	2622	White Accountability Organizing in Higher Education: A UC Davis Case Study	D136 (OCC, Level 1)
	2623	Challenges and Solutions on How to Support Faculty and Staff in Working with Diverse Learning Audiences	D137–D138 (OCC, Level 1)
	2624	Our Grandmothers' Critical Race Theory: Sustaining Ancestral Underwater Fire	D139–D140 (OCC, Level 1)
	2625	Tribal Sovereignty and Higher Education	E141–E142 (OCC, Level 1)
	2626	Association of Student Athletes of Color: Our Founding, Experience, and Ongoing Work	E143–E144 (OCC, Level 1)
	2627	Motherscholaring: Integrating Identities for Collaborative Resilience and Collective Change	E145 (OCC, Level 1)
	2628	Including Diverse Candidates in Hiring of Coaches and Athletics Directors an NCAA Crisis	Regency Ballroom D (HYATT, Level 2)
	2629	Lip Service vs. Embodied Racial Equity: Pathways to Transforming Our Academic Institutions While Critically Transforming Ourselves	E147–E148 (OCC, Level 1)
	2630	A Cautious Look at Cancel Culture	F149 (OCC, Level 1)
2631	Introducing Incoming First Year MSW Students to the History of Oppression and Resistance in Baltimore Using an Interactive Online Course	F150 (OCC, Level 1)	
6:00–7:15 p.m.	2800	NCORE 2022 WELCOMING RECEPTION	Oregon Ballroom (OCC, Level 2)
8:00–9:30 p.m.	2900	The Blackonteurs Storytelling	Deschutes Ballroom (HYATT, Level 1)

8:30–9:45 a.m.

**2000** Room: C124 (OCC, Level 1)

8:30–9:45 a.m.

Beginner

## **From Assessment To Action: Using the Intercultural Development Inventory (IDI) to inform faculty/staff trainings in Health Professions Programs**

Session Track: Race and Social Justice in Higher Education

Intercultural competency is vital to achieving successful outcomes in health care, and the ability to navigate cultural differences affects what can be accomplished within everyday interactions. This presentation will share how the Intercultural Development Inventory (IDI) was utilized to assess individual and organizational cultural competence at two different time points among faculty and staff within a College of Health Professions at a public, midsize, predominantly White university. Initial assessment results were used to develop a comprehensive intercultural educational training plan to promote growth from more monocultural to intercultural mindsets. Over a 5-year time span, several equity-related training sessions were offered. Intercultural competence was re-assessed via a second administration of the IDI. Results of these assessments have informed the design of future efforts to advance intercultural education, holistic admissions processes, and diversity, equity, and inclusion evidence-based research practices for health professions programs. Our goal is to ensure that we, as faculty and staff create inclusive environments and educational encounters for all students and colleagues. This session was designed to share insights related to intercultural assessment and planning and encourage inclusive excellence within higher healthcare education.

**Alisha Davis**, PhD, Associate Professor and Program Director, Allied Health Sciences - School of Interdisciplinary Health, Grand Valley State University, Grand Rapids, MI

**Brianna Chesser**, EdD, (None), Assistant Professor, Department of Physical Therapy and Athletic Training, Grand Valley State University, Grand Rapids, MI

**Kathryn Barnhart**, PhD, Associate Professor, Public Health - School of Interdisciplinary Health, Grand Valley State University, Grand Rapids, MI

**2001** Room: Regency Ballroom A (HYATT, Level 2)

8:30–9:45 a.m.

Intermediate

## **Building an Effective Community of Practice for Racial Equity Leaders: Lessons from the Northwest Racial Equity Leaders Project**

Session Track: Chief Diversity Officer and Executive Leadership

In 2020, after a field scan, Western States Center launched the Northwest Racial Equity Leaders (NWREL) project to engage EDI (equity, diversity, and inclusion) practitioners in (re)centering racial justice as a strategic lens that connects the EDI field to systems transformation, democratic social movements, and community-based organizing. The NWREL is a cohort of racial equity practitioners within local government, labor, and nonprofits in Oregon and Washington who meets monthly to deepen relationships and trust, engage in group consultation on shared challenges, and build a community of practice. In this panel session, you'll hear from the cohort lead designer, facilitators, and participants about the supportive and much-needed community of practice space to break isolation and coordinate efforts to advance racial equity in our region.

**Yee Won Chong**, BA, Senior Fellow, Racial Equity, Western States Center, Portland, OR

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

# WEDNESDAY, JUNE 01

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**2002** Room: Regency Ballroom B (HYATT, Level 2)

8:30–9:45 a.m.

All Levels

## **Confronting White Nationalism and Anti-Democracy Movements: Trends, Impacts, and Planning for the Future.**

Session Track: Race and Social Justice in Higher Education

Over the past two years, white nationalist and anti-democracy groups have stepped up their activity, waging an all-out assault on our civic institutions in an attempt to weaken and delegitimize our democracy. From school boards and universities to hospitals and state capitols, threats and political violence directed towards educators, civic and health workers continue with impunity. Anti-democracy and bigoted organizing present a potent backlash against the progress made in 2020 towards establishing anti-racist and DEI policies in both K-12 and higher education and many other parts of public life. With another election on the horizon, white nationalist and anti-democracy groups show little sign of slowing down their mobilizations. Meanwhile, communities across the country continue to push for justice and work to protect the steps we have taken toward inclusive democracy.

In this session, participants will hear from Western States Center staff as we review the current situation and place it in context, examining the origins of anti-democracy organizing and the ecosystems in which it currently operates. Attendees will also examine case studies from higher education institutions, student groups, and municipal leaders regarding responses and solutions to this growing problem, as well as share their first-hand experiences dealing with this targeting in their communities. Presenters will also share new resources from Western States Center to assist institutions and municipalities in their efforts to understand, track and combat anti-democratic organizing.

**Kate Bitz**, Program Manager and Trainer / Organizer, Program Staff, Western States Center, Spokane, WA

**Stephen Piggott**, Program Analyst and Trainer / Organizer, Program Staff, Western States Center, Indianapolis, IN

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**2003** Room: Portland Ballroom 253 (OCC, Level 2)

8:30–9:45 a.m.

All Levels

## **Building Up While Burning Out: Exploring the Duality of Caring for Ourselves While Caring for Students**

Session Track: Student Affairs and Affiliated Professionals

In this interactive session, participants will learn about multicultural center administrators' experiences at historically white institutions (HWI) and how to use an anti-deficit narrative to encourage and support holistic well-being for themselves and the students that they serve. Presenters will share the co-curricular wellness framework embedded in the programs & services offered through the cultural center at their institution. Through small group discussion, participants will identify how to integrate a wellness lens into their programs and services. Additionally, presenters will discuss the tension that arises when trying to promote student wellness and make space for your own wellness and self-care practices. Using conceptual & theoretical approaches and professional & personal experiences, presenters will identify practical tools and high-impact practices to build a sustainable personal wellness practice.

**Ja'Mahl McDaniel**, MA, Director, Martin Luther King Center, University of Kentucky, Lexington, KY

**Jasmine Prince**, MEd, Associate Director, Martin Luther King Center, University of Kentucky, Lexington, KY



**2006** Room: A107–A108–A109 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## Quien Tu Eres? Unapologetically Affirming Latinidad as a Pathway for Student Success

Session Track: Student Affairs and Affiliated Professionals

As institutions declare diversity and inclusivity as core values, they are often negligent in demonstrating these qualities to their campus communities. While campuses continue to emphasize their enrollment to reach and maintain Hispanic Serving and Minority Serving Institution statuses, that energy may not always transition to keeping those students enrolled. The presenters of this session will suggest strategies to retain these students better and ensure Latinx identities are represented and reflected in multiple dimensions across campus.

Established Sept. 2021, the inaugural Latinx Student Experience (LSE) was planned and created in response to our rapidly going Hispanic/Latinx population in the UNT community and to our designation as a Hispanic Serving Institution. Presenters will discuss challenges and strategies for navigating the establishment of a first-year, identity-based program.

In this session, the presenters utilize multiple frameworks to provide a roadmap of how programs such as the Latinx Student Experience retreat cultivate the identity and leadership development of Hispanic/Latinx students. This session will particularly benefit participants interested in the success and retention of students in marginalized communities, emphasizing identity-based mentorship and leadership initiatives.

**Damian Torres**, MEd, Executive Director - Student Engagement & Diversity, Student Engagement & Experience, University of North Texas Health Science Center, Fort Worth, TX

**Marcos Villarreal**, MEd, Latinx Student Services Coordinator, Multicultural Center, University of North Texas, Denton, TX

**2007** Room: B113–B115 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## The Racial Muslim: When Racism Quashes Religious Freedom

Session Track: Intersectionality, Identities and Discussions

Muslims in the US face systemic discrimination by private actors and the state in ways that are often misunderstood as arising only from religious bigotry. On the contrary, Muslims are experiencing a form of racialization wherein their religious beliefs and practices impute upon them purportedly inferior biological traits that exile them to permanent outsider status in society. This begs the question: why does a country with religious liberty enmeshed in its legal and social structures produce such overt prejudice and discrimination against Muslims? The answer lies in part in America's checkered history of discrimination against other religious minorities, including Jews, Catholics, and Mormons, and discrimination against Blacks, Native Americans, and Asians on account of their non-Christian religions.

Accordingly, this session examines the racialization of Muslim identity from the twentieth century into the post-9/11 era through a comparative approach that shows the differences and similarities with racism against religious and racial minorities. The overt Islamophobia rampant in the post-9/11 era troublingly mirrors the anti-Semitism, anti-Catholicism, and anti-Mormonism prevalent in the early 20th century. As a result, elected officials, government agencies, and members of the public today openly discriminate against Muslims while failing to recognize that their actions contradict America's fundamental religious freedom commitments. Despite this reality, Islamophobia and anti-Muslim racism are often excluded from diversity, equity, and inclusion curricula and programming in schools and universities

This session aims to equip administrators, educators, and policymakers with the theoretical framework, data, and policy recommendations to prevent and redress the dignitary, material, and physical harms arising from anti-Muslim racism.

**Sahar Aziz**, JD, MA, Professor of Law and Chancellor's Social Justice Scholar, Law School, Rutgers University, Newark, NJ

# WEDNESDAY, JUNE 01

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2008

Room: B110–B112 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## **Promoting Diversity, Racial Equity, and Inclusive Excellence Through a New Student Internship Initiative at Texas A&M University**

Session Track: Race and Social Justice in Higher Education

Diversity is about the make-up of a group, while inclusion is about how well different groups of people are valued and integrated into an environment. Institutions can mandate diversity, but inclusivity must be cultivated and nurtured. To that end, the Council of Deans at Texas A&M University has launched a new initiative, the Deans CARE (Deans Committed to Anti-Racism Efforts) Internship Program, which focuses on promoting diversity and strives for inclusive excellence. Selected students serve for 1-2 semesters (s) as Deans CARE Interns and work with college and university leaders to complete meaningful projects and assignments directly related to building a culture of inclusion, diversity, equity, and accountability (often called DEI or IDEA principles). In addition to actively supporting the university's steady progress toward a vibrant climate for diversity and inclusion, this initiative aims to bolster diversity and inclusion efforts, including anti-racism efforts of individual colleges.

A designated administrator and/or an advisory committee at respective colleges work closely with each selected intern to define the project or responsibilities for the intern, as well as work with the intern to identify the specific goals for the project, understand the aspirational goals the project is designed to foster, place the project's aims in the context of the University's strategic plan, provide a collaborative environment within which to work and define the mechanisms by which the intern's work will be assessed. Interns in the same cohort in an academic cycle are expected to share their experiences, exchange ideas, ask questions of themselves and one another, and participating units pledge to foster these exchanges. We hope that Deans CARE Interns will view themselves as ambassadors for diversity and inclusion for their college and university and as future champions of the diverse and inclusive workplaces and communities they will inhabit and enhance after graduation. This presentation highlights the process, experiences of interns, and program outcomes at two professional programs - College of Nursing and College of Pharmacy at Texas AM University. This session is targeted at institutions with similar diversity goals. Takeaways from this session include a three-step strategy to implement at their respective institutions:

- What? - assessment through climate survey and root-cause analysis
- So What? - explanation of why it should matter through illustrative examples
- Now What? - development of tactics and strategies on how to address them)

A Q/A session follows with some probing questions from the speakers.

**Nancy Fahrenwald**, PhD, RN, PHNA-BC, Professor and Dean, College of Nursing, Texas A&M University, Bryan, TX

**Amanda Galindo**, EdD, Assistant Dean for Student Affairs, Irma Lerma Rangel College of Pharmacy, Texas A&M University, Kingsville, TX

**Indra Reddy**, PhD, Professor and Founding Dean, Irma Lerma Rangel College of Pharmacy, Texas A&M University, Kingsville, TX

**2009**

Room: B116 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## **The Power of Storytelling is Not Black and White: A Case Study Unpacking the Tensions of Storytelling as a Pedagogy for Racial Justice Education**

Session Track: Race and Social Justice in Higher Education

In this workshop, I will present and engage participants in discussion about my dissertation research entitled, “The power of storytelling is not black and white: A case study unpacking the tensions of storytelling as a pedagogy for racial justice education.” It is evident in the literature that the pedagogical approach of storytelling is valuable for teaching about social justice issues. Storytelling humanizes our experiences; promotes empathy; and, as a practice rooted in marginalized communities, has the ability to transcend cultural contexts (Banks-Wallace, 1998; Bell, 2009; Chin & Rudelius-Palmer, 2010; Delgado, 1989; Delgado Bernal et al., 2012; Pyke, 2010; Solórzano & Yosso, 2002). This research fills a gap in the literature by exploring narrative accounts of racially diverse students’ experiences with storytelling as a pedagogy for racial justice education.

In this critical qualitative case study, I utilized a Critical Whiteness Studies (CWS) theoretical framework to explore the following research question: How do participants from diverse racial backgrounds experience storytelling as a tool for learning about racial justice within an intercultural leadership course? In this session, I will highlight the three overarching themes that resulted from five racially diverse undergraduate college students’ narratives about their storytelling experiences. These include 1) Storytelling is a Powerful and Empowering Teaching Tool, 2) Hesitancy in Being the Storyteller, and 3) The Classroom Door is not a Whiteness Gatekeeper. I will also present snippets of the five poems that resulted from Blackout Poetic Transcription (BPT) (Keith & Endsley, 2020) to illustrate each participant’s individual experiences with storytelling. These findings increase our understanding of whiteness’s role in influencing storytelling communities within racial justice education curricula and the resulting impact on students from diverse racial backgrounds.

This workshop will be particularly beneficial for leadership and social justice educators, practitioners, and scholars as I present the knowledge gained from participants about the more problematic and potentially harmful aspects of a storytelling pedagogy. Participants can expect to engage in a World Café style discussion about ways in which to bring a pedagogy of storytelling into our curricula in ways that decenter whiteness and without creating more harm for Students of Color. Participants can expect to leave this session with a more nuanced understanding of storytelling as a pedagogy for racial justice education, especially within predominantly white contexts, and innovative ways to incorporate storytelling as pedagogy while prioritizing the safety of racially marginalized students.

**Tess Hobson**, PhD, Post-Doctoral Fellow, Staley School of Leadership Studies, Kansas State University, Manhattan, KS

**2011**

Room: C120–C121–C122 (OCC, Level 1)

8:30–9:45 a.m.

Beginner

## **How Inclusion is Communicated (or Not) Through the Course Syllabus**

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

In our classrooms, the first artifact we provide students with is the Syllabus. This will be the first introduction to you and your class, its culture, and the students’ expectations. And it is often one of the elements that the students use to decide whether they will stay in your class or what kind of experience it will be for them. So, what is it communicating? How often do you revise it?

You probably already include some elements in your syllabus that are inclusive or can be made more inclusive by introducing slight modifications. In this session, I will discuss syllabi structure and function (how we typically design them), I will address the syllabus as an inclusion tool (what are components that can make it inclusive), and will provide suggestions, a rubric, and guidance on how to design an inclusive syllabus that can be used in any class. I will also provide a handout that summarizes some of the information provided in the session and other tips and tools surrounding the use of an inclusive syllabus.

**Rita Margarida Magalhaes**, PhD, EDI Program Coordinator, Office of EDI, Lake Washington Institute of Technology, Kirkland, WA

# WEDNESDAY, JUNE 01

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**2012** Room: C123 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## **Uniquely Situated for the Work: Navigating the “Twindemic” as a Medical School Diversity Officer...and a Black Woman**

Session Track: Chief Diversity Officer and Executive Leadership

The past two years have been framed by a “twindemic,” a pandemic on two fronts—COVID-19, a virus that aggressively attacks the body, and systems racism perniciously attacking the body politic. A period of tumult has upended the sociopolitical landscape while forcing a national, even global, dialog about public and cultural health and the urgency for balance between the two. Diversity Officer roles in various iterations (often occupied by Black women and BIPOC folks) have been created rapidly in higher education and industry. Despite a history of disregard for Black women in higher education and medicine, their presence and voices became essential to steps toward institutional healing post-pandemic. However, appeals to equity-guided practice are not new, nor are they exclusive to this moment. This multidisciplinary reflection offers Inclusive Excellence strategies framed by Black feminist praxis. As a Senior Equity and Inclusion Officer in a medical college and a Black woman in the academy, the presenter is uniquely situated to address the complexities of extant disparities in health, education, and justice and develop strategies to address the inequities that result. Drawing from Black women’s intellectual history and tradition, this talk follows the legacy of doing the work while living it.

**Marita Gilbert**, PhD, Associate Dean, Diversity and Campus Inclusion, College of Osteopathic Medicine, Michigan State University, East Lansing, MI

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**2013** Room: Portland Ballroom 255 (OCC, Level 2)

8:30–9:45 a.m.

All Levels

## **Mammy No More: Shifting the Visual Master Narrative of Fat Black Women Using Photography as Visual Activism**

Session Track: Intersectionality, Identities and Discussions

This session is an intentional interdisciplinary effort to center fat, Black women of the Northern American context as an effort to destroy the master narrative with the use of interviews with women who hold these identities. I use photography (as visual activism), Black feminists’ pedagogy, and theories to tell the stories that have identified fat Black females as undesirable, incompetent, and a blemish according to European beauty standards. This session should particularly benefit participants who are interested in the work of activists who want to add size/weight to the discussion of identities, practitioners who want to push the boundaries of storytelling using visual components, and individuals who hold the identities as mentioned earlier in a way to shift the current narrative around fat body experiences.

**Elliae Smith**, MSED, Assistant Director of Diversity, Equity, and Inclusion, Paul H. O’Neill Office of Diversity, Equity, and Inclusion, Indiana University Purdue University Indianapolis (IUPUI), Indianapolis, IN

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**2014** Room: C125–C126 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## **J.E.D.I. is Social Work: Using Trauma-Informed Principles in DEI Work**

Session Track: Race and Social Justice in Higher Education

Systemic Oppression, racism, and other forms of marginalization are inextricable aspects of justice, equity, diversity, and inclusion (JEDI) work. This means that when we work with people with marginalized identities, we must take the time to focus on the trauma they sustain when engaging in anti-oppression work. If we seek to be inclusive, equitable, and anti-oppressive, we must be trauma-inforMED

So, what does it mean to conduct trauma-informed DEI work? It means that whether we are launching programs or initiatives or supporting members of our community, we must understand and contain the nature of trauma. We must intentionally create supportive and healing environments, not those that may retraumatize marginalized individuals and communities.

This session will allow participants to gain insight into Trauma-Informed Care (TIC) principles, how DEI can retraumatize marginalized people, and strategies to mitigate harm and create more trauma-informed interventions, policies, and programs. This session will benefit educators, DEI leaders, diversity consultants, and individuals in leadership positions who are tasked with creating more intentional, diverse, and inclusive campus communities and climates.

**Neijma Celestine-Donnor**, MSW, LCSW-C, Assistant Dean and Director of the Office of Diversity, Equity and Inclusion, Office of Diversity, Equity and Inclusion, University of Maryland Baltimore - School of Social Work, Baltimore, MD

**Julia Scott**, DEI Coordinator, Office of Diversity, Equity and Inclusion, University of Maryland Baltimore School of Social Work, Baltimore, MD

**2015**

Room: D133–D134 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## **Pathways to Graduate and Medical School: Increasing the Number of Scholars of Color Pursuing and Completing STEM Doctoral Degrees**

Session Track: Student Interest and Engagement

The fields of academia and medicine are rife with systems of oppression, which exclude students of marginalized backgrounds from gaining admittance to and graduating from medical and graduate school. Every year to combat this, the Office of Minority Education at the Massachusetts Institute of Technology admits a cohort of scholars in their second year of college to prepare for doctoral programs.

This session will focus on creating and implementing pathways to graduate school programs for students of color known as Laureates and Leaders. Laureates and Leaders are a program students enroll during their sophomore year and finish upon graduation. Over 2.5 years, students receive coaching and targeted content-based workshops to support their preparation to apply to PhD or MD/PhD programs. The presenters will deliver the history and curriculum model as well as inform attendees of the program's success and opportunities for improvement. The presenters will share data on the components of evaluation, attendance, and impact of the program and how it has helped students gain acceptance into their chosen programs.

The intended audience of this program is faculty, staff, and senior-level administrators who would like to create a program or build on one that helps students get into graduate and medical school. The model will illustrate how an institution can create its own program at scale for its availability of resources and staffing power.

**Devan Monroe**, MEd, Assistant Dean of Professional Development Programs, Office of Minority Education, Massachusetts Institute of Technology, Cambridge, MA

**Harpreet Singh Poma**, MA, Program Coordinator for Professional Development Programs, Office of Minority Education, Massachusetts Institute of Technology, Cambridge, MA

**2016**

Room: Portland Ballroom 254 (OCC, Level 2)

8:30–9:45 a.m.

All Levels

## **#BLACKOUT! - The Online Event That Inspired, Empowered, and Surprised Many People Within Student Affairs!**

Session Track: Race and Social Justice in Higher Education

On Friday, March 25, 2016, a collective group of Black Student Affairs Professionals (BLKSAP) took over the Student Affairs Professionals (SAP) Facebook page by sharing articles, videos, and personal stories addressing the experiences of Black higher education professionals. This takeover was a response to white student affairs professionals' consistent microaggressions and reinforcement of white supremacy in the Facebook group and their workplace. The Black Student Affairs Professionals decided to take over the Facebook page providing the white student affairs professionals the resources they needed to educate themselves. These articles, videos, and personal stories addressed issues of racism, privilege, and microaggressions within the system of higher education. This takeover led to the writing of the #Blackout, a book about the real experiences of Black Higher Education Professionals.

Authors of the BLKSAP wanted to talk about the microaggressions, macroaggressions, and missteps perpetrated by many of their colleagues from across the country and how they took action to address these negative experiences through the lens of Critical Race Theory (CRT). This session will delve deeper into how the authors experienced and addressed racist inequity in the field of higher education, including during the pandemic.

**Jazzmine Brooks**, MPA, Equity and Inclusion Coordinator, Office of Equal Opportunity, Iowa State University, Ames, IA

**Nequel Renee Burwell**, MEd, Director of Residence Life, Housing and Residence Life, The University of Oklahoma, Norman, OK

**Patricia Feraud-King**, MEd, PhD Candidate/Assistant Residence Director, Higher Education/Residential Life, University of Massachusetts Amherst, Amherst, MA

**Joshua Fredenburg**, EdD, President, Circle of Change Leadership Experience, Circle of Change Leadership Experience, Long Beach, CA

**LaToya René Robertson**, PhD, Associate Dean of Students and Director of DEI Initiative of Student Affairs, Dean Of Students, The College Of Wooster, Wooster, OH

**Anthony Walker**, EdD, Assistant Director of Academic Initiatives, Office of the Executive Vice Chancellor/Provost, Tarrant County College District, Fort Worth, TX

# WEDNESDAY, JUNE 01

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**2017** Room: D136 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## State of the Class: Health Equity and Data Visualization Strategy

Session Track: Student Affairs and Affiliated Professionals

Recognizing that students' academic performance and success are directly related to their overall well-being, the Gonzaga Office of Health Promotion (OHP) sought to bring to light some of the behaviors and outcomes related to student well-being to illustrate how students may show up in the classroom and academic realm. This was accomplished by publishing a yearly report for faculty known as "The State of the Undergraduate Class."

Furthermore, OHP acknowledges that health disparities (preventable differences in the burden of disease, injury, violence, or opportunities to achieve optimal health) exist, even among our own students. Factors around lived experience with things like race, socioeconomic class, sexual orientation, and gender identity can all greatly influence these disparities. For this reason, the 2021 State of the Class was adapted to use an equity lens when highlighting student well-being indicators. It examines and calls out how a well-being indicator or behavior might look different based on the aforementioned factors. In addition to the content changes with the 2021 iteration, OHP staff modified the intended audience to include student leaders and staff rather than just administrators and faculty.

This session is intended primarily for general student affairs staff who are interested in health equity and using the practice of data disaggregation to advocate for underserved students on their campus. It will review the process used by Gonzaga OHP to pull together various data sets to provide insight into student behaviors and outcomes, using a health equity lens when identified by local or national disparities.

**Anastacia Elizabeth Lee**, MPH, Health Promotion Specialist, Office of Health Promotion, Gonzaga University, Spokane, WA

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**2018** Room: D137–D138 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## You Belong Here: But do You Really?

Session Track: Student Affairs and Affiliated Professionals

The worldwide broadcast of the senseless killing of George Floyd forced institutions around the nation to reckon with their role in sustaining white supremacy and systemic inequality. This racial reckoning and the massive outcry and rise in student activism led many universities to issue statements and make promises to create a more inclusive and equitable campus environment. In 2020, the presenters led a small private university effort to create a student Diversity, Equity, and Inclusion center from ground zero. This presentation will outline the development of the inclusive space, challenges faced, triumphs, lessons learned, and share strategies to ensure belonging and inclusion are more than just a tagline.

**Brooke Berry**, JD, Assistant Vice President of Diversity, Equity and Inclusion, Office of Senior Vice Provost, Virginia Commonwealth University, Richmond, VA

**Tait Brooks**, Mdiv, Assistant Director of Diversity, Equity and Inclusion, Division of Diversity, Equity and Inclusion, Florida International University, Miami, FL

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**2019** Room: D139–D140 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## A Community College DEI Enrichment Program Model for Transformative Change

Session Track: Student Interest and Engagement

The Diversity, Equity, and Inclusion Student Passport Program (DEISPP) is a student enrichment program launched as a response to the emotional impact of COVID-19 and the global and local social unrest that served to undermine HCCC's mission toward a safe, inclusive, and supportive college environment. DEISPP is a free 8-week homegrown program that offers students the opportunity to become leaders amongst their peers and within the DEI community. The programs' purpose is to guide students through difficult and intensive topics and conversations to build cultural competence and allow deep introspection, reflection, and growth. This workshop will provide participants with a model that has been piloted, assessed, and improved using Participatory Action Research (PAR) cycles. The workshop will guide participants through the inception stages and the implementation process and discuss the lessons learned in the development and progression of the program. The workshop will also provide participants with the tangible impact experienced individually and collectively as a result of the program and will provide tools on how to implement a similar model in their institution.

**Diana Galvez**, BA, Assistant Director, North Hudson Campus, North Hudson Campus, Hudson County Community College, Jersey City, NJ

**Veronica Gerosimo**, MEd, Assistant Dean of Student Life and Leadership, Student Life and Leadership, Hudson County Community College, Jersey City, NJ

**Ja'Via Hall**, MA, Programming Coordinator for Student Life & Leadership, Student Life & Leadership, Hudson County Community College, Jersey City, NJ

**Amaalah Ogburn**, MPA, Associate Director for the North Hudson Campus, Academic Affairs, Hudson County Community College, Jersey City, NJ

**Natalia Vazquez-Bodkin**, MEd, Associate Director for the Office of Diversity, Equity and Inclusion, The Office of Diversity, Equity and Inclusion, Hudson County Community College, Jersey City, NJ



2020

Room: E141–E142 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## Engaging Underserved Populations in Primarily White Institutions Through Digital Communications

Session Track: Student Interest and Engagement

In 2018, the communications division of the University of Oregon committed to creating in-depth multimedia stories designed for multi-channel promotion and social media distribution using a co-creative team of staff and students. The primary audience of homepage stories is prospective students and their families. These stories highlight underserved and targeted populations' work, contributions, and challenges and provide students with a direct role in the creative process.

Initial in-depth stories included a Black History Month roundtable discussion with students on black student life and activism and PATOS: Ducks Advancing Traditions with Outstanding Pride /Patos Avanzando Tradiciones con Orgullo Sobresaliente, a Latinx month package featuring students discussing their identities, diverse communities and campus experiences. Both projects included campaigns designed to be shared on student accounts and on the main @uoregon social media channels.

In 2020, the homepage communications team worked to deepen its commitment and understanding of issues of race and ethnicity in a primarily white institution. Many of the students from underserved populations at the UO were impacted by Covid-19 while also grappling with the murder of George Floyd and Black Lives Matter nationwide protests. At the same time, the remote academic environment meant online messaging to students became more critical than ever before. As a result, the homepage storytelling team increased the publication frequency of multi-media stories and broadened its scope beyond awareness month packages. For example, the team created a multimedia story covering the New Student Fall Retreat for students from underserved populations. Together with our Common Reading program, they also initiated the Listen Learn Act project, highlighting events on campus like the African American Workshop and Lecture series and the Women of Color Project.

As the homepage storytelling team worked to consider responses to national events and the needs of our own students, the UO Communications division also moved to deepen its commitment to and understanding issues of race and ethnicity at the UO. A Communications Diversity Committee was formed with a focus on recruitment and retention of diverse staff and raising the level of cultural awareness of staff to help create more culturally conscious communications across all channels and platforms.

Despite progress made by UC Communications, many challenges remain around representation, performative communications, and tokenism.

This session should benefit communication staff who oversee storytelling websites and/or social media for underserved populations, student services and enrollment management, and those involved in recruitment and retention, particularly in primarily white institutions.

**Lesli Larson**, MA, PhD, Director of Content Strategy, UO Communications, University of Oregon, Eugene, OR

**tova stabin**, MLIS, Communication Manager, Division of Equity and Inclusion, University of Oregon, Eugene, OR

2021

Room: E143–E144 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## Why She PARs: Combating the Deintellectualization of Sport Through Participatory Research

Session Track: Race and Athletics

The participatory research project at the center of this presentation reframes academic support for Black student-athletes by empowering them to take the driver's seat of their story. The project challenges the assumption that student-athletes are only on campus to play sports by simultaneously embracing their athletic and academic identities and turning the sport into an intellectual pursuit. Public Research I universities are working to integrate educational experiences like undergraduate research into the four-year degree curriculum. Building upon the foundation of peer institution programs such as Scholar Baller and the African American Male Research Initiative, this project was designed to provide foundational disciplined inquiry understandings to enable student-athletes to engage in research they care about while engaging in critical thinking goes beyond parroting course material. In addition, this session showcases the ways in which student-athlete academic support can intentionally reframe our approach to academic identity development and student agency. Black student-athletes face extreme stigma within the classroom that stems from a deintellectualization of sport and racialized assumptions about the intellectual capacity of Black people. The deintellectualization of Black athletes in sports has been written about as primarily an implicit act (Moore & Harrison, 2007; Harrison, Moore, & Harris, 2002). Language like "natural ability" intersect with the historical assumption that Black athletes are more physically gifted than non-Black people. This convergence serves to deemphasize the role that intellect and cognitive skills play in the development of athletes. The true negative impact of this implicit prejudice is how the deintellectualization highlights the negative perception of Black people in general.

**Rachel Roberson**, PhD, Vice President of Equity & Inclusion, Equity & Inclusion, Dakota County Technical College, Rosemount, MN

# WEDNESDAY, JUNE 01

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**2022**

Room: E145 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## **Having Difficult Conversations: Introducing Critical Analysis of Race and Ethnicity to Criminology and Criminal Justice Programs**

Session Track: Race and Social Justice in Higher Education

Police killings of people of color and the responses of social movements such as Black Lives Matter have drawn attention to the role of systemic racial bias within the criminal legal system. Faculty members teaching in criminology and criminal justice programs are in a difficult position. By teaching individuals who will work within criminal legal institutions, we play an important role in shaping the criminal legal system. For this reason, there is a need for reflexivity in the ways in which we teach about race and ethnicity within criminology and criminal justice programs. The first goal of the proposed workshop is to discuss and further develop strategies for teaching about race and ethnicity within criminal justice, criminology, and social work programs/departments? The second goal is to create a working group of scholars interested in reshaping how we teach race and ethnicity within criminology and criminal justice departments.

The disciplines of criminal justice and criminology have historically utilized frameworks that view blackness through the lens of crime and cultural pathology. Colorblind frameworks render current racial and ethnic disparities in the criminal justice system's impact opaque. We argue that it is insufficient to limit critical instruction on race and ethnicity to a single course within a program. Instead, critical analysis of race and ethnicity, complexity, and nuance must be woven into the framework of every class. We argue that this can be accomplished by using theoretical and methodological frameworks that include Portraiture, Critical Race Theory, and Intersectionality.

In the workshop, we will provide examples of course design, reading choices, and activities that can be used to facilitate critical instruction. We will also engage in brainstorming and critical discussion. Sample syllabi and exercises will be made available to participants in both print and online formats.

Takeaways:

1. Portraiture, a methodology utilized in education research, can be adapted to enable us to represent the range of social experiences within marginalized communities. This is necessary to counteract conceptions of urban communities of color as sources of crime and victimization.
2. The framework of Critical Race Theory and the development of counter-narratives enables us to portray communities of color holistically and focus on community resources and resilience.
3. Intersectionality, a theoretical framework used to analyze how systems of power converge and impact the life chances of social groups and individuals, is an essential tool during the planning of classes, selection of materials, and activities.

**Deirdre Caputo-Levine**, PhD, Associate Professor, Department of Sociology, Social Work and Criminology, Idaho State University, Pocatello, ID

**Vanessa Lynn**, PhD, Assistant Professor, Criminal Justice, Marist College, Poughkeepsie, NY

**2023**

Room: E146 (OCC, Level 1)

8:30–9:45 a.m.

Beginner

## **Institutional Betrayal, Courage, and Healing From a Community-Based Model of Activism and Resiliency**

Session Track: Race and Social Justice in Higher Education

Many higher education institutions have upheld systems of patriarchy, heterosexism, white supremacy, and other systems of oppression, marginalization, and exclusion. Activism from students, staff, and faculty has worked to provide, build, and sustain spaces of brave healing to build resiliency and to advocate for better institutional and community-based support systems. This has included, but has not been limited to, student-led clubs and organizations, as well as individual leaders, which have helped power activism and win changes for our most historically excluded communities, contributed to the creation of the Ethnic Studies program, and have enhanced not only the types of applied projects and research but the very foundation of the who research serves and how it is made accessible for future generations. The activism at the presenters' institution, the University of Portland, has also gone hand-in-hand with a model of healing and care. Active Minds, the mental health advocacy club on campus, has gained national recognition for its work on health, equity, and intersectional mental health justice. In addition, many student-led organizations and departments have dedicated programming for QTBIPOC-focused care, healing, and community-building. Attendees can expect to hear personal and professional experiences and collectively brainstorm best practices for building and sustainably continuing models of resiliency, care, and justice at higher education institutions.

**Devonna Begay**, BA, (Navajo Nation), Sociology, University of Portland, Portland, OR

**Carolina Cortes**, BA, Administrative Assistant, Office of International Education, Diversity, and Inclusion; Psychological Sciences, University of Portland, Portland, OR

**Isaiah Datu Saluta**, BS, Student, School of Nursing, University of Portland, Portland, OR

**Sarina Saturn**, PhD, Associate Professor, Psychological Sciences, University of Portland, Portland, OR

**2024**

Room: E147–E148 (OCC, Level 1)

8:30–9:45 a.m.

Beginner

## The Power Series: Connecting Public Service, Social Justice and Leadership Development

Session Track: Race and Social Justice in Higher Education

Professionals across MIT realized a stark truth: Our workshops and pieces of training on DEI, social impact, and leadership were rarely long enough, intersectional enough, and holistic enough to meet the demands of a new world that expects leadership skillsets that include systemic change and cultural humility. Join MIT's PKG Center for Public Service, Student Organizations, Leadership and Engagement (SOLE) Office, and Office of Multicultural Programs to learn how they were able to synthesize learning goals and student communities into a three-part interactive series focusing on power, privilege, systemic challenges and global change, focusing on the individual, the individual on campus and the individual beyond campus. Participants will learn how these diverse stakeholders leveraged existing tools - like the Social Change Model of Leadership, Iowa and Minnesota Campus Compact's Wheel of Social Change, and popular culture like BuzzFeed to meet this community's specific needs.

**Daniel Becker**, MSW, Program Coordinator for Student Engagement and Outreach, PKG Center for Public Service, Massachusetts Institute of Technology, Cambridge, MA

**Alma Jam**, Assistant Director, Intercultural Engagement and Multicultural Programs, Office of Multicultural Programs, Massachusetts Institute of Technology, Cambridge, MA

**Jacklyn Liberman**, Associate Director for Student Activities and Coordinator for Leadership Programs, Student Organizations, Leadership and Engagement, Massachusetts Institute of Technology, Cambridge, MA

**2025**

Room: F149 (OCC, Level 1)

8:30–9:45 a.m.

Beginner

## Understanding & Supporting SSWANA Identities 101

Session Track: Intersectionality, Identities and Discussions

Most higher education institutions in North America have struggled with supporting the South, Southwest Asian, and North African (SSWANA) communities. Many folks from these populations span racial and ethnic categories set within the historical context of the US. This makes it difficult for institutions to support these ethnic populations holistically, particularly if access to disaggregated data is unavailable. With such complexity and very little nuance, it can be difficult for students, staff, and faculty to advocate for this population with compounding levels of invisibilization and structural challenges to work within.

In this session, participants will gain foundational knowledge regarding SSWAA identities and general student concerns and learn about programmatic and advocacy solutions to address some of these concerns.

This session will center the Middle Eastern, North African, and South Asian (MENASA) Student Resources unit at UC Davis as a case study to demonstrate what support can look like for SSWANA students. Participants will walk away with a better understanding of the SSWANA identities and take away tangible promising practices to implement at their institutions to support these communities.

This session is great for higher education professionals and educators looking to expand their work or better serve these populations on campus regarding retention, persistence, cultivating a sense of belonging, providing student support offices, and making the case to disaggregate data. No prior background knowledge is needed.

**Affaf Waseem**, MA, Director, Middle Eastern, North African, and South Asian Student Resources, UC Davis, Davis, CA

# WEDNESDAY, JUNE 01

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2026

Room: Deschutes A (HYATT, Level 1)

8:30–9:45 a.m.

All Levels

## **LGBTQIA+ student support: transformative work in supporting LGBTQIA+ students amidst virtual operations.**

Session Track: Student Affairs and Affiliated Professionals

“This service gave me a sense of belonging and understanding regarding my gender identity that I have not found in many other spaces on campus. It allowed me to process my experiences and carry myself with more confidence around campus.” - survey data.

The COVID-19 global pandemic presented and continues to present unprecedented challenges and trauma, specifically, Black and Indigenous students of color and LGBTQIA+ identifying and exploring students enrolled at residential college campuses. For many students who hold these salient and, at times, marginalized identities, the college campus closures removed the very safety net that supports their psychological and overall safety, lived experiences, and sense of self.

In a desperate and realistic attempt to support LGBTQIA+ students in the COVID-19 induced changes, the Days-Massolo Center director sought the research rationale on LGBTQIA+ student experiences and trauma and developed a unique staff role LGBTQIA+ Identity Specialist to support LGBTQIA+ identifying and exploring students.

This program aims to share the case study and data of Hamilton College’s Days-Massolo Center pilot LGBTQIA+ Identity Specialist and the direct student support services provided. In efforts to engage student affairs colleagues in discussing and assessing the support services needs of campus LGBTQIA+ communities and individual student experiences and exploring current campus climate experience for LGBTQIA+ identifying and exploring students and specifically evaluating whether their student populations need programming or direct support services like an LGBTQIA+ Identity Specialist.

Utilizing LGBTQIA+ research content from the American Association of Colleges and Universities, Postsecondary National Policy Institute, and the American Council on Education and a mixed modality of presentation and workshop-style, participants will engage in discussion, ongoing service assessment, and development of co-curricular socioemotional student development and support. Specifically, how might we all support our students in developing a sense of belonging and self-actualization through organizational development via staff roles and services and weaving equity practices in multicultural center service functions.

**Paola Lopez**, MHR, Director of Days-Massolo Center, Dean of Students, Hamilton College, Clinton, NY

2027

Room: D135 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## **Nobody even stops to think about my side of it’: Black schoolgirls, epistemic erasure, and the pursuit of self-definition through performance poetry**

Session Track: Intersectionality, Identities and Discussions

In this session, I will observe the extent to which the creative platform of performance poetry can allow Black schoolgirls the ability to vocalize and assert their experiences and knowledge claims of their schooling.

Black girlhood, which exists at the beleaguered intersection of Blackness, femininity, and youth, assumes a tyrannized and ‘totally ignored’ position in educational research (Watson, 2016, 84). In this unequal landscape, Black girls may have their vocal iterations and knowledge claims marginalized by researchers who are predominantly white men and women (Hines-Datiri, 2020).

Such marginalization and invisibility deny Black girls the capacity to exercise epistemic power, which is the ‘differing ranges of privilege and under-privileged that are co-extensive with one’s epistemic status’ (Fricker, 2007, 56). Even when their realities are probed, Black girls are not even upheld as the principal experts and knowledge bearers (Fricker, 2007).

Through coalescing the tenets of epistemic justice, which attempts to deploy ‘the proper use and allocation of epistemic power’ and Black feminist epistemology, which positions Black women and girls’ experiences and knowledge claims as objective truths, I will attempt to answer the following questions (Fricker, 2007, 57; Collins, 2002):

Q1: How do Black schoolgirls define themselves within educational environments that are epistemologically unjust?

Q2: To what extent are Black girls’ school experiences defined by the intersecting discriminations of sexism and racism they face?

Q3: Can performance poetry foster epistemic justice by acting as a platform for Black schoolgirls’ lived experiences and knowledge claims?

**Yasmin Musse**, PhD Researcher, School of Education, Durham University, Durham, NY

2028

Room: Willamette 1 (HYATT, Level 2)

8:30–9:45 a.m.

All Levels

## **Renew Campuses for Families: Creating Inclusive Campus for Students Experiencing Pregnancy and Related Conditions**

Session Track: Student Affairs and Affiliated Professionals

Inclusive campuses should have programs that encourage recruiting, enrolling, and retaining pregnant and parenting students. Title IX of Education Amendments of 1972 (“Title IX”) prohibits discrimination based on sex in education programs or federal financial assistance activities.<sup>1</sup> Title IX specifically prohibits discrimination based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions.<sup>2</sup> Students who are pregnant or experiencing a condition related to pregnancy may face hurdles in enrolling, attending, and succeeding in school.<sup>3</sup> There are approximately 2.1 million student parents enrolled in 2-year institutions and 1.1 million student parents attending four-year institutions.<sup>4</sup> Before the enactment of Title IX, pregnant students, were forced to drop out of school when their pregnancy became visible.<sup>5</sup> Research identifies that the most common barriers pregnant and parenting students face are attendance and discriminatory leave policy.<sup>6</sup> There is a significant issue that Title IX protections for pregnant and parenting students are largely unknown to students and faculty, which places the institution at risk of being discriminatory.<sup>7</sup> There are examples in case of law and resolution agreements that demonstrate the challenges students face, their legal options, and consequences for non-compliant institutions.

**Chris Jones**, PhD, Director, Student Multicultural and Diversity Programs, University of Alabama at Birmingham, Birmingham, AL

**Kasey Robinson**, JD, MPA, Title IX Coordinator, Title IX, University of Alabama at Birmingham, Birmingham, AL

8:45–11:45 a.m.

2103

Room: Regency Ballroom C (HYATT, Level 2)

8:45–11:45 a.m.

All Levels

## **“This is institution is not my home:” A Candid Conversation on How Black leaders can Reconsider their Loyalties to the Plantation of Higher Education**

Session Track: Race and Social Justice in Higher Education

Institutions of higher education were not designed for Black people to thrive. This session prevents you from burning it all down right now; it is the opportunity for Black leaders to center themselves (in a collective and ancestral sense). This sacred space aims to help Black leaders come to grips with the reality, implications, and cost of navigating the plantation politics of higher education. As the Black student population increases at all institution types –while hate crimes and White Supremacist violence are also on the rise in the same spaces, it is more important than ever that Black leaders reconcile their relationship with institutions that were not designed with them in mind but designed initially to exclude them.

By entering a collective healing ethic, this session will involve three movements: (1) Sankofa disposition: acknowledging and centering the wisdom and witness of Black ancestors, most notably Black foremothers, to inform and reimagine our relationship to the higher education plantation system; (2) Self-assess the cost of staying “in work” for Black liberation; and (3) Collectively strategies for a liberatory praxis. This session is for Black leaders or those involved in dismantling anti-Black racism at all levels of community organizations or higher education institutions.

**Nicole J. Johnson**, Dean of Students, Goucher College, Baltimore, MD

**David Louis Humphrey**, PhD, Senior Vice President/ Equity and Justice Officer, YMCA of Greater Seattle, Seattle, WA

# WEDNESDAY, JUNE 01

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**2100** Room: F150 (OCC, Level 1)

8:45–11:45 a.m.

Intermediate

## **Moving Beyond Compliance (and Complicity): Becoming an Anti-Racist Organization**

Session Track: Student Affairs and Affiliated Professionals

How can student affairs professionals lead their organizations in shifting from a compliance mentality to an affirming mentality regarding race and ethnicity? How can we motivate our organizations to view change not as symbolic gesture but as the radical transformation of our interactions and institutional structures? This interactive session will provide an overarching framework to help participants identify the specific obstacles for their organizations in becoming racially and ethnically affirming. We will also provide specific, concrete resources to help organizations transition from focusing on compliance to a racially equitable and inclusive organizations. We will model the use of these resources throughout the session to give participants an idea of how they can call in others to engage in the courageous self-reflection that is the crucial starting point of any anti-racist organizational change. This workshop, however, will not solely focus on internal work. Instead, we will model how self-reflection can lead us to intervene in more effective and sustainable ways to push our organizations to become more anti-racist and affirming, providing examples of success and barriers we have encountered doing this work ourselves. Participants should come prepared to offer and learn from each other's experiences. We hope that the relationships and connections among workshop participants will be just as valuable resources for anti-racist work as the models and frameworks we will offer.

**Sam Benson**, MEd, Ecology House Residence Hall Director, Housing & Residential Life, Cornell University, Ithaca, NY

**Perdita Das-Humphrey**, MBA, House Assistant Dean, Hans Bethe House, West Campus House System, Cornell University, Ithaca, NY

**Stephen Kim**, PhD, Curriculum Specialist & Lecturer, Intergroup Dialogue Project, Cornell University, Ithaca, NY

**Juhwan Seo**, MA, Graduate Resident Fellow, Hans Bethe House, West Campus House System, Cornell University, Ithaca, NY

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**2101** Room: F151 (OCC, Level 1)

8:45–11:45 a.m.

All Levels

## **Beyond the Talk: Intersectional Approaches to Antiracist Structural Change**

Session Track: Chief Diversity Officer and Executive Leadership

After the murder of George Floyd and the re-emergence of the movement for Black Lives, leadership teams across sectors of various industries felt the familiar reverberations of institutional racism within their organizations. This session moves beyond the listening sessions, slogans, and talk of intercultural and relational dialogue to provide a model of concrete steps of structural, antiracist, and intersectional change within organizations. The presenters of this interactive workshop will engage participants in their model of an appreciative process used in colleges, non-profit organizations, and other service institutions to provide a means of looking "through the race lens" with an intersectional approach. Facilitators will guide leaders through institutional self-assessment, goal setting, and implementation design for substantive structural change. This session is excellent for leaders involved in strategic planning, antiracist institutional visioning, and/or restricting with an eye toward equity, inclusion, and justice.

**Barrie Levy**, LCSW, Consultant, Education, Nao & Associates, Los Angeles, CA

**Kimberly Nao**, PhD, Associate Professor, Education, Mount Saint Mary's University, Los Angeles, CA



**2102**

Room: F152 (OCC, Level 1)

8:45–11:45 a.m.

Beginner

## **Cultivating an Ubiquitous Community of Belonging, Diversity, Inclusion, and Representation**

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

This workshop is designed for faculty who may be challenged to find intentional and sustainable ways to incorporate inclusion, diversity, and belonging into their curricula. The workshop includes content and resources for faculty who teach via online, remote, and traditional modalities.

Building a culture of inclusion and diversity relies on the participation of all stakeholders to consuetude the inclusionary collectivistic culture approach by providing opportunities for stakeholders to engage as active participants within their learning communities. This collectivistic culture determines the participants' level of interaction, emotion, responsibility, equity, and belonging. According to the Sense of Responsibility Togetherness theory, community stakeholders who experience togetherness engage in active participation for community togetherness to obtain measurable results, such as becoming more civically involved (Mannarini & Fedi, 2009).

The theory of a sense of responsibility togetherness (Mannarini & Fedi, 2009) is further supported through the research of Fredericks, Blumenfeld, and Paris (2004), which focuses on student engagement in creating togetherness. The researchers identify three dimensions of engagement:

- behavioral engagement: students' participation in coursework
- emotional engagement: students' emotional reactions in the remote classroom and the school
- cognitive engagement: students' investment in their learning (motivation and self-regulation)

This workshop will present concrete and innovative ways for the instructor and student to contribute to course content. This collectivistic cultural approach centers on an authentic acknowledgment of the individual student's interests, curiosity, motivation, learning styles, and positionality to implement action for inclusion, diversity, and representation in your learning communities.

- Participants will partake in the following topics for reflection, discussion, and completion
- Reflect on the meaning of inclusion in the context of your teaching
- Reflect on your course content to determine the best methods to make your classes more inclusive
- Determine how you will assess the effectiveness of your methods
- Create a concrete way to heighten student agency in your learning community
- Challenge negative rhetoric, attitudes, and beliefs regarding diverse student populations

Thus, this workshop will center on inclusive practices, agentic practices, and students as scholars' practices to provide andragogical and course design approaches that promote diversity, inclusion, community, creativity, engagement, and representation.

**Valerie Gray, MS**, Professor of English, English, Harrisburg Area Community College, Harrisburg, PA

# WEDNESDAY, JUNE 01

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**2105** Room: Columbia 2 (HYATT, Level 3)

8:45–11:45 a.m.

All Levels

## **Connecting, Organizing, and Visioning Community for Transracial Adoptees of Color in Higher Education**

Session Track: Intersectionality, Identities and Discussions

This interactive extended session is intended to be a brave and joyful space designed for Transracial Adoptees of Color (by Transracial Adoptees of Color)- who are People of Color who have been adopted across racial groups-to come together and connect deeply and authentically. Grounded in somatic practices and contemplative pedagogy, this session will engage participants' hearts and minds. Through centering our stories and connecting with our bodies, we will honor the brilliance of our borderland racial positionalities, by boldly and creatively imagining possible futures that are affirming, healing, and liberatory for Transracial Adoptees of Color in higher education. This session will be facilitated by a dynamic team of four Transracial Adoptees of Color (who are themselves student affairs practitioners and faculty scholars), and who have led community organizing efforts for transracial adoptees in higher education at NCORE, ACPA, NASPA, and through various online platforms. The target audience for this session are Transracial Adoptees of Color eager to reflect on their own racialized experiences, connect with other Transracial Adoptees of Color, and willing to engage in creative and futuristic imagining as we discuss how to organize and mobilize our community in higher education.

**Aeriel Ashlee**, MEd, PhD, Assistant Professor & Graduate Director, Community Psychology, Counseling, and Family Therapy, St. Cloud State University, St. Cloud, MN

**Sara Lilien Blair-Medeiros**, MEd, Associate Director, Women's Resources and Research Center, University of California, Davis, Davis, CA

**Hing Daniel Potter**, MEd, Assistant Director of Student Services, Northeastern University-San Francisco, Silicon Valley, San José, CA

**Christopher Van Nguyen Phenegeer**, MA, Diversity and Inclusion Educator and Specialist, Office of Campus Community Relations, University of California, Davis, Davis, CA

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**2106** Room: Deschutes B (HYATT, Level 1)

8:45–11:45 a.m.

Intermediate

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

Session Track: Chief Diversity Officer and Executive Leadership

When looking at how one can be successful as a diversity officer on 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 to be successful diversity officers in today's higher education landscape.

**Vernon Wall**, B.A, MEd, Director - Business Development, Business Development, LeaderShape, Inc., Washington, DC

**Chianti C. Blackmon**, MA, Vice President of Equity, Diversity & Inclusion, AMDA College & Conservatory of the Performing Arts, New York, NY

**Jamie Washington**, PhD, MDiv, President, Washington Consulting Group Social Justice Training Institute, Baltimore, MD

**Carmen Rivera**, PhD, Assistant Vice President for Student Affairs, Commission on Diversity & Inclusion, Colorado State University, Fort Collins, CO

**Alejandro Covarrubias**, EdD, Executive Director of Student Inclusion and Belonging, Cal Poly Pomona, Pomona, CA

10:15–11:45 a.m.

**2201** Room: Regency Ballroom A (HYATT, Level 2)

10:15–11:45 a.m.

All Levels

## Stopping the Steal: Deconstructing the Co-Optation of the #MeToo Movement and the Erasure of Black Voices

Session Track: Intersectionality, Identities and Discussions

This session+F1 will explore the timeline of the #MeToo movement and the impacts of co-optation. Within activism, both macro and micro efforts, Black bodies have intentionally worked to ensure issues of inequity are brought to the forefront. However, once a topic becomes “attractive” or deemed necessary by those who align with the dominant narrative, those issues are stolen and repackaged to center on white experiences. The #MeToo movement was a prime example of how Black voices and experiences are discarded until mainstream white media decides it impacts them and should now gain leverage in media attention, resources (finances), and support.

**Ellise Antoinette Smith**, MEd, Assistant Director of Diversity, Equity, and Inclusion, School of Public and Environmental Affairs, Indiana University-Purdue University Indianapolis, Indianapolis, IN

**2202** Room: Regency Ballroom B (HYATT, Level 2)

10:15–11:45 a.m.

All Levels

## Nice Racism: How Progressive White People Perpetuate Racial Harm

Session Track: Race and Social Justice in Higher Education

If we understand racism as systemic, we understand that no one is untouched by or outside of racism. This understanding allows us to conceptualize racism as an active continuum we are all on, rather than as an either/or binary. It is easy for those who are white and not in denial about systemic racism to see what is on the end of that continuum. But it is much harder for many of us to see what is on the closer end – what I term “nice racism.” This session will address why progressive white people can cause the most daily harm across race and identify many common white racial patterns that perpetuate racial harm. These patterns include rushing to prove that we are “not racist,” downplaying white advantage, focusing on how we’re different from other white people, positioning all opinions as equal, equating being against racism with antiracism, pretending white segregation “just happens,” bringing our own trauma into the conversation, and claiming to be immobilized by guilt and shame. We will engage in a series of reflection questions and an assessment tool of the skills and perspectives that can counter “nice” racism. This session is focused on white progressives and is suitable for non-academic participants.

**Robin Jeanne DiAngelo**, PhD, Affiliate Associate Professor of Education, University of Washington, Seattle, WA

**2203** Room: Portland Ballroom 253 (OCC, Level 2)

10:15–11:45 a.m.

All Levels

## Asian American Identity: Past, Present, and Future

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

Over the past two years, there has been a significant uptick in anti-Asian hate incidents, fueled by xenophobic rhetoric from the Trump administration. The brutal mass shooting of Asian massage workers in Atlanta galvanized a consciousness about anti-Asian violence in the public imaginary. While the media has presented anti-Asian hate as an emerging phenomenon, anti-Asian violence has been the throughline in the experience of most Asian American groups in the United States.

This session focuses on the specific case of Filipino Americans and highlights how violence and war against Filipinos were the catalyst for their migration. This session also discusses how Filipinos joined together with other Asian Americans to form a united pan-ethnic movement, but that this unity has been disrupted by cultural rifts stemming from Filipinos colonial history. Much of this talk will center on the discussion of Dr. Ocampo’s book *The Latinos of Asia: How Filipino Americans Break the Rules of Race*.

**Anthony Ocampo**, PhD, Professor of Sociology, California State Polytechnic University-Pomona, Pomona, CA

# WEDNESDAY, JUNE 01

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**2204** Room: A105 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## **Pandemics y Pandemonium: Reimagining Student Services, Moving Beyond Paralysis, and Building Transformational Anti-Racist Leadership**

Session Track: Student Affairs and Affiliated Professionals

Student services should be antiracist and justice-centered. Our counselors, mentors, program staff, and quick-question counters are spaces and places of critical support and connection, especially for our Black, Indigenous, People of Color (BIPOC), and minoritized communities. The dual pandemics in these past two years - a COVID-19 health crisis and exacerbated violence, racism, and anti-Blackness - have left many of us in Higher Ed in a state of disarray. Student Services community college leaders at open-access institutions were forced to transition student services to a virtual format fully and simultaneously confront extra-resource efforts to disrupt anti-Black and racist messages and practices embedded in our systems, policies, and operational work. This work led to progress and paralysis. It was uncomfortable and essential to acknowledge. Using our own experiences at Cañada College, an HSI and AANAPISI community college situated in the San Francisco Bay Area, this session will benefit individuals seeking spaces for critical and oftentimes-uncomfortable dialogue about radical imagination for racial justice and unapologetic commitment to transforming our institutions as informed by the scholars Adrienne Maree Brown (2017), Ibram X. Kendi (2019), and Bernard Bass (2006). In this session, facilitators will guide participants through interactive and reflective activities to become Transformative Anti-racist Leaders capable of reimagining Student Services at our institutions.

**Manuel Alejandro Pérez**, EdD, Vice President of Student Services, Student Services, Cañada College, Redwood City, CA

**Michiko Kealoha**, EdD, Student Life and Leadership Manager, Student Life, Cañada College, Redwood City, CA

**Nimsi N. Garcia Sandoval**, BA, Program Services Coordinator, ¡ESO! Adelante, Cañada College, Redwood City, CA

**2205** Room: Portland Ballroom 255 (OCC, Level 2)

10:15–11:45 a.m.

All Levels

## **Unpacking Portland**

Session Track: Intersectionality, Identities and Discussions

Portland, OR, is a fascinating city. While today, Portland is known as a hyper-liberal city great for lovers of the outdoors and has received national attention for its enduring protests, its realities and histories are more complex. As a city, everything is here - the gentrification and houselessness, rising white nationalism, climate [in] justice, changing demographics and immigration, the legacy of state laws, health disparities, social [im]mobility, policing, and safety- unpacking Portland is unpacking the nation and the global. Come learn about the historical context Portland is situated in, the current realities and movements, and the innovative and hopeful practices that apply to issues happening across the nation and the globe.

**Ame Lambert**, PhD, Vice President, Global Diversity and Inclusion, Portland State University, Portland, OR

**Cornel Pewewardy**, Ph.D, (Comanche-Kiowa), Professor Emeritus, Indigenous Nations Studies, Portland State University, Portland, OR

**Darrell Grant**, Professor of Jazz Studies, Music & Theater, College of the Arts, Portland State University, Portland, OR

**Betty Izumi**, Ph.D, Associate Professor, OHSU/PSU School of Public Health, Portland State University/OHSU, Portland, OR

**Marvin Lynn**, Ph.D, Faculty, Black Studies, Portland State University, Portland, OR

**Angela Canton**, Director of People and Culture, Dean's office, College of Liberal Arts and Sciences, Portland State University, Portland, OR

**2206**

Room: A107–A108–A109 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

**Becoming Multiracial Scholars: Pipelines and Publishing in Monoracially Designed Academia**

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

Over the past few decades, the higher education landscape has witnessed increased attention to the experiences and needs of multiracial college students, bolstered by rapid growth in their numbers. Unfortunately, higher education has not given the same attention to multiracial faculty, nor even multiracial graduate students seeking to become scholars. This session provides an overview of various decision-points in the trajectories of becoming multiracial scholars, like selecting a graduate program/advisor, choosing a dissertation topic, and navigating publication outlets. It features an intergenerational conversation among multiracial scholars at various points in their careers: a current doctoral student, a tenured faculty member, and a scholar nearing retirement. Through reflections and conversations, we offer navigational strategies for those in the pipeline toward becoming multiracial scholars and practical advice for gatekeepers (e.g., advisors, committee members, editors) within a monoracially designed academia and publishing enterprise.

**Marc P. Johnston-Guerrero**, PhD, Associate Chair / Associate Professor, Department of Educational Studies, The Ohio State University, Columbus, OH**Lisa Delacruz Combs**, MS, Doctoral Student / Graduate Research Associate, Higher Education and Student Affairs, The Ohio State University, Columbus, OH**Charmaine Wijeyesinghe**, EdD, Author and Consultant on Intersectionality, Racial Identity, and Social Justice Education, Delmar, NY**2207**

Room: B110–B112 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

**Moving the Healthcare Equity Needle: The Texas A&M University College of Medicine Anti-Bias Curriculum (ABC)**

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

The disproportionate morbidity and mortality impacts of COVID-19 in communities of color with the demise of George Floyd triggered a national reawakening to historical and persisting structural racism and healthcare disparities. Various individuals, groups, and organizations responded by calling for a review of medical education curricula to reflect these often neglected realities strongly. The AAMC urged medical schools to lead by paying attention to “all forms of racism, discrimination, and bias that may be present in our institutions, society, and communities.” At the Texas A&M College of Medicine (TAMU-COM), students’ response was spontaneous, as was that of leadership. The Dean charged the Office of Diversity Equity and Inclusion (ODEI) to lead the development of an “out-of-the-box” curriculum.

**Francis Achike**, MD, PhD, Med, Associate Dean of Diversity, Equity, and Inclusion, Medical Education, Texas A&M University College of Medicine, Bryan, TX**Amy Waer**, MD, Dean, College of Medicine, College of Medicine, Texas A&M University College of Medicine, Bryan, TX**Patricia Watson**, MD, Department Head, Humanities in Medicine, Texas A&M University College of Medicine, Bryan, TX**2208**

Room: B113–B115 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

**Oh the Caucasality!: Whiteness in the Ivory Tower in a Post-45 Era**

Session Track: Race and Social Justice in Higher Education

Over the past three decades, Whiteness has been frequently understood as an invisible, oppressive social norm. Recently, Zeus Leonardo theorized that we moved to more of a “post-colorblindness” era whereby there is still an ideological, persistent denial by White people that race is still an issue, but Whiteness has become much more visible and substantially more rooted in the sense of grievance. This panel discussion aims to have four experts explore what the social changes mean for advancing anti-racist education - with a particular focus on higher education institutions. This session will involve a dynamic discussion among leading experts in Whiteness (Battalora and Wise) and race within higher education institutions (Ahmed and Cabrera). As Whiteness is an omnipresent, oppressive social force in society, this is a session that will be relevant to all participating in NCORE regardless of their level of expertise.

**Amer Ahmed**, EdD, Vice Provost for Diversity, Equity, & Inclusion, Office of the Provost, University of Vermont, Burlington, VT**Jacqueline Battalora**, PhD, JD, Professor, Sociology, Saint Xavier University, Chicago, IL**Nolan Cabrera**, PhD, Professor, Educational Policy Studies & Practice, University of Arizona, Tucson, AZ**Tim Wise**, BA, Anti-racist Writer and Educator, Nashville, TN

# WEDNESDAY, JUNE 01

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2209

Room: B116 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## Honoring the Trust Responsibility: Using the University Land Grant System to Address Longstanding Indian Health Physician Shortages

Session Track: Intersectionality, Identities and Discussions

Despite significant increases in appropriations to the Indian Health Service (IHS), an agency within the US Department of Health and Human Services providing healthcare to 3 million American Indians and Alaska Natives (AI/AN), there continue to be significant regional shortages of physicians and other allied health professionals. The Indian Health Professions line item, which includes, but is not limited to, the IHS Scholarship Program (Sections 103-104), Loan Repayment Program (Section 108), and Indians Into Medicine Program (Section 114), has seen an increase of \$30 million in appropriations from FY10 to FY21. However, these increases have disproportionately favored the Loan Repayment Program, which supports AI/AN and non-AI/AN health professionals. The Indians Into Medicine Program (INMED), a five-year grant supporting the enrollment of AI/AN health professional students, saw no increases in funding. Despite the growth and expansion of allopathic and osteopathic medical schools, AI/AN medical students, residents, and academic physicians have seen no significant increases in representation. Institutional leaders are often unaware of the unique political status that Tribal governments and their enrolled members have with the federal government. This body of law, dating back to the 1970s, allows for special policies and programs supporting Tribal self-governance and self-determination. In 2018, the Association of American Indian Physicians and Association of American Medical Colleges called attention to longstanding IHS vacancies and challenged academic medical centers to shoulder the responsibility for training the next generation of AI/AN physicians. They also called for transformative approaches to this ongoing crisis and new systems-based thinking that pushes back on the status quo. This session will examine the state and federal policy landscape that may prohibit the greater inclusion of AI/AN students in medicine. We will propose new tribal-academic partnerships that respect tribal sovereignty and work to acknowledge and reconcile the expropriation of Indigenous land to establish and support the university land grant system, which operates a significant number of allopathic and osteopathic medical schools. Finally, an analysis of an extensive academic medical education system will be presented.

**Alec Calac**, BS, (Pauma Band of Luiseño Indians), MD/PhD Student, Medicine and Public Health, University of California, San Diego, San Diego, CA

2211

Room: C120–C121–C122 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## Mindfulness in Social Justice Education: Critical Race Feminist Perspectives

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

This session offers healing pedagogy for social justice education and explores theoretical intersections between critical race feminism and mindfulness. Grounded in critical race feminism, this session explores mindfulness as an empowering approach in social justice education directed towards novices, undergraduates, and university social justice courses. Multiculturalism is viewed through feminist women of color scholarship that claims that body and spirituality are core sources of knowledge beyond a traditional focus on the rational and essential for decolonizing academic life. Mindfulness offers practices for connecting to the present moment through the body, emotions, physical sensations, and spiritual energy. Empirical research has been conducted that supports this pedagogical design, such as counter-narratives. By (re)centering the body through mindfulness with concrete strategies and scaffolded practice, learners of social justice education are empowered to handle the activated emotions and deep self-reflection that come with the work of social justice, liberation, and anti-racism. This session offers both an epistemological and a curricular approach to mindfulness in social justice education, including a discussion of theory and key principles in addition to ten modules with practices to engage with learners. These modules can be directly applied as the basis for curricular changes in undergraduate education and university-wide social justice courses, or they can be independently read by learners interested in enhancing their wellbeing and social justice.

**Raisa Blazquez**, PhD, Post Doctoral Researcher, Education, Oregon State, Corvallis, OR

**Freddy Leon**, PhD Student, Advisor, World Languages, Academic Services, Education, Oregon State, Corvallis, OR

**Kathryn McIntosh**, PhD, Associate Professor, College of Education, Oregon State University, Corvallis, OR

**Faran Saeed**, Doctoral Candidate, Graduate Assistant, College of Education, Oregon State, Corvallis, OR

**Marcos Viveros**, PhD Candidate, Graduate Assistant, College of Education, Oregon State, Corvallis, OR



**2212**

Room: C123 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## Race in Another Place: Impactful Identity Transformation Through Affinity Groups Abroad

Session Track: Global, Multicultural and Transnational issues

In 2019-2020, Dr. LaToya Brackett was the first Black professor to take University of Puget Sound students (PS) on a trip abroad- the most diverse faculty-led study abroad in PS history. The academic course focused on the African Diaspora. The abroad component took place in Ghana during “The Year of Return” (Ghana’s call for descendants of those enslaved to return in the 400th anniversary of slavery’s arrival to the US). Study abroad pedagogies, which allow students of all backgrounds to engage with the unfathomable histories linked to their own livelihoods with confidence, are lacking. This workshop aims to share a pedagogical tool of racial affinity groups for diverse faculty-led study abroad trips, focusing on racial histories and realities. We define racial affinity groups as spaces that allow students of color to center and prioritize their specific needs, voices, and experiences in a space without rerouting or re-centering the conversation to adjust to white education.

This workshop will share student reflections from qualitative data collected during the course and study abroad experience, and two years post, on how racial affinity groups transformed their study abroad experience and their understanding of their own racial identities. Additionally, we will be joined in person by a diverse panel of group leaders and alumni from the trip.

**LaToya Brackett**, PhD, Assistant Professor, African American Studies, University of Puget Sound, Tacoma, WA

**Jade Herbert**, BA, Case Manager, Family Services, HopeSparks, Tacoma, WA

**Anna Mondschean**, BA, Co-Program Coordinator, Race & Pedagogy Institute, University of Puget Sound, Tacoma, WA

**Vivie Nguyen**, MA, Director for Intercultural Engagement, Office of Institutional Equity & Diversity, University of Puget Sound, Tacoma, WA

**2213**

Room: C124 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## Campus Palestinian Activism, Racial Justice, Solidarity Movements and Legal Implications

Session Track: Race and Social Justice in Higher Education

Palestinian activism on college campuses has galvanized the support and solidarity of students and academics across the country. What happens when student activists and academics are criminalized and targeted for supporting Palestine? This session will explore advocacy for Palestinian rights on college campuses from the perspective of educators, students, solidarity activists, and legal representatives who will break down the battle to protect the right of students to call for Boycott, Divestment, and Sanctions (BDS), hold peaceful protests and challenge US foreign policy towards Palestine and Israel. Exploring how justice in Palestine is a racial justice issue will be at the center of the conversation, while participants will have the opportunity to engage in dialogue about Palestine activism movements on their campuses. The mantra: “from Ferguson to Palestine, end racism now” echoes shared experiences of racial profiling, mass incarceration, and state repression. This session should particularly benefit students, higher education practitioners, and activists who want to learn more about solidarity with Palestine, their rights to organize on campus, and how to protect their freedom of speech. No prior knowledge of the topic is needed to attend this session.

**Ahmad Daraldik**, BA, Student, International Affairs, Florida State University, Tallahassee, FL

**Nada Elbasha**, BA, Advocacy Specialist, Division of Safety and Facilities, George Washington University, Washington, DC

**Daniel Segal**, PhD, Jean M. Pitzer Professor of Anthropology and Professor of History, Anthropology and History, Pitzer College, Claremont, CA

**Nina Shoman-Dajani**, EdD, Assistant Dean, Learning Enrichment and College Readiness, Moraine Valley Community College, Chicago, IL

**Amal Thabateh**, JD, Michael Ratner Justice Fellow, Legal, Palestine Legal, New York City, NY

# WEDNESDAY, JUNE 01

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**2214** Room: Deschutes A (HYATT, Level 1)

10:15–11:45 a.m.

All Levels

## Confronting White Nationalism in Higher Education

Session Track: Race and Social Justice in Higher Education

Across the country, white nationalists and other bigoted and anti-democracy groups have organized to undermine inclusive democratic institutions, such as city and county governments and public health agencies. Their assault on educational institutions is part of the same trend and has created challenges for educators at almost every level to teach young people accurately about history, race, and racism—and to do so in environments that are safe and supportive for all students.

The Portland Metro Area and its educational institutions sit at the nexus of these trends. Portland, Oregon, has been a focal point of bigoted and anti-democracy activity across the country for several years—the most visible and painful resulting in violence. Many of the community members involved in both the organizing of these bigoted activities, as well as those organizing to combat them, are often students. The past year has seen public educational institutions become a battleground for bigoted groups seeking to build political power. The aggressive targeting of K-12 school boards that we are currently witnessing is a bellwether for public postsecondary institutions' challenges. Authoritarian movements seek to stifle democracy, and a critical front of that fight is education. An interdisciplinary team of faculty, staff, administrators, and students at Portland Community College (PCC) have taken action, partnering with Western States Center to support a broad conversation within the college about actively responding to these threats while centering core values of inclusion and equity and navigating important First Amendment questions to maintain freedom of expression as a core value. As a part of their “community care” work, the PCC President's Preferred Future Council has developed a toolkit for countering white nationalism in higher education.

This session will provide context and analysis on bigoted assaults on higher education across the country, share strategies from Portland Community College, and host a collaborative space for participants to share learnings from their own institutions. The intended audience for this session is members of higher education communities, whether educators, students, staff, or administrators who have seen the impacts of organized bigotry on campus or taken action to address them. Session participants will gain the opportunity to build connections with others working on this issue, resources on understanding white nationalism, and specific approaches that institutions of higher education can use to strengthen their response to bigoted and anti-democracy movements targeting campuses.

**Tricia Brand**, EdM, Vice President, Diversity, Equity, Inclusion, and Belonging, California College of the Arts, San Francisco, CA

**Traci Fordham**, PhD, Special Assistant to the President, Organizational Learning Associate for Office of Equity & Inclusion, Office of the President, Office of Equity & Inclusion, Portland Community College, Portland, OR

**Andrea Salyer**, MA, OEI Special Projects Coordinator, Office of Equity & Inclusion, Portland Community College, Portland, OR

**Lindsay Schubiner**, MS, Program Director, Momentum, Western States Center, Portland, OR

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**2215** Room: D133–D134 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## A Third Way: Reimagining Anti-Racist Leadership

Session Track: Chief Diversity Officer and Executive Leadership

Are three heads better than one? Audre Lorde teaches us that interdependence, which dominant society often frames as weakness, is precisely the strength that marginalized people have used and need to continue to draw upon to sustain the work of change. Colorado College has implemented a new three-person diversity, equity, inclusion & antiracism leadership team in this spirit of interdependence for the last year and a half. After a multi-year study and institutional anti-racism implementation plan, Colorado College hired three leaders, each with a specific lens to stakeholders on campus (faculty, staff, and students). We also assert that using an antiracist framework also necessitates us to examine power and the implicit ways it replicates white supremacy even within equity work. While it is not the only such model in higher education, it is still unusual. In this session, a panel consisting of the respective members of the leadership team will discuss the benefits and challenges of a three-person diversity, equity, inclusion, and antiracism leadership team. Participants will be asked to reflect on the ways white supremacy culture is replicated even in our attempts to do equity work and how they can apply this model or components to their own institutions.

**Rosalie Rodriguez**, MA, Senior Associate Dean of Students for Diversity, Equity & Inclusion/ Director of the Butler Center, Student Life, Colorado College, Colorado Springs, CO

**Peony Fhagen**, PhD, Senior Associate Dean of Equity, Inclusion, and Faculty Development, Office of the Dean of the Faculty, Colorado College, Colorado Springs, CO

**Manya Whitaker**, PhD, Executive Vice President and Chief of Staff, Office of the President, Colorado College, Colorado Springs, CO

**Tiffenia Archie**, PhD, Associate Vice President & Chief Inclusion Officer, Institutional Diversity, Equity, Advocacy and Leadership, Temple University, Philadelphia, PA

**2216**

Room: D135 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

**Anti-Racist Grading in the Metro College Success Program: Challenging Institutional White Supremacy**

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

From its inception, the Metro College Success Program at San Francisco State University pushed boundaries. Metro's mission is to increase equity in college completion through engaging, supportive, rigorous, and socially relevant education-in short, graduation with equity and excellence. The program changed the curriculum and pedagogical approach of faculty in the classroom, created communities for both students and faculty and challenged difficult institutional policies that kept low-income, first-generation students of color from completing their first two years of college. Metro supports students in successfully navigating academia while empowering them to challenge the academic systems preventing their success. Yet, one area the program did not know how to address was assessment and grading in a way that aligned with the program's values.

During the pandemic, Metro introduced labor-based grading program-wide to combat unfair grading practices we engaged in for years. This session will give faculty across various academic disciplines an introduction to the approach grounded in the historical context of grading in higher education. It will also explore some of the barriers Metro faculty faced in implementing labor-based grading, some of the successes, and ultimately, lessons learned. Faculty will come away with tools to explore labor-based grading on their campuses by starting in their classrooms. This session will model some approaches and give faculty in various stages of grading a community of social justice-oriented colleagues. This session will allow faculty to ask hard questions and struggle with what it means to upend grading, thus transforming an existing system of white supremacy that permeates higher education today.

**Kristina Bartolome**, MFA, Associate Director of Curriculum and Faculty Development, Metro College Success Program, San Francisco State University, San Francisco, CA

**Gustavo Lopez**, MA, Associate Director of Student Services, Metro College Success Program, San Francisco State University, San Francisco, CA

**Mary Beth Love**, PhD, Executive Director, Metro College Success Program, San Francisco State University, San Francisco, CA

**Savita Malik**, EdD, Director of Curriculum and Faculty Development, Metro College Success Program, San Francisco State University, San Francisco, CA

**Olive Mitra**, MA, Assistant Director of Curriculum and Faculty Development, Metro College Success Program, San Francisco State University, San Francisco, CA

**Virginia Schwarz**, PhD, Assistant Professor, English Language and Composition, San Francisco State University and Metro College Success Program, San Francisco, CA

**2217**

Room: D136 (OCC, Level 1)

10:15–11:45 a.m.

Beginner

**From Root to Flower Throughout the Seasons: A Pedagogy of Self-Awareness, Accountability, & Advocacy for Liberation**

Session Track: Intersectionality, Identities and Discussions

Often there are metaphors for treating our bodies with care, much like how we care for other living beings and nature around us. Many lessons can come from environmental observations of nature, especially as educators practice care in the ever-tiring restrictions of living in the dominant culture.

Learn more about your identities and how they impact the way you carry yourself as we discuss how to learn, disrupt, heal, and bloom through biomimicry and treating our bodies as plants. This pedagogy is rooted in embodiment and looks inward to our values and ancestors. We will apply personal values and approaches to liberatory work. In this workshop, we will navigate the plant structure, find the energy to blossom, and develop our own pedagogy through reflection and envisioning ourselves as plants. This workshop is welcome to all levels of learning, and this metaphor can be applied beyond education work.

**Delfine DeFrank**, MA, Student Representation & Governance Advisor, Enrollment & Student Services, Western Washington University, Bellingham, WA

# WEDNESDAY, JUNE 01

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**2218** Room: D137–D138 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## Realizing Equity Through Personal Decolonization

Session Track: Intersectionality, Identities and Discussions

In this session, Dr. Gerry Ebaloroza-Tunnell will introduce the etymology of Alo-Hā, Alo (Meaning: forward, facing each other), and Hā (Meaning: Breath). 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 our world. 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.

Together with Jeremy Tunnell, MA, activating Alo Hā, we take attendees on the historical journey of race and whiteness to better understand our place in colonization. Through the framework of the Five Phases of Decolonization (Laenui, 2009) 1) Rediscovery and Recovery, 2) Mourning, 3) Dreaming, 4) Action, 5) Commitment, we obtain tools to create cohesive communities by applying the Guiding Principles of A.L.O.H.A (Ask~ Listen~ Observe ~Heart ~Accept), an Indigenous theoretical framework that can shift narratives of hate, racism, and fear of difference or sense of loss towards the kind of dialogue that would elicit healing, advance justice, and create a space of belonging and peace for all.

**Gerry Ebaloroza-Tunnell**, PhD, Principal Consultant, Equity, Diversity, Inclusion and Belonging, Co3 Consulting: Co-Creating Cohesive Communities, Seattle, WA

**Jeremy Tunnell**, MA, Executive Director, Equity, Diversity, Inclusion and Belonging, Co3 Consulting: Co-Creating Cohesive Communities, Seattle, WA

**2219** Room: D139–D140 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## MechE ENGAGE (Empowering New Grads to Achieve Graduate Excellence): Development, Implementation and Evaluation of a Mentorship Program for Incoming URM and Women-Identified Graduate Students in Mechanical Engineering at MIT

Session Track: Race and Social Justice in Higher Education

Students enter MIT's Mechanical Engineering graduate program with varying levels of information and access to networks depending on their personal circumstances. If unaddressed, this can lead to inequalities in student outcomes and their sense of inclusion. MechE ENGAGE (Empowering New Grads to Achieve Graduate Excellence) is a single-semester, semi-guided mentorship program designed to support incoming URM and women-identifying graduate students in MIT's Department of Mechanical Engineering (MechE) by democratizing access to information and intentional, focused network building. This workshop will highlight MechE ENGAGE as a model program, guide participants in reflection on how a similar program could be adapted for their institution, and share tools and templates to assist this work.

The vision of MechE ENGAGE is to equip mentees with the skills, knowledge, and confidence to navigate the challenges of graduate study in MechE, build meaningful relationships among participants, and provide a network of support in the MechE community that will grow throughout the graduate study, and beyond. Over their first semester at MIT, students meet in mentorship "pods" consisting of 4-5 mentees, two senior graduate student peer mentors, and a faculty mentor who is not their research advisor. Pods meet regularly to have guided discussions following a conversation curriculum, a curated list of eight topics essential to graduate success typical pain points, ranging from wellness to managing professional relationships.

The program's structure was carefully designed and iterated on through two pilot sessions to ensure the program's sustainability and optimize the timing with regard to other responsibilities during the busy semester. In this workshop, we will share our framework and practical insights based on our experience with MechE ENGAGE that are widely applicable. Through a combination of lecture, think-pair-share activities, and group discussion, participants will be guided to consider how the structure and content of MechE ENGAGE can be adjusted to fit seamlessly within the tapestry of their home institution. Participants will be provided with a worksheet(s) for activities and a packet of sample materials containing training materials for peer mentors, program evaluation surveys, and a modifiable data visualization script for use after the workshop. This workshop is intended to empower any individual seeking actionable solutions to support the personal, academic, and professional success of underserved graduate populations, with a particular focus on STEM fields.

**Andrea Lehn**, SM, Graduate student, Mechanical Engineering, Massachusetts Institute of Technology (MIT), Cambridge, MA

**Theresa Werth**, BA, Program Manager, Mechanical Engineering, Massachusetts Institute of Technology (MIT), Cambridge, MA

**2220**

Room: E141–E142 (OCC, Level 1)

10:15–11:45 a.m.

Intermediate

**Restorative Justice AS Racial Justice: Restorative Practices and Antiracist Praxis**

Session Track: Race and Social Justice in Higher Education

This panel will explore the use of restorative justice practices as tools for the work of antiracism on college campuses. Three scholar-practitioners in three different institutional contexts - an associate dean of diversity in student affairs at a public university in the South, an executive director of equity and inclusion at a regional public university in the Pacific Northwest, and a restorative and racial justice consultant with experience in K-12 education who leads a restorative justice certificate for teachers - will both describe how they think about the connections between restorative justice and racial justice as well as describe a particular restorative practice/program they use in their antiracist work in higher education. Practices explored include racial healing circles with students, restorative interventions in instances of bias, and a teaching certificate in restorative justice infused with antiracist themes and pedagogies.

**Desiree Anderson**, PhD, Associate Dean of Diversity and Student Affairs, Student Affairs, University of New Orleans, New Orleans, LA

**James McCarty**, PhD, Executive Director for Equity and Inclusion, Office of Equity and Inclusion, University of Washington - Tacoma, Tacoma, WA

**Sidney Morgan**, MA, Founder, Red Sea Road, Red Sea Road Consulting, LLC, Vancouver, WA

**2221**

Room: E143–E144 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

**Co-Creation and Collective Action through Art, Activism, & Healing on Stage**

Session Track: Student Interest and Engagement

This creative programming workshop will introduce participants to the advocacy, activism, and healing curricular model of Awareness through Performance (ATP). We will share experiences of developing (and re-developing), advising, participating in, and cultivating powerful student expression and activism through ATP's intensive 10-day identity immersion performance troupe experience. Participants will join in both discussion and self-reflection exercises. This workshop is for campus community members dedicated to transformative and innovative strategies for collective liberation in education.

**Laura Abellera**, JD, MEd, Consultant and Associate Lecturer, Race, Gender, and Sexuality Studies, Social Responsibility Speaks, La Crosse, WI

**Amanda Florence Goodenough**, MEd, Consultant, Educator, Team Lead, Leadership, Social Responsibility Speaks, Melrose, WI

**2222**

Room: E145 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

**The Caterpillar Stage: Supporting Undocumented Students in Their First Year Transition**

Session Track: Race and Social Justice in Higher Education

This workshop will provide student affairs professionals with focused strategies to support incoming students during their first year of college or transfer experience. Presenters will share lessons learned from the development of a year-long first-year course called Resilience Empowerment Mentorship Scholars and on the development of an undocumented student-themed on-campus housing. As co-instructors of the class and sponsors of the house, we will share our teaching and community-building praxis. Additionally, examine our interpersonal identities as women of color, immigrants, first-generation educators, and practitioners. We will also discuss the role of student leaders and voices in developing and sustainability of these resources. This session will be interactive, based on data and best practices.

**Eloisa Amador-Romero**, MEd, Assistant Director, DREAM Center, University of California, Irvine, Irvine, CA

**Alejandra Jeronimo Ixta**, BA, Program Coordinator, DREAM Center, University of California, Irvine, Irvine, CA

# WEDNESDAY, JUNE 01

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**2223** Room: Portland Ballroom 255 (OCC, Level 2)

10:15–11:45 a.m.

Beginner

## A Space for Collective Healing: BIPOC Students' Experiences in Higher Education

Session Track: Race and Social Justice in Higher Education

Diversity and inclusivity are showcased ubiquitously on campus websites in higher education yet feel contradictory once BIPOC students arrive. The lack of BIPOC faculty and staff, the lack of cultural food, and limited physical space for BIPOC students to connect and engage inadvertently revealed where BIPOC students rank in university priorities. In addition, BIPOC students' merits on campus are often challenged by white identifying students and faculty in the form of microaggressions or biased decision making. Not having an affinity space for BIPOC students to share and process their experiences puts the onus of responsibility to avert racism on the individual-making. It seems like an isolated experience when this is not the case. Higher education favored dominant identities and cultures while excluding BIPOC students. The policies and practices of institutional racism create aversions to education that can potentially push BIPOC students out of the institution. These conditions demonstrate the pervasiveness and insidious nature of white supremacy culture. Systemic racism goes unnoticed and unchecked and has a profound and harmful impact on BIPOC students. Therefore, BIPOC students need a space on campus to share their experiences of racism in higher education to normalize their experiences and avoid the isolation and struggles created by racism. This workshop aims to create a processing space among current and former BIPOC students to share their unique experiences in higher education and normalize those experiences through collective healing. For those who want to continue staying connected after the workshop, a listserve will be generated to build community, solidarity, and support outside of the workshop.

**Mikevia Kiles**, BA, Graduate Student, School of Social Work, California State University, Chico, Chico, CA

**Dominique Soares**, BA, Graduate Student, School of Social Work, California State University, Chico, Chico, CA

**Nhoua Xiong**, BSW, Graduate Student, School of Social Work, California State University, Chico, Chico, CA

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**2224** Room: E147–E148 (OCC, Level 1)

10:15–11:45 a.m.

Intermediate

## Counter-Language: Inclusive and Antiracist Writing in the Classroom

Session Track: Race and Social Justice in Higher Education

The power of language is often dismissed in work to address systemic and structural racism. While we do not intend to suggest that words are “enough” to address systemic and structural racism in our institutions, we are interested in interrogating language’s power, especially within academic institutions. As Desmond Tutu said, “Language is very powerful. Language does not just describe reality. Language creates the reality it describes.” When we accept that words and language matter, we realize that being dismissive about language can stop us from creating the kinds of actions we need to address systemic and structural racism effectively; sustained attention to the power and language is especially relevant in academic institutions which embody Okun’s characteristics of white supremacy culture, especially “worship of the written word” and insistence that there is “one right [disciplinary] way” when it comes to language-use and writing. In taking up this analysis, we draw on Laura Greenfield’s work on Standardized Academic English and Asao B. Inoue’s *Habits of White Language (HOWL)*. Our interest in this session is to engage participants’ critical curiosity about the language we use in academia -- where it comes from, who controls it, how they control it, how they use it to control us, etc. We will also use our time to consider counter-narratives framed by critical pedagogy as a way to create “counter-languages” in our classrooms and our writing. In these ways, we will take words and language seriously as part of our more extensive work to develop realities that dismantle systemic and structural racism.

Language can be a powerful tool for antiracist and inclusive praxis in the classroom. However, words can also become sites of harm, exclusion, and racial trauma -- whether intentionally or unintentionally. Racism and white supremacy are encoded in our language and our assumptions and attitudes about language in conscious and unconscious ways. The more we engage as educators with inclusive and antiracist language practices and tools, the better prepared we are to introduce terms, concepts, and texts to students critically, receptively, and with complete care.

This 90-minute workshop will be collaborative and hands-on and will involve:

- Collectively unpacking (some of) the racist and exclusionary language practices in the university;
- Identifying and considering opportunities to take up inclusive and antiracist language in the classroom activities and our writing as scholars and educators;
- Experimenting with implementing “counter-language” as a critical pedagogical approach to instruction, especially instruction about writing;
- Critically rethinking samples of your writing. You are welcome to select pieces of writing you wish to share and discuss. Consider, for example, course descriptions/syllabi, assignment descriptions, course welcome emails, etc.

**Bee Brigidi**, PhD, Educational Developer, Centre for Educational Excellence, Simon Fraser University, Vancouver, BC

**Julia Lane**, PhD, Writing Services Coordinator, Student Learning Commons, Simon Fraser University, Vancouver, BC



**2225**

Room: F149 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## Indigenous and International Students Cultural Dialogue and Engagement

Session Track: Student Affairs and Affiliated Professionals

In this session, participants will learn about two programs introduced in Canada's most eastern university to promote Indigenous and international student engagement and dialogue. The programs are developed using an anti-colonial lens. Participants will learn how to use anti-colonial strategies to engage students to recognize the original peoples of the places they visit and live by participating in this workshop. Participants will also reflect upon their role in maintaining good land relationships and, in doing so, can begin to think about how they can introduce programs to engage their students to unlearn the systems of global colonization.

**Valeri Pilgrim**, MPhil, (Nunatsiavut Inuit or Kablunângajuk), Manager, Indigenous Student Resource Centre, Office of Indigenous Affairs, Memorial University of Newfoundland, St. John's, N.L.

**Abu Arif**, MA, International Student Advisor, Internationalization Office, Memorial University of Newfoundland, St. John's, N.L.

**2226**

Room: Willamette 1 (HYATT, Level 2)

10:15–11:45 a.m.

All Levels

## Write the Vision, Make it Plain: Building & Implementing Cultural Competencies for Multicultural Centers

Session Track: Race and Social Justice in Higher Education

This session provides a clear framework for how the Martin Luther King Cultural Center at the University of Kentucky transformed its co-curricular programming by creating assessment-driven expectations (also known as "cultural competencies"). Presenters will walk through the process of creating cultural competencies for their center when your university or division doesn't have set goals for assessing diversity programming. The session will provide mid-level professionals the opportunities to think about how they program, how to assess their programs, how their programming can link to the academic side of the academy, and how to package their programming to maximize support from senior administrators.

**Jason Brooks**, M.M., Executive Director for Institutional Engagement/Bias Incident Support Coordinator, Institutional Diversity, University of Kentucky, Lexington, KY

**Ja'Mahl McDaniel**, M.A., Director of the Martin Luther King Cultural Center, Institutional Diversity, University of Kentucky, Lexington, KY

**2227**

Room: C125–C126 (OCC, Level 1)

10:15–11:45 a.m.

Beginner

## Approaching Recruitment & Hiring Through an Equity Lens

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

Recruitment and hiring are more than processes through which we get people in the door. Institutions must engage with these processes much more holistically to authentically improve the recruitment and retention of employees of color. In this session, participants will dialogue current and ongoing challenges with the recruitment and hiring of historically underrepresented employee groups and ways to facilitate changes in our recruitment and hiring approach.

**Susan Degrand**, MS, Interim Director, Equity, Inclusion & Employee Well-Being, Office of Human Resources, University of Wisconsin - Madison, Madison, WI

# WEDNESDAY, JUNE 01

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2228

Room: E146 (OCC, Level 1)

10:15–11:45 a.m.

Beginner

## Identity, Lived Experience and Growth: Navigating Higher Ed as a First Gen Professional

Session Track: Intersectionality, Identities and Discussions

Am I even supposed to be here? First-generation Higher Ed Professionals carry the burden of figuring it all out for the first time. They find themselves navigating complex and unfamiliar workplace dynamics. Instead of focusing on professional growth and advancement, they constantly fear that one mistake will lead them to lose it all. First-generation professionals navigate new obstacles, relationships, and challenges through the lens of their identities and personal experiences. With a focus on intersectional identities, this workshop will introduce and analyze the experiences of first-generation professionals and equip participants with tools to share their narratives, engage in dialogue and advocate in a professional context. This session will benefit participants looking to analyze and identify tools for development and growth as new professionals.

**Monica Hanna**, MEd, Assistant Director, Residential Life, UCLA, Los Angeles, CA

**Joey Ann Mateo**, B.A., Assistant Resident Director, Residential Life, UCLA, Los Angeles, CA

**Danielle Espinoza**, B.A., Assistant Resident Director, Residential Life, UCLA, Los Angeles, CA

1:30–3:00 p.m.

2300

Room: Exhibit C-D (OCC, Level 1)

1:30–3:00 p.m.

## CONFERENCE OPENING GENERAL SESSION: Featuring Rev. Dr. William J. Barber II

The Conference Opening General Session is our first opportunity to gather as a connective whole. Please join us as we establish our relationship to the land, welcome and give thanks, and experience our conference opening keynote speaker, Rev. Dr. William J Barber II!

Conference Welcoming

**Belinda P. Biscoe**, PhD, Senior Associate Vice President for University Outreach, College of Continuing Education, The University of Oklahoma—Norman, OK

Keynote Address

**Rev. Dr. William J. Barber II**, President and Senior Lecturer of Repairers of the Breach & Co-Chair of the Poor People's Campaign—Goldsboro, NC

The Rev. Dr. William J. Barber II is the President and Senior Lecturer of Repairers of the Breach; Co-Chair of the Poor People's Campaign: A National Call For Moral Revival; Bishop with The Fellowship of Affirming Ministries; Visiting Professor at Union Theological Seminary; and Senior Fellow at Auburn Seminary. He has pastored the Greenleaf Christian Church (Disciples of Christ) in Goldsboro, North Carolina. Since Rev. Dr. Barber began his ministry at Greenleaf 29 years ago, the church has sponsored efforts that have led to more than \$12 million of community development and welcomed all into the body of Christ. He is the author of four books: *We Are Called To Be A Movement*; *Revive Us Again: Vision and Action in Moral Organizing*; *The Third Reconstruction: Moral Mondays, Fusion Politics, and The Rise of a New Justice Movement*; and *Forward Together: A Moral Message For The Nation*.

Rev. Dr. Barber is also the architect of the Moral Movement, which began with weekly Moral Monday protests at the North Carolina General Assembly in 2013 and revived under the banner of the Poor People's Campaign. In 2018, Rev. Dr. Barber helped relaunch the Poor People's Campaign—which was begun by Rev. Dr. Martin Luther King Jr. and others in 1968—with a historic wave of protests in state capitals and Washington, DC, calling for a moral agenda and a moral budget. Rev. Dr. Barber has been arrested 17 times for nonviolent civil disobedience. Millions of Americans have participated in Poor People's Campaign events over the past three years.

3:45–5:00 p.m.

**2500** Room: A107–A108–A109 (OCC, Level 1)

3:45–5:00 p.m.

Beginner

## Leading Curriculum Transformation: The Difference, Power, and Discrimination Program

Session Track: Chief Diversity Officer and Executive Leadership

In this presentation, panelists discuss key elements of Oregon State University's Difference, Power, and Discrimination Program as a model for working toward institutional curriculum transformation in ways that attend to intersections of race, gender, sexuality, class, ability, age, and other institutionalized systems of inequity and privilege in the United States. The panel will discuss critical programmatic features, including faculty development and education as essential to building inclusive curricula, institutional course assessment processes, resource sharing, and recommendations for building as well as growing similar programs, as well as discuss challenges, strengths, and areas in need of growth as it relates to the Program. As an example of both faculty development and resource sharing, the panelists will discuss a collaborative project in which an interdisciplinary group of faculty engaged each other about their efforts to teach from a social justice perspective, which resulted in the 2021 publication, *Transformative Approaches to Social Justice Education: Access and Equity in the Undergraduate Classroom*. Panelists will showcase the values that guide the work of the DPD Program through a discussion of the process through which this effort came into being and how it was carried out.

**Nana Osei-Kofi**, PhD, Director, Difference, Power, and Discrimination Program, Oregon State University, Corvallis, OR

**Kali Furman**, PhD, Postdoctoral Scholar, Difference, Power, and Discrimination Program, Oregon State University, Corvallis, OR

**Bradley Boovy**, PhD, Associate Professor, World Languages and Cultures/Women, Gender, & Sexuality Studies, Oregon State University, Corvallis, OR

**2523** Room: Portland Ballroom 252 (OCC, Level 2)

3:45–5:00 p.m.

All Levels

## Decolonization and Rematriation: Cultivating Roots for Connection and Healing

Session Track: Intersectionality, Identities and Discussions

In this session, long-time Indigenous organizer and award-winning community leader Lakota Harden (Minnecoujou/Yankton Lakota and HoChunk) draws on her life experiences, ancestral memory, and four decades in Native American struggles to look at how we can liberate ourselves, our society, and cultivate roots for connection. During this period of re-examining our place on this planet, we need to consciously look at ways to liberate ourselves from learned conditioning and five centuries of the colonized way of societal norms. Lakota uses the framework of decolonization to counter its manifestations in gender, race, knowledge, educational systems, and rematriation, the act of returning or aligning with a collective worldview under the stewardship and leadership of women. She discusses how we can right historic wrongs rooted in white supremacy, settler colonialism, and patriarchy by lifting cultural practices that restore balance to our lives and our relations - human and non-human relatives alike. She also shows how we can overcome the obstacles of guilt, blame or shame to become strong yet humble allies working together for a more inclusive and just community.

**Lakota Harden**, (Minnecoujou/Yankton Lakota and HoChunk), Indigenous Organizer, Community Leader, Spokesperson, and Elder

# WEDNESDAY, JUNE 01

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**2524**

Room: B110–B112 (OCC, Level 1)

3:45–5:00 p.m.

All Levels

## **Transracial Adoptees in Higher Education: Engaging Research to Understand an Often Unseen and Understudied College Student Population**

Session Track: Intersectionality, Identities and Discussions

Transracial adoption (sometimes referred to as interracial adoption) refers to the adoption of a child who is of a different race than that of the adoptive parent(s). Although transracial adoption has become an increasingly common family formation practice, there is very little discussion of how transracial adoptees experience higher education. In this session, three critical adoption scholars (from Student Affairs and Higher Education, Social Work, and Counseling Psychology) will provide an overview of transracial adoption research, noting themes and tensions most relevant for higher education scholars and practitioners. This session will consider questions such as, how does being raised in and by a family of a race different from one's own inform transracial adoptees' racial consciousness as they navigate college and university contexts? What are some of the unique racialized experiences and microaggressions transracial adoptees (many of whom are People of Color) must learn to navigate in adolescence and early adulthood? And, what epistemic insights might transracial adoptees offer to broader discussions of race in higher education? This session is ideal for higher education scholars and practitioners eager to learn more about transracial adoptees, an often unseen and understudied college student population.

**Aeriel Ashlee**, MEd, PhD, Assistant Professor & Graduate Director, Community Psychology, Counseling, and Family Therapy, St. Cloud State University, St. Cloud, MN

**Gina E. Miranda Samuels**, M.S.W., Ph.D, Associate Professor, Crown Family School of Social Work, Policy, and Practice Affiliate, Center for the Study of Race, Politics, and Culture, University of Chicago, Chicago, IL

**Amanda L. Baden**, PhD, Professor & Doctoral Program Director, Department of Counseling, Montclair State University, Montclair, NJ

**2525**

Room: F151 (OCC, Level 1)

3:45–5:00 p.m.

All Levels

## **Unpacking the Belongingness and Latinidad of Brazilian Students at Hispanic-Serving Institutions**

Session Track: Intersectionality, Identities and Discussions

HSIs aim to increase educational opportunities and improve the academic attainment of Hispanic students by addressing their cultural needs (US Department of Education, n.d.), which not only benefits them but other traditionally marginalized groups (Cuellar & Johnston, 2020). These institutions change the predominantly Black and White racial narrative to include Latin\* relevant pedagogy and practices in and outside of the classroom (Garcia, 2019). While most of the research on HSIs has been represented in Chicano/Latino literature reviews (i.e., Garcia, 2016; Garcia & Okhidoi, 2015; Verduzco Reyes, 2018), and a few studies on HSI-enrolled Caribbean students (i.e., Boveda, 2020; Cole, 2011; Esmieu & Terrazas, 2017), there is limited research investigating how Brazilian students experience and engage at HSIs.

Through the evolution of socio-cultural politics in US history and throughout the literature, Hispanic and Latina/o/x have been used interchangeably or in conjunction with one another to include the multiple ways in which someone within this socio-political group can identify. The lumping together of all Hispanic and Latinas/os/xs creates the "hegemonic multiculturalism," which allows for one ethnic or subculture to represent the voices of the collective in an inaccurate national narrative of what it means to be a Hispanic or Latina/o/x (Delgado-Romero et al., 2006; González & Gándera, 2005; Lopez, 2019; Salinas & Lozano, 2019, Salinas, 2020).

Geographically Brazilian people are considered Latin American. In this study, we aim to make a difference by solely focusing on Brazilian students, as often they do not self-identify with the term(s) Hispanic/Latino/a/x. The research questions guiding this study are: 1) How do Brazilian students make meaning of their college experiences at HSIs? And 2) How do Brazilian students report a sense of belongingness and experience Latinidad at HSIs? Using qualitative inquiry, we conducted 11 interviews with self-identified Brazilian students enrolled at an HSI to gain insight into their lived experiences. The findings and implications of the study will be of interest to Student Affairs practitioners, higher education scholars, and policymakers who focus on Brazilian students, the Hispanic/Latin\* demographic, and/or HSIs to make education more equitable for varying degrees of identity groups.

**Marlynn Lopez**, MEd, Associate Director, Office of Hispanic/Latina/o/x Initiatives, Center for Inclusion, Diversity Education, and Advocacy, Florida Atlantic University, Boca Raton, FL

**Cristobal Salinas Jr.**, PhD, Associate Professor, Educational Leadership and Research Methodology, College of Education, Florida Atlantic University, Boca Raton, FL

2526

Room: F152 (OCC, Level 1)

3:45–5:00 p.m.

Intermediate

## A Systemwide Policy on Gender Recognition and Lived Name

Session Track: Chief Diversity Officer and Executive Leadership

Overview/Introduction In 2017, California Governor Gavin Newsom signed into law SB 179: California's Gender Recognition Act. This law makes it significantly easier for all transgender people living in or were born in California to obtain state-issued identity documents that reflect their genders. At the time of the bill's passage, California became the second state to offer a standard path to obtaining a nonbinary gender marker on state documents.

In 2019 students presenting to the University of California Board of Regents discussed the challenges of being a transgender student. This brave and honest dialogue ignited a bold move for the University of California (UC) to initiate a systemwide policy that requires a) the University to provide a minimum of three equally recognized gender identity options on university-issued documents and IT resource systems - woman, man and nonbinary, and b) an efficient process for current students, employees, alumni and affiliates to retroactively amend their gender designations and lived names on university-issued documents, including eligible academic documents, and in IT resource systems. As a constitutionally separate entity, the actions of the UC were not required by SB 179. Rather, the force of inclusion and belonging prompted the UC to undergo a process for researching, consulting, and partnering with the LGBTQ community, engaging faculty, students, and staff stakeholders, and working with IT partners to enact a systemwide policy on gender recognition and lived name.

Why this Matters: The University of California is home to over 238,000 students and 190,000 employees. The reach of this policy and the thousands of IT and data systems it encompasses cannot be overlooked. Implementation of this policy will cost the UC tens of millions of dollars, yet financial costs or institutional complexities cannot suppress the importance and impact of inclusion. Equity and inclusion should be the driving force of policy and not fiscal costs. If that were the case, many social justice movements leading to policy shifts would never occur. By recognizing and norming the gender spectrum, LGBTQ individuals and others are able to present themselves as they are and engage with the UC community, knowing that their gender expression and lived name are valued.

**Cynthia Davalos**, PhD, Executive Advisor, Graduate, Undergraduate and Equity Affairs, University of California Office of the President, Oakland, CA

**Liz Halimah**, MA, Associate Vice Provost, Graduate, Undergraduate and Equity Affairs, University of California Office of the President, Oakland, CA

**Em Huang**, MA, Director of LGBTQ+ Advancement and Equity, Gender Equity Center, UC Berkeley, Berkeley, CA

**Shaun Travers**, EdD, Director and Campus Diversity Officer, LGBT Resource Center, University of California San Diego, San Diego, CA

2527

Room: C125–C126 (OCC, Level 1)

3:45–5:00 p.m.

All Levels

## Living Our Mission - Preparing Students for Today's Careers and Tomorrow's Opportunities Through Diversity and Social Justice Skill Building

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

LWTech's mission: preparing students for today's careers and tomorrow's opportunities, was further realized by implementing a new Diversity & Social Justice (DSJ) requirement for all degree and certificate-seeking students and a new equity-focused college-wide learning outcome. This new continuum of learning offers students exposure to concepts of equity, power, and privilege in a variety of courses through a cultural humility learning all-college outcome and a deep dive into these issues through either an entire course dedicated to or a deep dive into these issues through an entire course dedicated contextualized around diversity and social justice. The design and implementation processes approved 30 general education courses and professional technical courses as DSJ courses. In addition, an intensive faculty training course and mentoring process were designed and implemented, preparing 35 faculty members for teaching their existing courses with an equity lens and using culturally responsive pedagogy.

**Suzanne Ames**, EdD, Vice President of Instruction, Instruction, Lake Washington Institute of Technology, Kirkland, WA

**Robert Britten**, Executive Director - Equity, Diversity & Inclusion, Equity, Diversity & Inclusion department, Lake Washington Institute of Technology, Kirkland, WA

**Sharon Raz**, PhD, Professor and department chair of social science, Social Science Department, Lake Washington Institute of Technology, Kirkland, WA

# WEDNESDAY, JUNE 01

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**2528** Room: E146 (OCC, Level 1)

3:45–5:00 p.m.

All Levels

## Neurodiversity and Ableism

Session Track: Intersectionality, Identities and Discussions

This session will discuss the need for an intersectional lens when we think about ableism, neurotypes, and how we engage with others who have neurodivergence. As an autistic woman, I need to share my lived experiences but also the experiences of others with neurodiversity.

Ableism is often relegated to the things we see, and with this session, I hope that we will explore how ableism is something we need to be aware of, from our language to our policies and how we as practitioners and humans need to expand our views and challenge our own socialization.

**Victoria Verlezza**, PhD, MEd, MA, Adjunct Faculty, Human Development and Family Sciences, CSUMB, Seaside, CA

**2530** Room: Columbia 1 (HYATT, Level 3)

3:45–5:00 p.m.

All Levels

## Making DEI Matter: Infusing DEI into the Curriculum in Health Professions

Session Track: Race and Social Justice in Higher Education

The summer of 2020 sparked and reignited nationwide conversations on systemic racism and systemic oppression. These conversations often revolved around recruitment, campus climate, and curriculum in higher education. While some disciplines, like many of the social sciences, naturally lend themselves to conversations around race and racism, unconscious bias, systemic oppression, and such topics, for others, the connection is less explicit.

This session provides a case study of a curricular intervention within the College of Health Sciences at the University of Michigan-Flint. While the University of Michigan-Ann Arbor is widely recognized for its efforts and investment in DEI, The University of Michigan-Flint is at a different stage in its journey. With a renewed university-wide emphasis and focus on DEI at UM-Flint beginning in December 2019, the College of Health Sciences at UM-Flint took the opportunity to leverage institutional momentum to move on what was already recognized as college-level priorities and is beginning an innovative approach to infusing principles of DEI in the curriculum for future physical therapists, physicians assistants, occupational therapists, and others.

This session is valuable for anyone advancing DEI at their institutions, particularly for academic leadership.

**Donna Fry**, PT, PhD, CHC, Dean, College of Health Sciences, University of Michigan-Flint, Flint, MI

**David Luke**, PhD, Chief Diversity Officer, Office of Diversity, Equity and Inclusion, University of Michigan-Flint, Flint, MI

**2531** Room: Columbia 2 (HYATT, Level 3)

3:45–5:00 p.m.

All Levels

## Can't Stop, Won't Stop: Racial Activism in the Music Industry

Session Track: Student Interest and Engagement

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**Durga Sritharan**, Student, Iowa State University, Ames, IA

**Jasmine Tappin**, MEd, Program Coordinator for the George Washington Carver Scholarship Program and Academy, Multicultural Student Affairs, Iowa State University, Ames, IA



3:45–5:45 p.m.

**2400** Room: Portland Ballroom 253 (OCC, Level 2)

3:45–5:45 p.m.

All Levels

## **Crafting White W[h]ine: Interrogating the Varieties and Tastes of Northwest Nice in Higher Education**

Session Track: Race and Social Justice in Higher Education

This 'special regional' focused workshop aims to highlight 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, with particular focus on spaces within higher education. 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, and broader nation. Such cultural practices allow ongoing manifestations and representations of whiteness to fester within substructures that enable epistemic whiteness to be present as a source of violence, spirit impact, and cultural appropriation. In this session, we interrogate and break down the following discursive crafts of white w[h]ine: (1) the passive-aggressive whine; (2) the adverse racist whine; (3) the cooptive hipster whine; (4) the I felt threatened vigilante whine; (5) the liberal white supremacist I am woke whine, and the (6) neocolonial I am black, brown and down whine. Participants should expect to walk away with a deeper understanding of ways in which whiteness operates in and permeates the pacific northwest, other regions, and especially higher education, and how such cultural practices/discourses enable and sustain unbalanced and toxic climates that continue to have disparate impact/outcomes on racially/ethnically minoritized groups in dominant 'nice' white spaces.

**Michael Benitez, Jr.**, PhD, Vice President of Diversity and Inclusion; Associate Professor of Multicultural Education, School of Education, Metropolitan State University of Denver, Denver, CO

**LaToya Brackett**, PhD, Assistant Professor, African American Studies, University of Puget Sound, Tacoma, WA

**Nolan Cabrera**, PhD, Professor, Educational Policy Studies & Practice, University of Arizona, Tucson, AZ

**Tayah Butler**, MBA, Director Diversity, Equity and Inclusion, Poole College of Management, North Carolina State University, Raleigh, NC

**2401** Room: Regency Ballroom A (HYATT, Level 2)

3:45–5:45 p.m.

All Levels

## **And the Green Grass Grows: Stories of the Professional Migration Away from Higher Education**

Session Track: Race and Social Justice in Higher Education

Much attention has been given in recent months to what is being called "The Great Resignation." In August of 2021, the US Bureau of Labor reported that upwards of 4.3 million US citizens resigned from their positions within the month. This staggering number is reflective of record employment turnover across virtually all industries. Higher Education is not exempt.

This session brings together seasoned higher education professionals who decided to step away from campus leadership to explore employment opportunities in other professional fields. Panelist will discuss their professional trajectories and the factors that lead to their movement away from higher education. Additionally, panelist will share their thoughts on the current job market, discuss the pros and cons of employment in higher education and other professional fields, and discuss best practices for people weighing their options and considering changing professions.

**Monica Johnson**, MEd, Assistant Vice President, Diversity Education and Cross-Cultural Engagement, Indiana University, Bloomington, IN

**Brian Richardson Jr**, MEd, Director of Diversity, Equity, and Inclusion, Indianapolis Colts, Indianapolis, IN

**Zachary Shirley**, EdD, Diversity, Equity, and Inclusion Leader, Cambium Assessment, Inc., Indianapolis, IN

**Vicky Hidalgo**, MA, Vice President, Senior Manager - Campus Recruiting and Early Talent Programs, U.S. Bank, Indianapolis, IN

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**2405** Room: A106 (OCC, Level 1)

3:45–5:45 p.m.

All Levels

## Leading Brave Conversations with the SCCCALE Framework

Session Track: Race and Social Justice in Higher Education

The current iteration of America’s reckoning with race has acknowledged that racial injustice will not be eradicated without intentional brave conversations about the historical, pervasive, and destructive impact of racism in America.

+F1Dr. Lewis will help participants develop and sharpen their facilitation skills in this session. Through the SCCCALE Framework, Dr. Lewis prepares you to be a skilled, competent, conscientious, and confident facilitator. You will understand the art and science of facilitating racially nuanced conversations. You will leave the session more prepared to lead brave conversations in your work, community, or college environment.

**William Lewis, Sr.**, MSW, President, WillHouse Global, Winston Salem, NC

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**2408** Room: B113–B115 (OCC, Level 1)

3:45–5:45 p.m.

All Levels

## DEI or DOA? How To Move Beyond Window-Dressing to Achieve Institutional Equity

Session Track: Race and Social Justice in Higher Education

In this presentation, Wise examines DEI (Diversity, Equity, and Inclusion) efforts in higher education and how those efforts either support real change or perpetuate institutional inequity. As he explains in this session, much of what gets done under the rubric of DEI doesn’t challenge fundamental cultural norms or practices that contribute to inequity, rendering DEI efforts DOA (Dead on Arrival), regardless of the good intentions of those charged with implementing them. Until those structural impediments to change are explored and altered, institutions are setting up their DEI officers for failure, letting down their employees, staff, and/or students of color, and doing real damage to the cause of justice. Wise will provide examples of structural changes and institutional norms that promote equity so participants can walk away with tangible ideas on how to move real DEI work forward.

**Tim Wise**, Anti-racist Writer and Educator, Nashville, TN

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**2410** Room: B117–B119 (OCC, Level 1)

3:45–5:45 p.m.

All Levels

## Solidarity Work: Building Skills for Hard Discussions

Session Track: Intersectionality, Identities and Discussions

Engaging in difficult conversations is an essential element of solidarity and anti-racism work. This session will provide language, tools, and practical steps to approach such conversations. The workshop explores the power of compassionate accountability and community care to address moments of call-ins, call-outs, and shutting down microaggressions. It will also cover understandings of solidarity and will explore the “4 Steps to Deepen Solidarity.” This interactive session includes peer-to-peer breakout sessions led by facilitators to engage in critical and thoughtful dialogue. Participants of all levels and departments are invited to join this workshop to build skills to address hard conversations on their campus, workplaces, and even personal lives.

**Kim Wu**, MPH, Researcher, Instructor, Social, Behavioral, and Population Studies / Tulane University, Facilitator at SHIFT Consulting Co

**Navi Huskey**, MAT, PhD Candidate, Empowerment PrincexXx, Psychology and Social Behavior at University of California, Irvine, Facilitator at SHIFT Consulting Co

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**2411** Room: Regency Ballroom C (HYATT, Level 2)

3:45–5:45 p.m.

All Levels

## Re-Imagining Social Justice: 10 Myths That Hinder Equity and Inclusion

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 race, racism, whiteness & privilege fit into the social justice conversation? In this program, the ten myths of social justice will be shared, and a questionnaire can be used to gain insights into your campus’s commitment to inclusion, equity, and social justice. “Injustice anywhere is a threat to justice everywhere!”

**Vernon Wall**, B.A, MEd, Director - Business Development, Business Development, LeaderShape, Inc., Washington, DC

4:00–5:30 p.m.

**2600** Room: D133–D134 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

## Supporting AAPI Students: Getting Started

Session Track: Student Affairs and Affiliated Professionals

Participants will be introduced to current debates, movements, and issues affecting the Asian American and Pacific Islander communities in higher education. The presenters will share strategies to uplift the voices of AAPI students on college campuses. This session is beneficial to those working to support students of color, specifically Asian Americans and Pacific Islanders.

**Dear Aunaetitrakul**, Senior Program Manager, AANAPISI Programs, Office of Research and Planning, Oakton Community College, Des Plaines, IL

**Eva Long**, Assistant Director for Leadership and Advocacy, Student Diversity and Multicultural Affairs, Loyola University Chicago, Chicago, IL

**2601** Room: Regency Ballroom B (HYATT, Level 2)

4:00–5:30 p.m.

All Levels

## Senior Leader Collaboration to Advance a Campus Diversity Agenda: A Case Study on the University of Washington

Session Track: Race and Social Justice in Higher Education

This panel discussion featuring a sitting CDO, their president, and a regent discuss how they leverage their respective positions to advance a diversity culture change and progress at the University of Washington. For decades, the University of Washington has been an organizational model for DEI infrastructure. Panelists will share reflections on their approach and promising practices for diversity officers to replicate similar collaboration on their campus.

**Ana Mari Cauce**, PhD, President, University of Washington, Seattle, WA

**Rickey Hall**, MA, Vice President and University Diversity Officer, Office of Minority Affairs & Diversity, University of Washington, Seattle, WA

**Rogelio Riojas**, MHA, Regent, Board of Regents, University of Washington, Seattle, WA

**2602** Room: Columbia 3 (HYATT, Level 3)

4:00–5:30 p.m.

All Levels

## Engaging Staff of Color in Diversity Initiatives

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

Staff members are often left out of the conversation when it comes to higher education as the focus is typically on faculty and students. This workshop will engage participants in a conversation about ways to engage staff in diversity initiatives on your campus or at your organization, regardless of the positions they occupy. This interactive session brings examples and perspectives from several campuses and offers insight and best practices for effective staff engagement.

**Kimberly Johnson**, Ed.D, Senior Program Manager & Coordinator of Emerging Research Scholars Program, Division of Student Affairs, University of Missouri-Kansas City, Kansas City, MO

**Rosite Delgado**, Director, Office of Equity and Inclusion, Office of Equity and Inclusion, University of Tennessee at Chattanooga, Chattanooga, TN

**Roberta Wilburn**, PhD, Interim Chief Diversity Officer/Associate Vice President of DEI, Diversity, Equity and Inclusion, Whitworth University, Spokane, WA

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**2619** Room: Portland Ballroom 255 (OCC, Level 2)

4:00–5:30 p.m.

Intermediate

## **CRISIS PEDAGOGY: Addressing Anti-Blackness in Higher Education**

Session Track: Race and Social Justice in Higher Education

Mainstream approaches to diversity, equity, and inclusion (DEI) idealize democratized and multicultural campus environments that serve as a marketplace of ideas. However, while campuses may intend to implement the best DEI frameworks in programming and throughout the institution, Black, Indigenous, and other students of color may suffer further marginalization and censorship.

Educator Melissa Denizard will discuss how college environments can constrict the imagination and learning potential of Black students through structural, interpersonal, and intrapersonal anti-Blackness. She will provide fundamental strategies for creating more equitable campus programming that centers on the safety and well-being of Black, Indigenous, and other students of color to build a truly more inclusive and compassionate campus for everyone.

**Melissa Denizard**, Writer, Political Educator, Creative Entrepreneur, Brooklyn, NY

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**2620** Room: C120–C121–C122 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

## **Voices of Black Women: How Does Gendered Racism Manifest in Academic Medicine?**

Session Track: Intersectionality, Identities and Discussions

This presentation will focus on the results of a multi-institutional study that examined the experiences of Black women faculty in academic medicine, their resilience, and the factors that led to their successful navigation despite encountering challenging climates and cultures. The researchers sought answers to six overarching questions: (1) are Black women faculty in academic medicine subject to gendered racism? (2) how have the women coped with and persisted through experiences of gendered racism? (3) has COVID affected the experiences of Black woman faculty in academic medicine? (4) have Black women faculty in academic medicine been affected by the national, racial unrest? (5) what institutional resources, policies, and procedures are in place to counteract gendered racism? (6) what lessons can we learn from the experiences of Black women faculty in academic medicine that will facilitate their retention and advancement? This session should particularly benefit Black women faculty, higher education professionals/administrators, and diversity and inclusion leaders interested in and/or responsible for faculty recruitment, retention, and advancement.

**Kiana Fields**, MS, Director of Research and Education-DEI, Health Sciences Center Office of Diversity and Inclusion, University of Louisville, Louisville, KY

**V. Faye Jones**, MD, PhD, MSPH, Associate Vice President for Health Affairs - Diversity Initiatives, Health Sciences Center Office of Diversity and Inclusion, University of Louisville, Louisville, KY

**Darin Latimore**, MD, Deputy Dean and Chief Diversity Officer, Diversity and Inclusion, Yale School of Medicine, New Haven, CT

**Diane Whitlock**, MEd, Chief of Staff-DEI, Office of Diversity and Equity, University of Louisville, Louisville, KY

**Sherree Wilson**, PhD, MS, Associate Vice Chancellor and Associate Dean, Office of Diversity, Equity and Inclusion, Washington University School of Medicine in St. Louis, St. Louis, MO

**2621**

Room: D135 (OCC, Level 1)

4:00–5:30 p.m.

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 around how they can 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 a member 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 interested in using their privileged identities to grow in their advocacy for social justice.

**Chianti Blackmon**, MS, Vice President of Equity, Diversity & Inclusion, Office of Equity, Diversity, and Inclusion, AMDA College & Conservatory of the Performing Arts, New York, NY

**Rosina Bolen**, PhD, Director of DEI Training and Development, Office of Equity and Success, Mount St. Mary's University, Emmitsburg, MD

**2622**

Room: D136 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

## **White Accountability Organizing in Higher Education: A UC Davis Case Study**

Session Track: Race and Social Justice in Higher Education

In anti-racism work, there is a distinct responsibility for folks who benefit from white privilege to recognize their own internalized dominance and interrupt their own and others' behavior in perpetuating systems of white supremacy, anti-blackness, and racialized harm. To organize spaces for that work to happen without relying on the emotional labor of BIPOC, the Critical Whiteness Collective (CWC) came together in June 2020. The CWC is a peer-to-peer, volunteer workgroup of folks who benefit from white privilege at UC Davis and UC Davis Health who organize anti-racism education on campus to dismantle white supremacy.

Utilizing the Critical Whiteness Collective as a case study, we will (1) explore barriers and lessons learned involved in white accountability organizing in higher education, (2) share emerging strategies and programs that engage staff in the skill development and facilitation of anti-racism organizing groups including peer-led white accountability groups and (3) discuss approaches to amplifying BIPOC-led campus partner's work by building relationships, co-creating mutual partnerships, and action-oriented envisioning that challenges institutional racism.

Participants will have an opportunity to review the Critical Whiteness Collective's (1) goals, group description and structure, (2) accountability-based programming model, and (3) marketing materials, resources, and training topics for the annual "Facilitating Spaces Centered on Dismantling White Supremacy" Facilitator Training Series. This staple program aims to skill-building and mobilizes white folks to lead effective white accountability groups in their communities. We aim to share these resources so that participants may be able to implement similar (or inspire different!) organizing models and events at their institutions.

A note from the facilitators: All folks are welcome to participate, including multiracial folks and black, indigenous, and people of color (BIPOC). This peer-led workshop applies to anyone who would like to learn how the CWC engages colleagues who benefit from white privilege in anti-racism work. Transparency and informed consent are essential to us, and we'd like to share that this session will include invitations to participate in a brief interactive dialogue as we dive into this case study. As a content warning, white processing in communal/small group spaces may occur, and we want to name that, like in many diverse multi-racial spaces, it may be triggering and harmful for BIPOC folks to hear questions/shares by oppressors perpetuating white supremacy. If you are not interested in attending the live session today but would like access to the workshop materials, please reach out to the facilitators.

**Crystal Knight**, MA, Director, LGBTQIA Resource Center, LGBTQIA Resource Center, University of CA, Davis, Davis, CA

**Joe Martinez**, MA, Student Expression and Campus Activities Coordinator, Center for Student Involvement, University of CA, Davis, Davis, CA

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**2623**

Room: D137–D138 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

## Challenges and Solutions on How to Support Faculty and Staff in Working with Diverse Learning Audiences

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

This practical workshop reviews challenges and solutions when supporting faculty and staff in working with diverse learning audiences, focusing on scalability issues. We will crowdsource challenges and solutions from the audience, share best practices at select Higher Education institutions, and do a mini-training using video, a self-guided community of practice, and visually appealing handouts.

Who is this for? Chief Diversity Officers and their staff are responsible for rolling out training for faculty and staff at their institution on diversity, equity, inclusion, belonging, and social justice.

Post-workshop, we will compile the list of challenges, and share materials describing the best practices, to be shared with attendees.

Note: Please bring your phone or a laptop as we will use technology to crowdsource challenges and solutions.

**Amer Ahmed**, EdD, VP for Diversity, Equity, and Inclusion, Division of DEI, University of Vermont, Burlington, VT

**Bert Vercamer**, MSc, MA, Differencist, Consultant, Strategist, IIEB Learning Solutions, New York, NY

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**2624**

Room: D139–D140 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

## Our Grandmothers' Critical Race Theory: Sustaining Ancestral Underwater Fire

Session Track: Intersectionality, Identities and Discussions

Given ongoing attacks on antiracist efforts, Black and Indigenous-affirming educational approaches, and sustained racialized violence, being Black and healthy remains a fundamental challenge. The appropriation of critical race theory exacerbates this challenge. While facing increased white supremacy attacks, it is also misused (often by BIPOC) to further the false niceness of white racism. Thus, as the US continues anti-African anti-Blackness locally, regionally, and worldwide, debates on the very existence of Black people remain commonplace.

Meanwhile, educational institutions continue to profit off Black labor, Black bodies, Black minds, and Black culture while denying the hidden labor placed upon Black shoulders. As courses teach about the histories of hip hop, dance, music, film, and education, Black people and Blackness remain silenced by systemic, global efforts to use Black people as knowledge. This workshop thus challenges the prevalence of anti-Blackness as the very purpose of education, beginning with the recognition that the currency of higher education is to eradicate Black existence while profiting from the semblance of Black support.

Carrying forward ancestral counterstories, facilitators share ancestral knowledge as action-based narratives that move from racism to Black healing. As we obliterate the false binaries limiting social identities, we reject the need to claim presence: we are here despite genocide, yet who and how we are will always carry such ancestral traumas. Thus, we stand up as educators, healers, and storytellers whose lives are sustained by ancestral love, movement, art, music, and creation.

**Araad Fisher**, Master's Student, Master's Student, University of North Carolina-Chapel Hill, University of North Carolina-Chapel Hill, Chapel Hill, NC

**Christopher Knaus**, PhD, Professor, School of Education, University of Washington Tacoma, Seattle, WA

**M. Billye Sankofa Waters**, PhD, Assistant Professor, School of Education, University of Washington Tacoma, Tacoma, WA

**Martin Smith**, PhD, Dean of Academic Affairs and Assistant Professor, Trinity College of Arts & Sciences, Duke University, Durham, NC

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**2625**

Room: E141–E142 (OCC, Level 1)

4:00–5:30 p.m.

Intermediate

## Tribal Sovereignty and Higher Education

Session Track: Intersectionality, Identities and Discussions

What is tribal sovereignty? Is it recognized by American higher education institutions - student service practitioners, admissions and recruitment, development, diversity and inclusion offices/officers? This session focuses on tribal sovereignty and how the recognition of Tribal Nations manifests in higher education, particularly thinking about whether American higher education institutions adequately serve American Indian and Alaska Native students and their political identities. Sovereign or political identities are different from racial or ethnic identities, a difference that can be difficult to understand and can sometimes be perceived as divisive in diversity work.

**Heather Torres**, Esq., MA, (San Ildefonso Pueblo), Program Director, Management, Tribal Law and Policy Institute, West Hollywood, CA



2626

Room: E143–E144 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

## Association of Student Athletes of Color: Our Founding, Experience, and Ongoing Work

Session Track: Race and Athletics

The Association of Student-Athletes of Color (ASAC) is a student-led organization developed at the University of Puget Sound. This organization has been spearheaded by executive members Jaylen Antoine, Donovan Wilson, Kalina Cordero, Adeia Grant, and Silas Washington. The original idea for this organization came from these five students, who are all student-athletes of color at the University of Puget Sound. At the University of Puget Sound, it was noted that 70% of the student population is white, yet 1/5 of the student-athlete population is students of color. Essentially a significant part of the student-athlete population consists of people of color. However, it was recognized that many of these student-athletes of color did not enjoy their time on campus or within their sports teams. This was often a result of student-athletes of color not finding a space on campus where they could truly be themselves. As a result, student-athletes of color would often quit their sports team, transfer to another university, or drop out. Therefore, these five students felt the need to create a space on campus where student-athletes of color could let go of the demands of a predominantly white institution. This group aims to promote the growth, success, and retention of student-athletes of color at the University of Puget Sound.

We will hold a panel during this session where prospective participants can learn more about the Association of Student-Athletes of Color (ASAC) at the University of Puget Sound. During this session, executive members of ASAC and University of Puget Sound Assistant Athletic Director Jenee James will be present. Prospective participants can expect to engage in conversation about the realities of being a student-athlete of color at a predominantly white institution. Additionally, they can expect to engage in discussion of the difficulties of leading such a group as student-athletes of color at a predominantly white institution. These difficulties can consist of conflicting schedules with games/practices, learning how to utilize funds provided to the organization, and helping younger student-athletes of color acclimate to campus as a person of color within a global pandemic. Prospective participants will be able to grasp new understandings of race and athletics.

**Jaylen Antoine**, BA, Athletics, Association of Student Athletes of Color, Tacoma, WA

**Kalina Cordero**, BA, Athletics, Association of Student Athletes of Color, Tacoma, WA

**Adeia Grant**, BA, Athletics, Association of Student Athletes of Color, Tacoma, WA

**Jenee James**, BA, Assistant Athletic Director, Athletics, University of Puget Sound, Association of Student Athletes of Color, Tacoma, WA

**Donovan Wilson**, BA, Athletics, Association of Student Athletes of Color, Tacoma, WA

# WEDNESDAY, JUNE 01

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**2627**

Room: E145 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

## **Motherscholaring: Integrating Identities for Collaborative Resilience and Collective Change**

Session Track: Intersectionality, Identities and Discussions

This interactive session will invite participants to use the framework of “Motherscholar” (Howard, Nash, & Thompson) to reflect on their experiences as mothers and professionals in educational contexts. Treating notions of “mother” and “scholar” capaciously to include child caregivers in a range of institutional positions (teachers, administrators, researchers, etc.), the framework seeks to integrate identities that are often forced apart in educational contexts and offer motherscholaring as a site of intellectual and spiritual “soul work” that can support individual resilience and collective action toward social justice. Additional frameworks to be explored in conjunction with motherscholaring include intersectionality (Crenshaw), self-authoring, and identifying (Collins) through storytelling and dialogue.

Facilitators will share our experience forming and participating in a collaborative group of motherscholars at a land-grant university. Group members represented a range of intersectional identities, axes of difference (including age, race, family structure), and institutional positions. As a group, we have children ranging from toddlers to teenagers, allowing for rich conversation, reflection, and openly addressing hopes for the future. We met biweekly for a semester to share our experiences, successes, worries, questions, and frustrations as both mothers and scholars living and working in spaces that tend to devalue one or the other identity. The group became a place where we could be our whole, undivided selves and reflect deeply, alone and together, about the generative and constraining aspects of motherscholaring at our institution. Multiple topics were openly addressed, including race/racism, gender identity, sexual identity, ableism/disability, interracial co-parenting, religion and spiritual understanding, and mothering our children through their identities. As a result of our meetings, we’ve begun to establish our own definition of “motherscholar” and imagine the power of such an integrated identity in our local context. Future development of the motherscholar meetings includes building communities of motherscholars on campus, creating more equitable spaces both digitally and physically for the greater community, and continuing to have conversations, explore epiphanies and embrace “aha” moments.

This panel will engage participants in a similar process of individual and collaborative reflection about the nature and potential of embracing a motherscholar identity in the context of their lives and work. Participants will have the opportunity to engage through freewriting, dialogue, and collaborative arts-based practices, such as poetic inquiry, to investigate the joys and struggles of motherscholaring, including areas of resistance and possibilities for community building.

**Teara Lander**, EdD, Assistant Vice President, Division of Diversity, Equity, and Inclusion, University of Oklahoma, Norman, OK

**Sandra Tarabochia**, PhD, Associate Professor, English, University of Oklahoma, Norman, OK

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**2628**

Room: Regency Ballroom D (HYATT, Level 2)

4:00–5:30 p.m.

All Levels

## **Including Diverse Candidates in Hiring of Coaches and Athletics Directors an NCAA Crisis**

Session Track: Race and Athletics

The session will provide information on an effective and groundbreaking human resource policy first implemented by The National Football League and then amended and adopted by city and county governments, specifically 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 its creation. After this session, participants will be able to: 1. Session participants will be able to develop effective approaches to adopt and implement this policy in their workplace 2. Understanding the review and oversight of the implementation and application are crucial to the success of this policy. 3. Identify the impact and outcomes for marginalized communities 4. Develop an action plan to implement this policy. Finally, this session should benefit stakeholders in the public and private sectors to diversify and broaden their pool of candidates when hiring for head coaches, athletics directors, and administrative positions.

**Sam Sachs**, Founder Non-Profit “The No Hate Zone”, Non-Profit, Non-Profit, Portland, OR

**Rob Mullens**, Athletic Director, University of Oregon, Eugene, OR

**Van Malone**, Assistant Head Football Coach, Kansas State University, Manhattan, KS

2629

Room: E147–E148 (OCC, Level 1)

4:00–5:30 p.m.

Intermediate

## **Lip Service vs. Embodied Racial Equity: Pathways to Transforming Our Academic Institutions While Critically Transforming Ourselves**

Session Track: Race and Social Justice in Higher Education

How do we meaningfully engage in anti-racism work that is antithetical to white supremacy, especially when it is the predominant culture most of us were socialized in and still exist in? What frameworks exist to guide our work, and how do we practically apply them in any setting? What must we change about ourselves to change how we build our structures, policies and procedures, and relationships? How do we contend with the devastating nature of racism and oppression and instill hope, giving ourselves and others the permission to dream of radically different futures while moving towards that future? Using an understanding of systemic oppression, white supremacy culture, values-guided decision-making, and racial equity and emergent strategy principles, this session describes practical solutions for shifting universities, programs, and departments toward anti-racism. We will walk through practical examples of how the Racial Equity and Inclusion Center at Oregon Health and Science University works towards embodying anti-racism/anti-oppression within ourselves, our relationships, and the systems and structures we build. We will discuss the unconventional structure of our center, essential lessons in creating culture shifts, anti-racism/anti-oppression coursework, ways to engage both students and faculty in critical anti-racism/anti-oppression work, and graduate program policy reform. This session will end with a 30-minute liberation workshop, where participants will explore ways to apply anti-racism/anti-oppression strategies, values-guided decision-making, and racial equity and emergent strategy principles to their own liberation work. This session should benefit anyone hoping to create anti-racism programs, structures, coursework, or workgroups, including administrators, faculty, student affairs personnel, and students.

**Antoinette Foster**, PhD, Director of Community Transformation, Research and Innovation, Oregon Health & Science University, Portland, OR

**Sarah Kisiwaa**, PhD, Postdoctoral Fellow, Research and Innovation, Oregon Health & Science University, Portland, OR

**Letisha Wyatt**, PhD, Assistant Professor/Director of Innovative Policy, Neurology; Research and Innovation, Oregon Health & Science University, Portland, OR

2630

Room: F149 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

## **A Cautious Look at Cancel Culture**

Session Track: Student Affairs and Affiliated Professionals

When we examine Cancel Culture, we must unpack privilege. Privilege such as White privilege, Religious privilege, Gender privilege, Heterosexual privilege, and Socioeconomic privilege. Privilege is not designed to make people feel guilty. Through this program, we will educate each other on using our privilege to make the systems we were born into fairer. Alexandra D'amour states, "Cancel culture has been incredibly effective at combating sexism, racism." Individuals on the opposite side of privilege have used cancel culture to bring awareness and cancel the physical and financial existence of culturally unsound individuals. This program is designed to bring awareness of the success of cancellation while ensuring that it does not become habit-forming. When the oppressor is open to being educated, we must educate before or instead of canceling. Cultural Awareness and education will be the key that penetrates years of oppression and opens the door to equality.

**Jarrod Benjamin**, MBA, Chief Executive Officer, L.E.A.D. Firm, Greensboro, NC

# WEDNESDAY, JUNE 01

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**2631** Room: F150 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

## **Introducing Incoming First Year MSW Students to the History of Oppression and Resistance in Baltimore Using an Interactive Online Course**

Session Track: Race and Social Justice in Higher Education

As part of efforts by the University of Maryland School of Social Work to more fully implement an anti-racist and anti-oppressive curriculum, in Fall 2020, the school launched a two-component curriculum change for all incoming students: 1) the first-semester course on structural oppression and 2) a pre-requisite that provides an overview of the history of oppression and resistance. As a four-person team, we were tasked with developing this pre-requisite.

As a highly interactive, fifteen-hour course segmented into four modules, the pre-requisite looks at the city of Baltimore as an example of how various forms of oppression impact a place and its people, holding it as representative of other cities and communities that experience oppression and work to resist its impact. It illustrates current aspects of the city and investigates historical events and actions - including a rich history of resistance to oppression - that impact present-day circumstances, putting these in the context of nationwide events. Students reflect via journaling on several questions throughout the course related to their impressions of Baltimore, comparing it to communities they are familiar with. Following this investigation of present aspects and history, the closing module inspires students as they embark on classroom studies and field education by presenting several theoretical frameworks, like Person in Environment and Critical Race Theory, that introduce them to thinking critically about society's impact on individuals. This module also helps move the conversation into the classroom by introducing empathy and social justice topics. Its hallmark is a concept created by Victoria Stubbs, MSW, LICSW, and LCSW-C, that speaks to creating safety in a classroom in a way that acknowledges and works through the challenges of discussing sensitive topics. This satisfies the primary goal of developing the pre-requisite: to foster student participation in co-creating classrooms - and ultimately communities - in which oppression, racism, and other topics can be discussed, challenged, and overcome.

**Ashlie Kauffman Sarsgard**, MFA, MA, Lead Instructional Designer, Academic Affairs/Instructional Design, eLearning, and Assessments, University of Maryland School of Social Work, Baltimore, MD

**Emma Kupferman**, MSW, LICSW, LCSW-C, Adjunct Faculty, School of Social Work, University of Maryland Baltimore, Baltimore, MD

**Victoria D. Stubbs**, MSW, LICSW, LCSW-C, Former Clinical Instructor UMSSW, School of Social Work, University of Maryland Baltimore, Baltimore, MD

6:00–7:15 p.m.

**2800** Room: Oregon Ballroom (OCC, Level 2)

6:00–7:15 p.m.

## **NCORE 2022 WELCOMING RECEPTION**

Join colleagues, connect with friends, and enjoy heavy Hors d'oeuvres. Share in the conference community with newcomers and returning attendees alike at this special evening event.

8:00–9:30 p.m.

**2900** Room: Deschutes Ballroom (HYATT, Level 1)

8:00–9:30 p.m.

All Levels

## **The Blackonteurs Storytelling**

Session Track: Intersectionality, Identities and Discussions

This curated storytelling show features four to five Black or African American storytellers from the Portland Metropolitan area, ranging from poignant to comedic and all points in between. The show is co-produced by Portland comic and producer Jason Lamb and improvisational storyteller and show host Leann Johnson. Local storytellers share via the oral tradition of Black culture true stories and experiences of their lives in 10 to 12 minute sets. Host, Leann Johnson, improvises stories between the storytellers to weave the fabric of our experiences to honor our uniqueness and find cultural and human commonality in the tradition of Black culture.

The time is for all who are willing to support the storytellers and their unique and collective experiences to understand better and appreciate the lives and history of Black people in the US and beyond. Takeaways include enrichment, connection, and finding a path of unity by first exploring our differences and the unique experience of Black people, celebrating our wisdom and resilience through joy and pain, and...all points in between.

Before the pandemic, The Blackonteurs were an ongoing featured showcase at the NW Black Comedy Festival and Portland's Deep End Theater.

**Leann Johnson**, MS, Producer/Performer, N/A, The Blackonteurs, Portland, OR

**Jason Lamb**, N/A, (None), Producer, The Blackonteurs, Minority Retort and Portland Podcast Festival, Portland, OR

Time	Session #	Title	Room
8:30–9:45 a.m. (continued on next page)	3000	Grown Black Woman Voice: A Framework In Practice	D137–D138 (OCC, Level 1)
	3001	A Digital Platform to Support Social Justice at an Academic Medical Center	Willamette 1 (HYATT, Level 2)
	3002	Advancing Social Justice and Equity for Undocumented, Refugee Students and Students from Mixed-status Families in Higher Education	Regency Ballroom B (HYATT, Level 2)
	3003	Indigenous Participatory Leadership as a Best Practice in Higher Education. A Review of a 50+ Year Native Support Program	Portland Ballroom 251 (OCC, Level 2)
	3004	Moving the Needle: Transitioning from Multiculturalism to an Equity-Centered Practice	A105 (OCC, Level 1)
	3006	DEI in Training, Professional and Faculty Development: A Literature Review	A107–A108–A109 (OCC, Level 1)
	3007	Not the Model Minority: Navigating Workforce and Climbing the Ladder as Asian Womxn Leaders in Higher Education	B110–B112 (OCC, Level 1)
	3008	Radical Interconnectivity: Honing Our Praxis Through Difference, Complex Commonalities, and Intellectual Humility	Portland Ballroom 252 (OCC, Level 2)
	3009	When Hate Comes to Campus: How Student Activism Leads to Institutional Change	B116 (OCC, Level 1)
	3010	PhD Scholars Decision to Stay or Leave Tenure-Track Faculty Careers: A Focus on Latino Men	B117–B119 (OCC, Level 1)
	3011	Destructive or Developmental?: Reframing Identity Politics as a Remedy for Epistemic Injustice	C120–C121–C122 (OCC, Level 1)
	3012	Grammar, Language, and Power: Exploring Anti-Racist Writing Approaches in First-Year College Composition Classes	C123 (OCC, Level 1)
	3013	Healing Racial Trauma from the Inside Out: Lessons from (Re)Doing The Inner Work of Racial Justice in Faculty Development Spaces at a Predominantly White Institution	C124 (OCC, Level 1)
	3014	Grounding in P.L.A.C.E. (People, Land, Art, Culture, Ecology): Envisioning Our Futures Through Indigenous Mapping Practices	C125–C126 (OCC, Level 1)
	3015	How To Get (and Keep) Your Seat at the Table Utilizing Your Strengths and Community	Portland Ballroom 253 (OCC, Level 2)
	3016	Establishing, Maintaining, and Assessing an Inclusive Approach to Menstrual Equity Initiatives on College Campuses Utilizing the University of Northern Colorado's Project M.E. Program as a Model	D135 (OCC, Level 1)
	3017	An Alternative to the Town Hall: Using Restorative Practices to Hear and Respond to Campus Harms	D136 (OCC, Level 1)
	3018	Frameworks for Transformative Pedagogies	Regency Ballroom A (HYATT, Level 2)
	3019	Mitigating the Intersectionality of Ableism and Racism in Higher Education	D139–D140 (OCC, Level 1)
	3020	Whiteness in Dentistry: How Historically White Institutions Shape Racial Oral Healthcare Disparities in the United States	E141–E142 (OCC, Level 1)
	3021	Raciolinguistics and Workforce Preparation: Use Your "White Voice"	E143–E144 (OCC, Level 1)
	3022	Teaching While Black: Navigating Emotional Labor and the White Waters of Academia	E145 (OCC, Level 1)
	3023	Creating an Inclusive and Supportive Community for Marginalized Students in Higher Education	E146 (OCC, Level 1)
	3024	Diversifying the Healthcare Workforce Through the Center for Workforce Inclusion and Healthcare Systems Equity (WIHSE)	E147–E148 (OCC, Level 1)
	3025	Mentorship Outside the Box: Innovative Mentoring for Those With Limited Time to Mentor	F149 (OCC, Level 1)



**THURSDAY, JUNE 02**

Time	Session #	Title	Room
8:30–9:45 a.m. <i>(continued)</i>	3026	Finding your Fulbright	Columbia 2 (HYATT, Level 3)
	3027	International student Activism: Engaging in student-led programming	Columbia 3 (HYATT, Level 3)
	3028	How to Establish a Mentoring Program	D133–D134 (OCC, Level 1)
	3030	Don't Forget...Disability is Diversity TOO!	Portland Ballroom 254 (OCC, Level 2)
8:45–11:45 a.m.	3100	The New Norm: Fear and Blame	F150 (OCC, Level 1)
	3101	Envisioning Decolonial Futures Through Unsettling Settler Colonial Education: Transformational Indigenous Praxis Model	F151 (OCC, Level 1)
	3102	Liminal Spaces: Using Encanto and Animation as Analysis for Healing Ancestral Trauma and Excavating Ancestral Wounds	F152 (OCC, Level 1)
	3103	Women of Color and White Women in Silence, Struggle, and Solidarity to Make a Way in Higher Ed Administration	Regency Ballroom C (HYATT, Level 2)
	3104	Developing Social Justice Education Learning Outcomes	Regency Ballroom D (HYATT, Level 2)
	3105	Using a Race Lens in Decision-Making and to Analyze & Revise Policies, Practices, Programs, and Services	Deschutes A (HYATT, Level 1)
	3106	WHITENESS COMPETENCY: Race To Empowerment	Deschutes B (HYATT, Level 1)
	3107	Writing for Social Justice: Promoting Diverse Voices and Venues for Promoting Change	Deschutes C (HYATT, Level 1)0
	3109	What Has Gone Unsaid? - A Community Space for BIPOC Men to Expand their Capacity to Hold Emotional Space	Columbia 3 (HYATT, Level 3)
10:15–11:45 a.m. <i>(continued on next page)</i>	3200	A critical examination of systemic silencing in higher education	Portland Ballroom 255 (OCC, Level 2)
	3201	Co-conspirators of Change: Conversation with Women of Color Leaders in Higher Education	Regency Ballroom A (HYATT, Level 2)
	3202	DEI and Antiracism Culture Transformation: Navigating the Challenges of Cross Generational Work	Regency Ballroom B (HYATT, Level 2)
	3203	The Lived Experience of Natives who attended Tribal Colleges and Universities and Predominately White Institutions	E146 (OCC, Level 1)
	3204	Benefits and Challenges of Career Paths in Diversity	A105 (OCC, Level 1)
	3205	Identity-Conscious Supervision: A Model for Equity	A106 (OCC, Level 1)
	3206	Native American Undergraduates with Complex Identities: Sharing Understanding and Developing Resources	A107–A108–A109 (OCC, Level 1)
	3207	Supporting Free Speech, Encouraging Student Expression, Promoting Campus Dialogue, and Reimagining Campus Safety - A Collaborative Approach at UC Davis	B110–B112 (OCC, Level 1)
	3209	Sustainable Agriculture in Higher Education	B116 (OCC, Level 1)
	3210	Realizing the Power of Liminality: Identity Interconnections and Contestations to Disrupt Monoracism	B117–B119 (OCC, Level 1)
	3211	Trauma Informed Peer Education - Supporting Students Through Experiential Based Learning	C120–C121–C122 (OCC, Level 1)
	3212	Surviving School: How Queer Sons of Immigrants Navigate Academic Lives	Portland Ballroom 251 (OCC, Level 2)
	3213	Leading Across Difference: Power Dynamics and Relationship-Building Among Black and White Women Leaders in Equity, Diversity and Inclusion	C124 (OCC, Level 1)
	3214	Conceptualizing the Deconstruction of Racial Capitalism in Leadership Education	C125–C126 (OCC, Level 1)

Time	Session #	Title	Room
10:15–11:45 a.m. (continued)	3215	The Inclusion Challenge: How to Support Arab American Students on College Campuses	D133–D134 (OCC, Level 1)
	3216	Yes! Representation Matters: But Identity is Not Academic Expertise	Portland Ballroom 252 (OCC, Level 2)
	3217	Creating Equitable Spaces for Critical Dialogue in Online Environments	D136 (OCC, Level 1)
	3218	Future Instructor Training (FIT) Program : An Innovative Model in Educational Excellence to Promote the Inclusion of Faculty of Color in Community Colleges	D137–D138 (OCC, Level 1)
	3219	We Are Not Drowning, We Are Fighting: The Pacific Climate Battle	C123 (OCC, Level 1)
	3220	Black Woman/White Woman	E141–E142 (OCC, Level 1)
	3221	Creating a Sense of Belonging Through Food Justice	E143–E144 (OCC, Level 1)
	3222	Mitigating Bias in Hiring - Theory, Research, and Practice	E145 (OCC, Level 1)
	3223	Exploring Black Excellence	Portland Ballroom 253 (OCC, Level 2)
	3224	Healing and Rehumanizing Ourselves as/for Racial Justice	Portland Ballroom 254 (OCC, Level 2)
	3225	Measuring Mixedness: How Data Policy Drives Multiracial (In) Visibility	F149 (OCC, Level 1)
	3226	Teaching White Supremacy and Settler Colonialism Through Raoul Peck's "Exterminate All The Brutes"	Columbia 2 (HYATT, Level 3)
	3228	Avoiding Tunnel Vision: The Importance of Coalition Building for today's Activism	Willamette 1 (HYATT, Level 2)
	3229	Managing Diversity, Equity and Inclusion in the Post-COVID Workplace	D139–D140 (OCC, Level 1)
1:30–3:00 p.m.	3300	THURSDAY GENERAL SESSION	Exhibit C-D (OCC, Level 1)
3:45–5:00 p.m.	3522	Auntie Sewing Squad: Mask Making, Radical Care and Racial Justice	Regency Ballroom B (HYATT, Level 2)
	3523	Introduction & Implementation of the First CAS Standards for Indigenous Student Affairs	B116 (OCC, Level 1)
	3524	Candid Conversations: Sisters in the Suite	B113–B115 (OCC, Level 1)
	3525	#AdulthoodWhileBlackOnCampus: Racism and the Personal Development of Black College Students	F151 (OCC, Level 1)
	3526	Black Kids Can Thrive in STEM: The American Institute of Physics National Task Force to Elevate African American Representation in Undergraduate Physics & Astronomy (TEAM-UP)	F152 (OCC, Level 1)
	3527	Transformative Mentorship: Supporting Career Pathways for Latina/o/x PhD Students	B117–B119 (OCC, Level 1)
	3528	Beyond the Traditional Counter-Space: Enhancing the Sense of Belonging for BIPOC Students Collegiate Experience Through a BIPOC Student Network Group	C123 (OCC, Level 1)
	3529	Strategies for White Women Supervisors to Better Support Men of Color Student Leaders	Columbia 1 (HYATT, Level 3)
	3531	So You Have a Land Acknowledgment....Now What?	Columbia 3 (HYATT, Level 3)
	3532	What My Mentor Didn't Tell Me: How to Navigate Organizational Politics at a PWI as a Young Professional	Willamette 1 (HYATT, Level 2)
3:45–5:45 p.m. (continued on next page)	3402	Let's Get Real: What Makes It Unsafe or Safe to Talk About Racism	Portland Ballroom 254 (OCC, Level 2)
	3403	Story Circles & Healing Cards: With Love for Us	D136 (OCC, Level 1)
	3404	Antiracist Leadership: What Does It Take?	A105 (OCC, Level 1)

**THURSDAY, JUNE 02**

Time	Session #	Title	Room
3:45–5:45 p.m. <i>(continued)</i>	3412	How to Explain White Privilege to a Skeptic: Interrupting Patterns of Power and Privilege	Portland Ballroom 253 (OCC, Level 2)
	3413	Transformative Diversity Outcomes, Keeping It Real 2	C124 (OCC, Level 1)
4:00–5:30 p.m.	3600	Connecting a Pedagogy of the Absent to Emerging Engagement Models of Social Change Teaching, Research, and Organizing	Portland Ballroom 251 (OCC, Level 2)
	3601	Managing Up, Down, and Across through the DEI lens	D133–D134 (OCC, Level 1)
	3602	Reproductive Justice is Racial Justice and Human Rights	Regency Ballroom A (HYATT, Level 2)
	3603	Olmecca Performance: Hip-Hop Stories of a New America!	Multnomah (HYATT, Level 1)
	3620	Here To Stay: DACA, The Original DREAMers & Institutional Support in Higher Ed	Portland Ballroom 252 (OCC, Level 2)
	3621	Dual Pandemics: Utilizing Data to Measure the Impacts to Health and Wellbeing of Students	D135 (OCC, Level 1)
	3622	Transforming White Privilege in Leadership in a Predominantly White Institution: Using Racial Justice Strategies to Better Prepare White Allies to Identify and Interrupt Systems of Oppression at Work	Regency Ballroom C (HYATT, Level 2)
	3623	Cultivating a Sense of Belonging in the Academy: Planning, Politics, and Persistence for Changing Institutions	D137–D138 (OCC, Level 1)
	3624	How to Create Anti-Racist Transformation in Higher Education Institutions	Regency Ballroom D (HYATT, Level 2)
	3625	Interrupting Oppression in Everyday Situations: An Interactive Theatre Approach	E141–E142 (OCC, Level 1)
	3626	Marketing Toward Equity: Trends, Tools, and Critical Considerations for University Communicators	E143–E144 (OCC, Level 1)
	3627	Tools for Intergroup Dialogue and Building Empathy Across Difference	E145 (OCC, Level 1)
	3628	Acting Without Acting: Teaching CRT within the Legal Environment of Business by Teaching U.S. Law	B110–B112 (OCC, Level 1)
	3629	Institutional Program for Diversity and Inclusion Scholars	E147–E148 (OCC, Level 1)
	3630	When You Move, I Move: Response/Ability in Hip Hop Praxis	C120–C121–C122 (OCC, Level 1)
	3631	Creating Transformative Classroom Spaces Through an Equity & Social-Justice Lens	F150 (OCC, Level 1)
7:30–9:00 p.m.	3900	Symphony of Diversity: a Thousand Thunderbolts	Deschutes Ballroom (HYATT, Level 1)

# NCORE POSTER SESSION—THURSDAY, JUNE 2

EXHIBIT HALL B: Poster Sessions scheduled from 10:15-11:45 a.m. are as follows:

TITLE	PRESENTERS
Best practices on Advising and Retaining First Generation Low Socioeconomic Students in STEM	<b>Victor Castillo</b> , M.S. Ed, Academic Advisor III, College of Science, Texas A&M University, College Station TX <b>Sara Thigpen</b> , Director, Academic Operations, College of Science, Texas A&M University, College Station TX
Communication in context: Organizational structure and practitioner goals in diversity, equity, and inclusion efforts	<b>Jacob Thompson</b> , MA, Doctoral Candidate, Hussman School of Journalism and Media University of North Carolina at Chapel Hill, Raleigh NC
Job Mismatch among Asian and Native American Graduates: Effects on Satisfaction and Wellbeing	<b>Cooper Delafield</b> , Graduate Researcher, University of Oklahoma, Norman, Oklahoma <b>Justine Rockwood</b> , MSc Graduate Researcher Department of Psychology, University of Oklahoma, Norman, OK <b>Lori Snyder</b> , PhD, Associate Professor, Psychology, University of Oklahoma, Norman, OK
May I Take Your Order Please? Providing a Menu of Student Support Services in Higher Ed Settings	<b>Ozalle Toms</b> , PhD, Assistant Vice-Chancellor, Student Diversity, Engagement, and Success University of Wisconsin-Whitewater, Whitewater WI <b>John Dominguez</b> , MS Director of Engagement and Student Success, Student Diversity, Engagement and Success University of Wisconsin-Whitewater Whitewater WI <b>Terri Jones</b> , MS, Diversity Program Coordinator, Student Diversity, Engagement and Success, University of Wisconsin-Whitewater, Whitewater WI
Morethanathlete: Twittersphere, sports, and the creation of an (activist) Community	<b>Linda Kean</b> , PhD, Dean, College of Fine Arts and Communication, East Carolina University, Greenville NC <b>Todd Fraley</b> , PhD, Associate Dean, Honors College, East Carolina University, Greenville NC
The Impact of Mentorship: In the Success of First-Generation Chicana/Latina Women in Higher Education	<b>Nathaly Martinez</b> , Med, Doctoral Student, Education University of California, Riverside, Riverside CA
Unveiling Indigenous Dwelling Patterns in the Amazon Basin: The Shuar and Achuar	<b>Luis Felipe Flores Garzon</b> , PhD Student, Ecuador, Instructor of Record, Gibbs College of Architecture, University of Oklahoma, Norman, OK
Workforce Diversity and the Advancing Health Professional Academic Degree	<b>Shani Fleming</b> , MS, MPH, PA-C, Associate Professor, University of Maryland, Baltimore, Baltimore, MD
Fostering Student Equity with Open Educational Resources (OER)	<b>Nicole Breed</b> , MST Instructor and Liaison Librarian, Chippewa Valley Technical College, Eau Claire, WI
Let's Talk Advancing DEI Efforts: An Inclusive Conversation Model	<b>Bianca Evans-Donaldson</b> , PhD, MBA, Associate Dean, Diversity, Equity, and Inclusion University of Florida, College of Liberal Arts and Sciences, Gainesville, FL
Microaggression: My Story as a Higher Education Professional	<b>Osaro Airen</b> , PhD, MBA, Counselor, Tarrant County College, Fort Worth, TX
Stress management through music therapy and virtual reality	<b>Shadi Kanan</b> , PhD, MSN, RN Assistant Professor, Health Science/ Nursing, Bellevue College Bellevue, WA
The role of evaluation systems in incentivizing/disincentivizing faculty engagement in JEDI work	<b>Mashhad Fahes</b> , Associate Professor, Petroleum Engineering, University of Oklahoma, Norman, OK <b>Lori Snyder</b> , Associate Professor, Psychology, University of Oklahoma, Norman, OK
Developing the NOCCCD Anti-racism poster campaign	<b>Arturo Ocampo</b> , JD, Mestizo-Cazcan, District Director for Diversity and Compliance, Office of Diversity and Compliance, North Orange County Community College, Anaheim, CA <b>Steven Estrada</b> , M.A., American Studies, Professor of Ethnic Studies/Diversity and Inclusion Faculty, Fellow, Ethnic Studies/, District Office of Diversity and Compliance, Cypress College, Cypress CA
Finding your voice: The Power of Spoken Word	<b>Robert J. Chambers</b> , MA, Robert J. Chambers, MA, Communication Studies/Theater, San Diego City College, San Diego CA
I Know I Can: Hip-hop pedagogy as an antidote to Eurocentric classrooms	<b>Anna Lippman</b> , PhD Candidate, York University, Toronto, ON
SMU Pride; Our Queerstory; Exploring the Experiences of Queer Students Utilizing an Intersectional Framework.	<b>Bethany Bass</b> , Student Researcher, Human Rights, Southern Methodist University, Dallas, TX <b>Bri Tollie</b> , Project Founder, Human Rights, Southern Methodist University, Dallas, TX

# NCORE POSTER SESSION—THURSDAY, JUNE 2

Poster Sessions scheduled from 4:00- 5:30 p.m. are as follows:

TITLE	PRESENTERS
<b>Affinity Groups: Redefining Brave Spaces</b>	<b>Hyong Yeom</b> , PhD, Professor, Social Work, James Madison University, Harrisonburg, VA
<b>Can You Hear Us Now: Increasing Black Student Mental Wellness and Support</b>	<b>Shabaz Brown</b> , MS, CFLE, Assistant Director, Multicultural Center, University of North Texas, Denton, TX <b>Lilliesha Grandberry</b> , MEdL, PC-S, Associate Director, Program for Counseling Diverse Students, Counseling and Testing, University of North Texas, Denton, TX
<b>Connecting at the Table: How Food Allows Us to Teach the Tough Topics of the Day</b>	<b>Manar Alattar</b> , PhD, Instructor of Biology and Environmental Sciences, Portland Community College/ University of Portland, Portland, OR
<b>Factors Predicting Changes in Asian American Undergraduate Students' Ethnic Identity</b>	<b>Katie Holloway</b> , MS, Graduate Research Assistant, Psychology, University of Oklahoma, Norman, OK <b>Lori Snyder</b> , PhD, Associate Professor, Psychology, University of Oklahoma, Norman, OK
<b>Institutional Efforts at Transformation: A History of Minority Organization for Retention and Expansion (MORE) at Yale School of Medicine</b>	<b>Michele Carpenter</b> , MBA, Program Manager, Office of Diversity, Equity and Inclusion, Yale School of Medicine, New Haven, CT <b>Linda Jackson</b> , MSW, Director-Diversity, Equity and Community Engagement, Office of Diversity, Equity and Inclusion, Yale School of Medicine, New Haven, CT <b>Chenee Gallaher</b> , MPA, Senior Administrative Assistant Office of Diversity, Equity and Inclusion, Yale School of Medicine, New Haven, CT
<b>Pathfinding at the Intersection of Art and DEAI</b>	<b>Krista Dominguez-Salazar</b> , PharmD, PhC, Artist, Associate Clinical Professor of Pharmacy Practice, College of Pharmacy, Pharmacy Practice, University of New Mexico, Albuquerque, NM
<b>Using simulation experiences to assist nursing students in addressing racism and microaggressions in the clinical setting: Christian's Story</b>	<b>Monakshi Sawhney</b> , PhD, NP(Adult), Associate Professor, School of Nursing, Queen's University, Kingston, Ontario <b>Jenny S. Li</b> , BNSc (student), Bachelor of Nursing Science student, School of Nursing, Queen's University, Kingston, ON <b>Nathaniel Guaiaic</b> , BNSc (student), Bachelor of Nursing Science student, School of Nursing, Queen's University, Toronto, ON

8:30–9:45 a.m.

**3000** Room: D137–D138 (OCC, Level 1)

8:30–9:45 a.m.

Beginner

## Grown Black Woman Voice: A Framework In Practice

Session Track: Intersectionality, Identities and Discussions

Black women in higher education are situated in academia’s hegemonic, white, patriarchal context. Despite staff and faculty attempts to support students by utilizing foundational theories of student development, these efforts still reinforce corrosive stereotypes of Black women and (re)subjugate them to a tumultuous existence in the academy as “others.” For example, student development theories traditionally have focused on who Black women are in the academy as opposed to their process of resistance towards harmful stereotypes and the invisibility and voicelessness that they encounter. While the framework, Grown Black Woman Voice, was conceptualized from the presenter’s perspectives in higher education; it has been evident that Black women at large are faced with these same issues in their various roles throughout society, which was determined based on the results of both an autoethnographic pilot study as well as through experiences in community with Black women colleagues, peers, and friends. These findings are drawn from the documentation of interactions as well as the responses, dialogues, and the recapturing of stories shared by Black women of various ages. Within this data was the reaffirmation regarding the complexity of voice. Even in a similar context like the workplace, voice can and does manifest in different ways based on our intersectional experiences, identities, and even those overlaps can provide a richness of diversity. Likewise, one of the apparent complexities of understanding voice was its relationship to supporting. In many ways, the assumption of voice at the start of the pilot included the idea of voicing as positive, but conversations and autoethnographic data helped illuminate the ways stressors and the support did not correlate with and between events, environment, and contexts to voice conceptualization. In doing so, many of the conversations and even within my autoethnographic pilot revealed the necessity to consider how womanhood and girlhood impacted voice considerations. The construction of “grown” and “woman” within the framework could potentially assume only a framework of womanhood, but the pilot findings so clearly demonstrated the necessity to focus on and include girlhood and childhood. It is all connected, and compartmentalizing these relationships can be a form of prohibiting voice in it.

As a result, this session explores a theoretical framework, Grown Black Woman Voice, by providing participants with an opportunity to conceptualize how to exercise their knowledge, voice, and critical expressions in their everyday interactions in hopes of either developing or supporting the development of GBWV. By the end of this workshop, participants will be able to:

Understand the importance of Black women’s resistance to the dominant narrative

Equip with tools and a general understanding of the multifaceted ways in which voice manifests

Reflect and Analyze the relevance of child/girlhood role in their development of autonomy, authenticity, authority, and agency - the four constructs of Grown Black women Voice

**Ahjah Johnson**, M.A., Doctoral Candidate, Educational Leadership, Miami University, Oxford, OH

**3001** Room: Willamette 1 (HYATT, Level 2)

8:30–9:45 a.m.

All Levels

## A Digital Platform to Support Social Justice at an Academic Medical Center

Session Track: Race and Social Justice in Higher Education

This session discusses a novel approach to meeting social justice needs in an academic medical center with a fully digital social justice program to increase staff access to social justice activism. An operational priority includes the addition of a vetted digital platform to support system-level activism and visibility in social justice by broadening representation and participation across the health system and being inclusive of the community. This session will review the significance of this digital space as an essential next step to addressing the underrepresentation of Black, Indigenous, and people of color (BIPOC) staff and health outcomes relative to this workforce disparity. Session content can be applied across academic settings and other industrial environments with low-cost scaling opportunities.

**Jodi Traver**, PhD, Nurse Educator, Nursing Education, Development and Research, UCSD, San Diego, CA

**Ayelet Ruppin-Pham**, MN, Nurse Educator, Nursing Education, Development and Research, UCSD, San Diego, CA



# THURSDAY, JUNE 02

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**3002**

Room: Regency Ballroom B (HYATT, Level 2)

8:30–9:45 a.m.

All Levels

## **Advancing Social Justice and Equity for Undocumented, Refugee Students and Students from Mixed-status Families in Higher Education**

Session Track: Race and Social Justice in Higher Education

Today's rhetoric on DACA and immigration, in general, is having a negative impact on many students in community colleges. According to Higher Education Immigration, the state of Arizona graduates 2,000 undocumented students from high school each year and 9,480 undocumented students in Higher Education. News about policy changes creates confusion and anxiety for students and their families, making it more difficult for immigrant and refugee students to achieve their higher education dreams. In this session, participants will have the opportunity to learn about an innovative collaborative effort between the College's Immigrant Student Resource Center, Pima COLLEGAL Program, and local immigration lawyers to support undocumented, refugee students and students from Mixed-Status Families.

**Yolanda Gonzales**, BSM, Program Coordinator, Diversity, Equity and Inclusion/Immigrant and Refugee Student Resource Center, Pima Community College, Tucson, AZ

**Sheenice Mitchell**, Student Ambassador - IRSRC, Immigrant and Refugee Student Resource Center, Pima Community College, Tucson, AZ

**Hilda Ladner**, MA, Diversity, Equity and Inclusion Officer, Diversity, Equity and Inclusion, Pima Community College, Tucson, AZ

**3003**

Room: Portland Ballroom 251 (OCC, Level 2)

8:30–9:45 a.m.

All Levels

## **Indigenous Participatory Leadership as a Best Practice in Higher Education. A Review of a 50+ Year Native Support Program**

Session Track: Student Affairs and Affiliated Professionals

Leadership models in higher education are generally hierarchical and bureaucratic in nature. Institutions led from a business lens maintain and perpetuate colonized approaches to education. Thus, juxtaposing the cultural value systems of Native people. The community and its unique needs influence indigenous models for leadership. Reviewing the literature, there is a correlation that utilizing Indigenous participatory leadership promotes and supports a diverse, inclusive, and equitable institution.

The Indian and Tribal Education Personnel Program (ITEPP) is the Center for Native American Academic Excellence on the Humboldt State University (HSU) campus. ITEPP has been established for over 50 years and has excelled in recruiting, retaining, and graduating Native students. ITEPP was founded utilizing a participatory leadership model and has continued to refine and evolve in response to the community's needs. Comparing data from the California State University System, Humboldt State University, and ITEPP student demographics, it is apparent that Indigenous leadership models are effective and a best practice in higher education. A program assessment was conducted on ITEPP's current students and alumni. The results spanned from the program's first cohort to newly admitted students. The results indicated that ITEPP has a significant impact on the Native community locally, statewide, and nationally. The data results highlighted ten themes that make ITEPP a contributing factor to Native student success.

**Adrienne Colegrove-Raymond**, MBA, (Hoopa Valley Tribe), Director of the Native American Center for Academic Excellence (ITEPP) and the ELITE Scholars, Student Affairs, Humboldt State University, Arcata, CA

**Marlette Grant-Jackson**, BA, (Yurok Tribe), Academic Advisor, Student Affairs, Humboldt State University, Arcata, CA

**Sasheen Shailee Raymond**, MA, PhD Student, (Hoopa Valley Tribe), Graduate Coordinator, Social Work, Humboldt State University, Arcata, CA

**Paula Tripp-Allen**, BA, (Karuk Tribe), Academic Advisor, Student Affairs, Humboldt State University, Arcata, CA

**3004**

Room: A105 (OCC, Level 1)

8:30–9:45 p.m.

Intermediate

## **Moving the Needle: Transitioning from Multiculturalism to an Equity-Centered Practice**

Session Track: Student Affairs and Affiliated Professionals

Presenters will highlight multicultural frameworks' inconsistencies within PWI institutions' diversity centers. While multicultural centers focus on striving towards more equitable centered practices, the inconsistent balance of identifying student needs, meeting unrealistic institutional expectations, and the actual work of diversity professionals are competing priorities. The presenters seek to equip practitioners with best practices to transition from a multicultural approach to an equity-minded practice.

**Jason Brooks**, MM, Executive Director, Office for Institutional Diversity, University of Kentucky, Lexington, KY

**Ja'Mahl McDaniel**, MA, Director, Martin Luther King Center, University of Kentucky, Lexington, KY

**Jasmine Prince**, MEd, Associate Director, Martin Luther King Center, University of Kentucky, Lexington, KY

Intermediate

## DEI in Training, Professional and Faculty Development: A Literature Review

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

This session presents introductory findings from a systematic literature review seeking to understand how trainings and professional/faculty development programs in higher education have addressed diversity, equity and inclusion at the individual (awareness, empathy, action, competency) institutional (employee satisfaction, retention, productivity) and broader community (reputation, social responsibility, leadership) levels. We apply Leonardo's (2009) theoretical conception of Whiteness to examine current empirical research.

Higher education (HE) contains and maintains interlocking systems of oppression (Taylor, 2017). The system of HE includes various stakeholders and structures that make faculty development related to topics of social justice, diversity, and anti-racism complex. Training and social justice efforts in higher education institutions are not new -- for students, multicultural and diversity training in colleges and universities have taken many forms and integrate various approaches. These range from individual coursework assignment to an infusion of diversity and social justice content in curriculum (Wyatt-Nichol & Antwi-Boasiako, 2008; Faloughi & Herman, 2020). College campuses and professional associations are working to address gaps in moving the needle towards equity and inclusion for faculty, staff and students (Jayakumar et. al, (2018). Previous research has examined diversity policies and procedures in Higher Education (See Byrd, 2019; Iverson, 2007). However recent events, including the COVID 19 Pandemic and the racial protest in the Summer of 2020, has demonstrated the need to for a systematic review of the literature surrounding the specific trainings that might result from "DEI polices and procedures".

The National Association of Diversity Officers in Higher Education published a Framework for Advancing Anti-Racism Strategy on Campus. In this framework, Paulette Granberry Russell wrote "we have the responsibility of providing our members with resources that will assist them as they create safe and welcoming environments where diversity, inclusion, equity, and justice are the rule rather than the exception" (NADOHE Anti-Racism Taskforce, 2021, p. 3). NADOHE identified an Anti-Racism Framework to inform practice in Higher Education. We further explore these efforts making this session relevant to participants interested in DEI in higher education, faculty/professional development and training, systemic racism, minority populations, critical race perspectives or systematic literature reviews. Furthermore, we add to the understanding of the critiques levied in the literature of a growing DEI culture that tends to devalue and commodify minoritized and majority students alike (Issar, 2021; James, 2014).

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- Dex Burns**, MA, Doctoral Student, Human and Organizational Learning, George Washington University, Washington, DC
- Christian List**, MA, Doctoral Student, Human and Organizational Learning, George Washington University, Washington, DC
- Sarah Ray**, PhD, Assistant Professor, Human and Organizational Learning, George Washington University, Washington, DC
- Dwayne Wright**, JD, PhD, Assistant Professor and Director of Diversity, Equity, and Inclusion (DEI) Initiatives, Educational Leadership in Higher Education Administration, George Washington University, Washington, DC

**3007**

Room: B110–B112 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## **Not the Model Minority: Navigating Workforce and Climbing the Ladder as Asian Womxn Leaders in Higher Education**

Session Track: Intersectionality, Identities and Discussions

The Black Lives Matter movement post George Floyd's murder and the ongoing anti-Asian racism due to COVID-19 have spread awareness about social injustice amongst different marginalized populations and have led to an increase in the hiring of diversity officers across the US, both inside and outside of higher education. While there is a significant rise of BIPOC professionals taking on senior leadership positions, including serving as diversity officers, the lack of Asian womxn representation serving in senior leadership is evident. Additionally, there is limited research focused on the Asian womxn leader's experience within the higher education sector.

This panel discussion aims to discuss the challenges that Asian womxn face being DEI professionals and senior leaders in higher education. Panelists will share their lived experiences and lessons learned on their journey in navigating higher education, creating transformative changes, and leading as Asian womxn. Participants who attend this workshop will have the opportunity to engage in intentional dialogues in a brave space to understand how model minority, sexism, and/or other forms of oppression impact how they lead and show up in a workplace. This session will allow participants to connect and form potential mentorship and allyship with panelists and fellow attendees.

**Jenny Elsey**, EdD, Assistant Provost for Experiential Learning and Student Success, Experiential Learning and Student Success, Seattle Pacific University, Seattle, WA

**Christa Grant**, ABD, Assistant Dean for Intercultural Affairs/Diversity Officer for Student Affairs, Intercultural Affairs, Union College, Schenectady, NY

**Gigi Secuban**, EdD, Vice President, Diversity and Inclusion, Ohio University, Athens, OH

**3008**

Room: Portland Ballroom 252 (OCC, Level 2)

8:30–9:45 a.m.

All Levels

## **Radical Interconnectivity: Honing Our Praxis Through Difference, Complex Commonalities, and Intellectual Humility**

Session Track: Intersectionality, Identities and Discussions

Building from the seminal women of color feminist writings and theory in *This Bridge Called my Back* (Moraga & Anzaldúa, 2002), this session offers a practical application of radical interconnectivity among three higher education scholar-practitioners. Often, we are drawn to alliances because of our similarities, including the similar or same ways we experience systems of oppression within higher education. Yet, this reliance on sameness can reify separatist frameworks, including divisive identity politics. This session offers a framework for radical inclusivity by acknowledging and growing with/through differences rather than solely relying on identity similarities. By utilizing a relational approach to differences, radical interrelatedness, and listening with raw openness, we offer a case study of how three scholar-practitioners have built a collaborative community of praxis that broadens our worldviews and improves our craft (Keating, 2013). This community of praxis has deeply impacted our ability to hold each other accountable and practice intellectual humility. The presenters will share how radical interconnectivity has broadened and challenged their worldview and prepared each for working within the academy and predominantly white spaces.

This session is intended for scholar-practitioners, scholars, and aspiring scholars to reflect on our tendencies towards oppositional politics in the academy and instead practice relational ethics in our work. Participants will gain a framework for and examples of moving from oppositional politics to radical interconnectivity. This session also offers reflection, discussion, and tools for how to bring interconnectivity theory to our work to ultimately move towards social change by finding commonalities and nuance. Participants should expect to gain tools, strategies, and a new framework for transformative social change, especially on campuses with a high level of resistance and political divisiveness.

**Sara Caldwell-Kan**, MPH, PhD Candidate, Director, Multicultural Student Services, University of Alaska Anchorage, Anchorage, AK

**Freddy Leon**, MEd, Academic Advisor, World Languages and Cultures, Oregon State University, Corvallis, OR

**Faran Saeed**, MA, PhD Candidate, Student, College of Education: Language, Equity and Education Policy Program, Oregon State University, Corvallis, OR

# THURSDAY, JUNE 02

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**3009**

Room: B116 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## **When Hate Comes to Campus: How Student Activism Leads to Institutional Change**

Session Track: Race and Social Justice in Higher Education

As institutional support for justice, equity, diversity, and inclusion (JEDI) efforts have increased, the pace and levels have varied. In this session, the presenters will highlight the freedom of speech forum titled ‘When Hate Comes to Campus’ intended to bring the campus community together and result in national news coverage. Presenters will also utilize multiple frameworks to provide strategies and methods for maneuvering through university politics and how they were able to balance serving students while holding the institution accountable. Through coalition building with both internal and external affinity groups, student voices were centered on a list of demands that expedited the campus community’s JEDI efforts. Strides to institutionalize change through an equity lens were made at a holistic level. As a result, the University began the development of a stand-alone Multicultural Center building, increased funding to better serve Latinx-Hispanic students as a Hispanic Serving Institution, the developed new staff positions, including a Chief Diversity Officer, and more. Though the series of events that occurred at the forum led to altering the expression of our institutional values, it was the mobilization and empowerment of students that led to the disruption of injustice. More recently, activism across U. S. college campuses has surged as students have also led and joined national movements such as #BlackLivesMatter, #StopAsianHate, DREAMERs, and the fight against sexual assault (Farago, Swadener, Richter, Eversman, & Roca-Servat, 2018). These larger movements have shed light on individual institutional and local movements. This session will provide direct methods for supporting student activism and mobilization through evolving generations and populations.

This session will particularly benefit JEDI practitioners, students affairs professionals, and student leaders who are interested in developing strategies for supporting students during the social upheaval, methods for maneuvering through University politics to ensure equitable policies and practices, methods for networking and coalition-building across identity groups, as well as strategies for aligning internal and external affinity groups.

**Shabaz Brown**, MS, CFLE, Assistant Director, Multicultural Center, University of North Texas, Denton, TX

**Damian Torres**, MEd, Executive Director, Student Engagement and Experience, University of North Texas Health Science Center, Fort Worth, TX

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**3010**

Room: B117–B119 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## **PhD Scholars Decision to Stay or Leave Tenure-Track Faculty Careers: A Focus on Latino Men**

Session Track: Ongoing Doctoral Research

Many selective US PhD programs aim to prepare their doctoral students for future faculty placement in similar institutions. However, we do not understand why Latino men enrolled in PhD programs consciously decide to leave the faculty pipeline. This decision is one factor that contributes to the total underrepresentation of Latinx men as faculty in higher education institutions. This inequity questions how doctoral faculty and programs support or not Latino men for post-graduate careers. This paper will share research findings based on in-depth narrative interviews of 18 Latinx men enrolled in five research-intensive and selective PhD programs. Each participant was interviewed twice, between 45-90 minutes per interview. This session will share findings and recommendations on how doctoral programs, graduate faculty, and student affairs practitioners can better support Latino male students in building supportive mentoring relationships that will help them succeed in their doctoral programs and guide them to their career pathways.

**Edgar Lopez**, MEd, PhD Student/Research Assistant, Rossier College of Education, University of Southern California, Los Angeles, CA

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**3011**

Room: C120–C121–C122 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## **Destructive or Developmental?: Reframing Identity Politics as a Remedy for Epistemic Injustice**

Session Track: Chief Diversity Officer and Executive Leadership

Divisive. Narrow. Disruptive. Conservatives and liberals alike frequently use such words (or worse) to describe the rise of “identity politics” on college campuses. Despite the negative framing, identity politics is a useful organizing tool for social change. Drawing from the field of philosophy and student development theory, this session will take an interdisciplinary approach to understanding and analyzing the concerns and criticism directed at identity politics. It will provide a brief overview of the historical genesis of the term from the Combahee River Collective, a group of Black feminists working for their own liberation. The session will introduce the philosophical concept of epistemic injustice, the distinctive form of injustice that examines how a person is wronged in their capacity as a knower (Fricker, 2007). It will also explore developmental considerations, such as Abes, Jones, and McEwen’s Reconceptualized Model of Multiple Dimensions of Identity (2007) and Jane Mansbridge’s work on oppositional consciousness (2001). Participants will engage in discussion and case study analysis to evaluate the benefits and challenges presented by identity politics, concluding with strategies for identity-based activism on college campuses.

**Emy Cardoza**, MDiv, MEd, Director, Global Diversity Education and Faculty Engagement, Office of Global Inclusion, Diversity, and Strategic Innovation, New York University, New York, NY

**3012**

Room: C123 (OCC, Level 1)

8:30–9:45 a.m.

Beginner

**Grammar, Language, and Power: Exploring Anti-Racist Writing Approaches in First-Year College Composition Classes**

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

As teachers, we experience a tension between offering students skills and knowledge and promoting social norms. We ask ourselves: How can we teach the things students need to know without influencing how they think they need to be? While this is true for almost any academic topic, we will examine its implications for English grammar instruction in higher educational settings in this session. We will share findings from our recent research on grammar instruction conducted at Linn-Benton Community College, a predominantly white institution. Traditional approaches to grammar instruction, which focus on codified rules to support “correct” speech, promote forms of social injustice such as racism, nativism, xenophobia, classism, sexism, and heteronormativity. Arguments against changing these approaches rely on the assumption that students (predominantly white students) cannot understand injustices that result from grammar and language learning and are uninterested in and unaffected by them. Through surveys and one-on-one interviews, we have learned that LBCC students have a strong interest in learning more than the just rules of grammar; they also want to understand ways of speaking and writing related to geography, class, gender, race, and equity. In response, LBCC redesigned sections of first-year college composition classes to explore how personal, social, and political spaces are shaped by grammar and language. We will share the faculty’s steps to begin implementing a more fluid, contextualized approach to grammar and its relationship to power and identity in society. The hope is to use the lessons learned from the research and these practices as a path to implementing a transformative grammar pedagogy across the curriculum.

**Addison Koneval**, MA, Graduate Teaching Associate, English (Rhetoric, Composition, & Literacy), The Ohio State University, Columbus, OH**Dionisia Morales**, EdM, MFA, Instructor, English, Linn-Benton Community College, Albany, OR**3013**

Room: C124 (OCC, Level 1)

8:30–9:45 a.m.

Intermediate

**Healing Racial Trauma from the Inside Out: Lessons from (Re)Doing The Inner Work of Racial Justice in Faculty Development Spaces at a Predominantly White Institution**

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

As with much of the world of higher education in the aftermath of racial justice protests, social unrest, and political upheaval, Faculty Development sought to address some of the structural racism at our institution. For nearly two years, we have explored the use of contemplative practices and anti-racist pedagogy as a pathway for faculty, staff, and graduate students to acknowledge their own humanity, seek to challenge disembodiment as a form of oppression in academic spaces, and facilitate an environment in which we could collectively attend to racial trauma and promote wellbeing amidst multiple and competing pandemics. In this workshop, we describe our experiences using contemplative and somatic practices to uncover, process, and transform racialized trauma in the context of faculty development work. We share the lessons we have learned about integrating contemplative pedagogy with discussion-based reflection on identities and anti-racist pedagogy. Building upon the works of Rhonda Magee (2019) and Resmaa Menakem (2017), we will explore models for using contemplative practices in discussions and dialogue within academic settings. The last part of the session will invite participants to share what has worked for them.

**Khalilah Arrington**, MEd, Specialist/Educational Consultant, Center for Teaching and Learning, University of Connecticut, Storrs, CT**Tina Huey**, PhD, Associate Director, Center for Teaching and Learning, University of Connecticut, Storrs, CT**3014**

Room: C125–C126 (OCC, Level 1)

8:30–9:45 a.m.

Beginner

**Grounding in P.L.A.C.E. (People, Land, Art, Culture, Ecology): Envisioning Our Futures Through Indigenous Mapping Practices**

Session Track: Intersectionality, Identities and Discussions

This presentation will share the innovative idea of Indigenous Mapping to move beyond the ordinary as we trace our relationships to People, Land, Art, Culture, and Ecology (P.L.A.C.E). Indigenous Mapping is a versatile method and can be applied in many different scopes of work, especially manifestation practices with goal setting for students. This method can assist with outlining histories, networks, and resources, as well as the thought processes of the subject at hand, utilizing Critical Indigenous Research Methodologies centering the Indigenous LandBack movement. When we ground ourselves in relationality to transcend service to our various communities, we can mindfully map out the blueprints of our collective futures as BIPOC of the land. Participants will learn and explore mapping methods and identify how an Indigenous perspective can be utilized in proliferating meaningful relationships to P.L.A.C.E.

**Daphne Littlebear**, MPA, (Santa Ana Pueblo), Deputy Director of Research, Student Success, American Indian Higher Education Consortium, Bernalillo, NM



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**3015**

Room: Portland Ballroom 253 (OCC, Level 2)

8:30–9:45 a.m.

All Levels

## **How To Get (and Keep) Your Seat at the Table Utilizing Your Strengths and Community**

Session Track: Intersectionality, Identities and Discussions

This session will engage new and mid-level professionals- particularly those of color- as they begin to set the stage for their careers. It can be more tangible to develop and gain hard skills related to a job function, but it is often not quite as simple to identify or understand the “hidden curriculum” that exists to navigate an institution to survive and advance politically. As three young female emerging leaders from underrepresented backgrounds in the enrollment management field, we have had to face numerous internal and external barriers to get a seat at the table. This session allows for an in-depth reflection of one’s own identities and how they intersect, understanding the identities of others, and an overview of the data and current landscape surrounding underrepresentation in leadership roles. By examining positionality and how our identities shape our epistemology, this session will cover best practices on overcoming barriers and how to use that knowledge to combat imposter syndrome, solidify your seat at the table, and set a place for others.

**Callah Darmali**, MSED, Associate Director, Admission and Scholarships, University of Southern California, Los Angeles, CA

**Crysta Diaz**, MSED, Director of Undergraduate Admissions, Admissions, Nova Southeastern University, Fort Lauderdale, FL

**Rachel Ensing**, MSED, (Haliwa-Saponi), Director of Recruitment and Admissions, Brandcenter at VCU, Admissions, Virginia Commonwealth University, Richmond, VA

**3016**

Room: D135 (OCC, Level 1)

8:30–9:45 a.m.

Beginner

## **Establishing, Maintaining, and Assessing an Inclusive Approach to Menstrual Equity Initiatives on College Campuses Utilizing the University of Northern Colorado's Project M.E. Program as a Model**

Session Track: Student Affairs and Affiliated Professionals

What is Menstrual Equity (M.E.), you ask? "Menstrual Equity is an effort to address access, affordability, and safety of menstrual products to ensure that menstruating people can be 'fully equal players' in society" (Jennifer Weiss-Wolf, 2017).

Menstruating students face unique barriers that can, in turn, impact their education. Period Poverty, or "the inability to access menstrual hygiene products" (PERIOD and THINX, 2021), has increased as the COVID-19 Pandemic has exacerbated barriers to essential goods. According to the 2021 State of the Period Report, 4 in 5 menstruating students missed class or knew someone who missed class time due to not having menstrual products, 51% of survey participants (n=1,011) wore products longer than recommended, and lower-income and students of color were more likely to experience Period Poverty (PERIOD and THINX, 2021). This is supported by global health data showing that 1 in 10 menstruating youth has missed school during their cycle (UNESCO, 2014).

These data highlight the need to promote ME within educational settings. Particularly in higher education, as college students experience exacerbated food and housing insecurity rates, pointing to a gap in students' ability to access other essential goods, such as menstrual products. At the University of Northern Colorado (UNCO), the Center for Women's and Gender Equity, with other campus partners' support, has implemented a menstrual product resource-provision program that seeks to understand and address barriers to accessing products. Resources provided by this program include a free, bulk, and customizable menstrual product pack service, the conversion of dispensers in academic buildings from a cost-system to a free system, and other activities that seek to normalize menstruation and promote access to products.

This session uses UNCO's Project ME as a model to understand why ME is important to the success of college students and how to identify key ways in which we can promote access to menstrual products in higher education settings. Participants will be provided with program background information along with a guide to serve as a toolkit for establishing, maintaining, and assessing ME initiatives on their college campus. In addition, we provide context and tools for approaching menstrual equity initiatives through an inclusive approach to ensure equitable access. Join us in this movement!

PERIOD, & THINKX. (2 May 2021). State of the Period 2021. PERIOD.Org. Retrieved November 2021, from <https://period.org/uploads/State-of-the-Period-2021.pdf>.

United Nations Educational, Scientific and Cultural Organization. (2013). (rep.). EFA Global Monitoring Report: Teaching and Learning: Achieving Quality for All. Retrieved 2021, from <https://en.unesco.org/gem-report/report/2014/teaching-and-learning-achieving-quality-all>.

Weiss-Wolf, J. (2017). *Periods gone public: Taking a stand for menstrual equity*. Arcade Publishing.

**Rosie Glaser**, BS, Graduate Assistant, Center for Women's and Gender Equity & Stryker Institute for Leadership Development, University of Northern Colorado, Greeley, CO

**Teresa Henderson**, BA, Graduate Assistant, Center for Women's and Gender Equity & Stryker Institute for Leadership Development, University of Northern Colorado, Greeley, CO

**Yvette Lucero-Nguyen**, MPH, Director, Center for Women's and Gender Equity & Stryker Institute for Leadership Development, University of Northern Colorado, Greeley, CO

**Luz Sosa**, AAS, Associate Director, Center for Women's and Gender Equity & Stryker Institute for Leadership Development, University of Northern Colorado, Greeley, CO

# THURSDAY, JUNE 02

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**3017** Room: D136 (OCC, Level 1)

8:30–9:45 a.m.

Intermediate

## **An Alternative to the Town Hall: Using Restorative Practices to Hear and Respond to Campus Harms**

Session Track: Race and Social Justice in Higher Education

In the wake of racist incidents and student unrest related to campus climate (and the inadequate institutional response to racist incidents and campus climate), many student leaders and/or administrators plan and host Town Hall meetings. These events often exacerbate rather than relieve frustration, frequently functioning as spaces where toxic dynamics get named without any accompanying acknowledgment of accountability and impact or a clear commitment to intentional and specific efforts for change. This session will provide an overview of how, instead of the Town Hall model, Community Conversations are being used that implement a restorative justice framework to accomplish several key goals: 1) provide each participant an equitable opportunity to be heard, 2) allow participants to name the impact that incidents/climate have had on the campus community, and 3) invite participants to name concrete action steps they feel should be taken to address the underlying climate dynamics on campus. This session will map out the framework for how Community Conversations are structured and facilitated and how the content from such conversations can be used as the basis for accountability and change. The session will use a case study from a 2019 Community Conversation held at Middlebury College to illustrate the process and outcomes. This session should benefit staff and administrators, especially those whose roles on campus involve advocating for or managing institutional responses to climate concerns.

**Renee Wells**, MA, MFA, Assistant Vice President of Education for Equity and Inclusion, Office of Institutional Diversity, Equity and Inclusion, Middlebury College, Middlebury, VT

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**3018** Room: Regency Ballroom A (HYATT, Level 2)

8:30–9:45 a.m.

All Levels

## **Frameworks for Transformative Pedagogies**

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

Based on the 2021 publication, *Transformative Approaches to Social Justice Education: Access and Equity in the Undergraduate Classroom* (Routledge), this session is for anyone interested in teaching and learning in higher education from a social justice perspective and with a commitment to teaching all students. In this session, an interdisciplinary group Oregon State University educators will speak from personal experience on frameworks used for transformative pedagogies in the college classroom.

Emerging from Oregon State University's Difference, Power, and Discrimination Program, which focuses on institutional curriculum transformation, this presentation is structured as a conversation among educators who take the position that teaching from a social justice perspective is about much more than the type of readings and assignments found on course syllabi. Drawing on the broadest possible definition of curriculum transformation, the discussion is as much about the panelists' positionalities and what this means for the classroom as it is about the course content. Panelists will speak to teaching beyond the traditional classroom to include local communities, archives, and colleagues in student and academic affairs.

In sum, this presentation seeks to build on the excellent work that already exists in the area of social justice education and, at the same time, attend to how the manifestation of social and economic injustice is always historically and contextually specific, thus shifting in various ways over time, and requiring continuous learning and growth among educators with commitments to facilitating and fostering critical consciousness, so that students may come to understand the world in ways that fully recognize what it means for all of us to participate in shaping a shared future.

Attendees will gain an understanding of the DPD Program as a model for curriculum transformation, have the opportunity to engage with a set of questions to guide curriculum transformation that is attentive to how systems of oppression have shaped and continue to shape curriculum in US higher education, as well as learn about discipline-specific resources for curriculum transformation.

**Natchee Barnd**, PhD, Associate Professor, Ethnic Studies, Oregon State University, Corvallis, OR

**Sharyn Clough**, PhD, Professor, Philosophy, Oregon State University, Corvallis, OR

**Kali Furman**, PhD, Postdoctoral Scholar, Difference, Power, and Discrimination Program, Oregon State University, Corvallis, OR

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

**Jenny Myers**, PhD, Visiting Assistant Professor, Sustainability, Wells College, Aurora, NY

**Martha Smith**, MA, Director, Disability Access Services, Oregon State University, Corvallis, OR

**3019**

Room: D139–D140 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

**Mitigating the Intersectionality of Ableism and Racism in Higher Education**

Session Track: Intersectionality, Identities and Discussions

Many college stakeholders struggle to grasp how the cultural and systemic isms of ableism and racism affect learning efficiency. If postsecondary institutions wish to improve success outcomes for marginalized student groups, they must think of creative and innovative ways to mitigate the impact of Higher Education's ableist and racist roots. This workshop will explore the impact of these two isms on student learning and proposes that dis/ability support departments have insights and strategies that may help educational institutions improve outcomes for students historically and currently marginalized by ableism and racism.

**Lisa Yates**, MEd, Doctoral Candidate, Counselor, Accommodation Services Center, Mt. San Jacinto College, Menifee, CA

**3020**

Room: E141–E142 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

**Whiteness in Dentistry: How Historically White Institutions Shape Racial Oral Healthcare Disparities in the United States**

Session Track: Race and Social Justice in Higher Education

This session will particularly benefit all equity-minded healthcare professionals and educators in critically thinking about the impact of white supremacy on the racial disparities in oral health care in the United States and abroad. The session will introduce historically white dental institutions' role in maintaining a dental profession with abysmally low numbers of underrepresented minorities and review admissions practices that maintain the status quo of whiteness and neocolonialism in dentistry.

Furthermore, the session will examine how whiteness manifests in the climate and curricula at historically white institutions by examining administrative and student perspectives on Voluntourism (volunteer tourism) and cultural awareness. The impacts of neocolonialism on underrepresented minorities in dental student and patient populations will also be explored. Emphasis will be placed on dental schools' responsibility to address an oral healthcare crisis primarily influenced by their own admission policies and institution climate. The session will conclude by examining the few successful pipelines and changes in admission policies implemented by a handful of dental schools to increase and support the number of matriculating URM students.

**Sohayla Horani**, DMD, Public Health Dentist, Portland, OR

# THURSDAY, JUNE 02

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**3021** Room: E143–E144 (OCC, Level 1)

8:30–9:45 a.m.

Intermediate

## **Raciolinguistics and Workforce Preparation: Use Your “White Voice”**

Session Track: Ongoing Doctoral Research

This session presents findings from a critical case study situated in a government-sponsored adult education program. The program, Prepared for Employment (PFE, a pseudonym), provides English language and work skills education to immigrant and refugee adults who are unemployed or underemployed, seeking a “better” job and have limited English according to the program assessment guidelines. Participants included both students and staff. Student participants were adult language learners predominantly from the East African countries of Eritrea, Ethiopia, and Somalia. Staff participants included the instructor, case manager, and government office director administering the program. Data sources include interview transcripts, audio transcripts of class sessions, course documents, and other media related to the PFE program.

Drawing on literature from raciolinguistics (Flores & Rosa, 2015; Rosa, 2019) and critical applied linguistics (Motha, 2020; Pennycook, 2004), the present study sought to examine how (1) how the linguistic practices of racialized adult ELLs were positioned by staff in the Prepared for Employment (PFE) course and (2) to what extent the PFE course engaged with the sociopolitical realities of racialized adult learners?

In our analysis and discussion of this research, we draw on these raciolinguistic ideologies to examine the context of the workforce language learner, proposing the white speaking/listening subject as the omnipresent interviewer/hiring manager that drives workforce preparedness curriculum at all stages. We question the idealized speaker that students are being asked to emulate as they develop workforce language and complicate appropriateness-based discourses about what language is deemed “appropriate” for the workplace and what is not.

We conclude by looking to scholarship on critical language awareness (Alim, 2005) and raciolinguistics (Alim, 2005; Alim, Rickford, Ball, et al., 2016) as a way for students, teachers, and programs together to challenge language-based racial discrimination in workforce education and engage with ideas that “can be more than just an academic field of inquiry, but also a critical, progressive linguistic movement that exposes how language is used as a means of social, political, and economic oppression” (Alim, 2016 p.27).

**Taiko Aoki-Marcial**, PhD Student, Doctoral Student, English Department, University of Washington, Seattle, WA

**Lauren Plitkins**, PhD Student, Doctoral Student, College of Education, University of Washington, Seattle, WA

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**3022** Room: E145 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## **Teaching While Black: Navigating Emotional Labor and the White Waters of Academia**

Session Track: Race and Social Justice in Higher Education

This session is intended for all individuals working and learning in higher education who are committed to amplifying the voices of Black graduate students and working towards #AllytoAccomplish.

. Dr. Elba Moise will share her research on how Black Graduate Student Teaching Assistants (BGTAs) in a historically white institution experience and navigate hypervisibility and racialized emotional labor and what we all can do to better support and ease the burden. University instructors engage in emotional labor and other caring work, which requires managing one’s own emotions as well as the emotions of others. It is invisible labor that often goes uncompensated and unnoticed. Understanding how white institutions shape organizational emotional display rules, which guide the emotional labor required of people of color, illuminates how BGTAs navigate and negotiate this unequal labor. Student voices also reveal the burden of hypervisibility due to constant negotiation of being underrepresented in higher education, everyday racial incidents (i.e., Microaggressions), and dominant white ideologies that deny the realities of race and racism experienced by people of color. The experiences of BGTAs have implications for how we can better support and minimize racialized emotional labor in our learning and working environment.

Participants in the session will also learn the following: Resistance and coping strategies utilized by Black Graduate Student Instructors; the importance of funding and creating counter spaces for graduate students of color; strategies for students of color to navigate emotional labor, strategies for responding to bias.

**Elba Moise**, PhD, MPH, Inclusion and Community Program Manager for Graduate Programs, Foster School of Business, University of Washington, Seattle, WA

**3023**

Room: E146 (OCC, Level 1)

8:30–9:45 a.m.

Beginner

## Creating an Inclusive and Supportive Community for Marginalized Students in Higher Education

Session Track: Student Affairs and Affiliated Professionals

The increasing population of minority students in higher education makes it important and relevant to examine how to improve current educational practice to meet the diverse need of minority students and support their personal and professional development in higher education. Minority students have been struggling to experience educational equity and excellence and build cultural and identity communities, especially in predominately-white institutions. University faculty and staff will need to be well prepared to effectively and appropriately deal with diversity issues and be more responsive to the needs of this growing segment of the student population.

As Kayes (2006) mentioned, despite colleges and universities' efforts to diversify faculty and staff, the statistics demonstrate that 80% - 90% of faculty and staff in most colleges and universities are still White. The growing demographic gap between a multicultural student body and a monoculture faculty/staff group has become a challenge for the recruitment and retention of diverse students and limits the creation of community and belongingness among minority students.

Recognizing that building community for minority students contributes to their learning experience, identity building, and personal development, faculty and staff can do much to modify current approaches to instruction, advising, mentorship, and programming. Educational excellence and developmental success for minority students are unattainable without incorporating cultural and racial pluralism in all aspects of the educational system and community creation. Building cultural communities can play an essential role in reducing institutional racism, decreasing the social and identity isolation and discomfort between minority students and their white peers, and improving minority students' cultural recognition, self-esteem, identity validation, learning engagements, and academic outcomes. This workshop will review scholarships on factors that impact marginalized students' college experience, academic outcomes, identity building, and professional development, and present practical suggestions to higher education faculty, staff, and student affairs professionals on strategies to support the community building process for marginalized students.

**Huanshu Yuan**, PhD, Associate Director, Department of Multicultural Services, Texas A&M University, College Station, TX

**3024**

Room: E147–E148 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## Diversifying the Healthcare Workforce Through the Center for Workforce Inclusion and Healthcare Systems Equity (WIHSE)

Session Track: Student Interest and Engagement

The Center for Workforce Inclusion and Healthcare System Equity (WIHSE) is a new program supported by the University of Washington School of Medicine and the UWMedicine Office of Healthcare Equity (OHCE). The Center's overall mission is to increase the representation of communities traditionally underrepresented in health careers across the UW health system. The Center will provide infrastructure to the often fragmented and siloed STEM ecosystem programs within the health sciences and greater campus through collaboration. By implementing best practices through innovative programming and tracking and evaluating ecosystem programming, we hope to become a leader in developing a diverse healthcare workforce. We will describe the programs that fall under this ecosystem model from middle school through residency and faculty. The session is intended for anyone interested in diversifying the workforce, particularly across the health professions. Participants will learn about the integration of individual programs into the center. Participation of the health sciences schools in the ecosystem and tools used to follow and evaluate students will be addressed.

**Nora Coronado**, MSW, Director Community Engagement and Partnership Development, UWMedicine Office of Healthcare Equity, University of Washington, Seattle, WA

**Estell Williams**, MD, Assistant Professor of Surgery; Executive Director Center for Workforce Inclusion and Healthcare Equity (WIHSE), Surgery, UWMedicine Office of Healthcare Equity/ UW School of Medicine Department of Surgery, Seattle, WA



# THURSDAY, JUNE 02

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**3025**

Room: F149 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## **Mentorship Outside the Box: Innovative Mentoring for Those With Limited Time to Mentor**

Session Track: Student Interest and Engagement

As one of California's largest single-campus community college districts, Mt. SAC is "home" to roughly 60,000 students, 32,000 Full-Time Equivalent (Pre-pandemic). With such a large population, we have found a unique way to engage our students with our faculty, staff, and administrators so that we all have a better understanding of one another. Before the pandemic, a face-to-face model mentoring program was established. We paired nearly 150 students with over 30 mentors every month. Topics ranged from Anti-Asian Racism & the Rise in Violence During the Pandemic, Self-Care & Gratitude, and Critical Life Skills. When the pandemic hit, we knew our students needed to feel connected more than ever, so we pivoted and converted our traditional mentoring program to an online, virtual format. It has been a success over these past 18 months; even though our student participation went down, our engagement remained the same.

This session should particularly benefit those institutions, faculty, staff, and administrators who are searching for alternative ways to support and guide their students in a non-traditional, out-of-classroom approach, as well as the staff who provide or would like to provide direct services to students but may be limited on time. Mt. SAC came together to convert an in-person program into a virtual experience to assure continued student engagement. In a short two-hour, once-a-month mentorship session, campus community members explore, learn, and grow on various issues, from local to global, developing friendships and networks. Come learn how to unite a campus via virtual mentoring; you will also be placed into mentoring pods as we host a mock, in-person mentoring session.

**Eric Lara**, EdD, Associate Dean, Student Success and Equity, Student Services, Mt. San Antonio College, Walnut, CA

**Betzabel Martinez**, MA, Project/Program Specialist, Student Equity, Student Services, Mt. San Antonio College, Walnut, CA

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**3026**

Room: Columbia 2 (HYATT, Level 3)

8:30–9:45 a.m.

All Levels

## **Finding your Fulbright**

Session Track: Global, Multicultural and Transnational issues

The Fulbright Program is the flagship cultural and academic exchange program of the United States. What measures are in place to ensure that all American voices are included and represented in this pillar of public diplomacy? Meet two Fulbright Scholars who have received Fulbright grants to Asia and Europe and hear their stories of what it was like to expand the global understanding and definition of what it means to be American. Representatives from the Fulbright Program will also be on hand to answer questions and advise participants on crafting compelling projects. The goal is to empower people who haven't considered a Fulbright to know that there is not only a seat at the table but a strong desire from overseas partners to engage with voices of color when learning about the American experience.

**Mary Danico**, PhD, Professor of Sociology, Director of Asian American Transnational Research Initiative, Weglyn Endowed Chair, California State Polytechnic University, Pomona, CA

**Charles S. Sasaki**, Vice Chancellor for Academic Affairs, Windward Community College, Kaneohe, HI

**Athena Mison Fulay**, Outreach & Recruitment Manager, Fulbright Scholar Program, Institute of International Education, Washington, DC

**3027** Room: Columbia 3 (HYATT, Level 3)

8:30–9:45 a.m.

Intermediate

## International student Activism: Engaging in student-led programming

Session Track: Intersectionality, Identities and Discussions

This presentation is highly recommended for folks interested in and is in the international student support service within higher education. Presenters will highlight the implementation and success of a community Chats program as an effort led by international student activists. This series was implemented at the University of Nebraska-Lincoln by a student organization named the International Student Advisory Board (ISAB). Community Chats is a series of chats where international students of various nationalities, programs, and years of study are welcomed to raise their voices and share their experiences. The information gathered in the series is then assessed and reported to institution partners and leaders to implement changes and create an action plan in conjunction to support international students.

The discussion was designed to gather information from the students with the following outcomes: (i) to get a sense of international students' overall experiences are in the current climate within the university's context, (ii) to understand what their pre-arrival and orientation encounter was like and what the differences between undergraduate and graduate are, (iii) to interpret students' quality of life, which includes engagement, social experiences, involvement on and off-campus, sense of safety, physical and mental well-being as well as feeling supported and included, and (iv) to recognize their experience in academic settings (includes academic resources, interactions with professors, classroom environments, etc.).

This presentation highlights the power of student activism and how it informs institutional change. The session will cover guidelines on creating a student-led, safe, and brave space to ensure students' comfort in sharing their experiences. Presenters will also share the findings and some major themes, such as institutional advocacy, increasing opportunities for international students, and combatting discrimination, racism, and hate. Recommendations that are being implemented in the institution will be shared as well.

Using this program as a model, attendees will engage in a thought-provoking discussion to reconceptualize international student support and retention through a critical and equity-driven lens. This session should particularly benefit administrators, staff, and faculty who work with international students at their institutions.

**Meena Pannirselvam**, Graduate Assistant, Education Administration, University of Nebraska-Lincoln, Lincoln, NE

**Yi Xuen Tay**, B. A., Graduate Research Assistant, Education Administration, University of Nebraska-Lincoln, Lincoln, NE

**3028** Room: D133–D134 (OCC, Level 1)

8:30–9:45 a.m.

Intermediate

## How to Establish a Mentoring Program

Session Track: Student Interest and Engagement

In this workshop, participants will learn the key components of developing a successful mentoring program on their campus. With university and college budgets tightening due to a 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 interested in developing or enhancing their mentoring program with the express intent of increasing retention and persistence at their particular institution.

**Wayne Jackson**, M.A., Director, Multicultural Academic and Support Services, University of Central Florida, Orlando, FL

**Tony Davis**, M.A., Counselor (Retired), Advising, Montgomery County Community College, Blue Bell, PA

**3030** Room: Portland Ballroom 254 (OCC, Level 2)

8:30–9:45 a.m.

Intermediate

## Don't Forget...Disability is Diversity TOO!

Session Track: Student Affairs and Affiliated Professionals

How do you avoid the "aw shucks" moment when a disability accommodation email pops up for your international exchange experience? Join us as we explore the conversations and best practices to build inclusion of disability as an essential dimension of diversity on your campus. Situating intersecting identities of students, we will provide practitioners with conversation starters for their campuses to recognize, disability is diversity TOO!

**Lamont Sellers**, MA, Director, Intercultural Student Affairs, Appalachian State University, Boone, NC

**Johileny Merán**, MA, Program Coordinator, National Clearinghouse on Disability and Exchange, Mobility International USA (MIUSA), Eugene, OR

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8:45–11:45 a.m.

**3100** Room: F150 (OCC, Level 1)

8:45–11:45 a.m.

All Levels

## **The New Norm: Fear and Blame**

Session Track: Race and Social Justice in Higher Education

Today, we live in a world where fear and blame are passing for “normal” communication. Every sector of our country, be it business, government or education, is being faced with verbal and physical confrontations, but very few counselors, administrators, HR, or faculty know how to mediate or de-escalate these types of scenarios.

In this revolutionary workshop, Lee Mun Wah will demonstrate a myriad of mindful facilitation techniques that can de-escalate such conflicts through curiosity, empathy, compassion, filmed role-plays, and personal stories.

Participants will learn:

- a. How to practice the art of reflection and inquiry
- b. Advanced conflict intervention
- c. How to observe and make use of intent and impact
- d. Six inquiries that can de-escalate conflicts within seconds
- e. How to turn fear and blame into curiosity and empathy

**Lee Mun Wah**, MS, MA, Founder and Executive Director, Training and Facilitation, StirFry Seminars & Consulting, Berkeley, CA

**3101**

Room: F151 (OCC, Level 1)

8:45–11:45 a.m.

All Levels

## Envisioning Decolonial Futures Through Unsettling Settler Colonial Education: Transformational Indigenous Praxis Model

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

This workshop will highlight the Transformational Indigenous Praxis Model (TIPM) framework composed of four dimensions toward decolonizing and Indigenizing teaching and learning. This transformation process is not viewed as linear or static, but through a relational model; educators can move fluidly between the dimensions within this model and can exist across multiple dimensions simultaneously, depending on the context and their positionality. We highlight TIPM through the pathway-making of twelve interwoven examples of how it can be utilized across the educational spectrum. Most importantly, we center on the needs of teachers, children, families, and communities that are currently engaged in public education and who deserve an improved experience today, while we dream and commit to more positive Indigenous futurities.

### Objective

- The session will center on pathway-making examples of how educators are enacting research around Indigenous transformational praxis across the dimensions of the TIPM.
- The pathway-making examples represent Indigenous transformational praxis research from a spectrum of educational contexts—these examples from practice support the use of the model in their respective settings.

### Overview of the Presentation

This session will offer an overview and intentions of, *Unsettling Settler Colonial Education: The Transformational Indigenous Praxis Model*. We will share the conception of the Transformational Indigenous Praxis Model and how utilizing this framework enacts research around decolonization and Indigenous resurgence in the present moment and toward healthy futures. We ask presenters, how does your work, within the TIPM, with unsettling colonial education? And responding to that question, presenters engage in a collective conversation within their respective fields of K-12 and teacher education, higher education, and educational leadership. The session will close with questions and discussion from the audience to continue thinking forward around transformation efforts across varying contexts of Indigenous education.

**Hyuny Clark-Shim**, MS, Adjunct Instructor/Doctoral Student, School of Social Work, Portland State University, Portland, OR

**Jeanette Haynes Writer**, PhD, (Cherokee Nation), Professor, Curriculum and Instruction, School of Teacher Preparation, Administration and Leadership (TPAL), and Borderlands and Ethnic Studies Affiliated Faculty, New Mexico State University, Las Cruces, NM

**Anna Lees**, EdD, (Waganakasing Odawa, descendent), Associate Professor and Director, Early Childhood Education, Western Washington University, Bellingham, WA

**Robin Minthorn**, PhD, (Kiowa), Associate Professor/EdD Director, School of Education, University of Washington Tacoma, Tacoma, WA

**Cornel Pewewardy**, PhD, (Comanche), Emeritus Professor, Indigenous Studies, Portland State University, Portland, OR

**Shawn Secatero**, PhD, (Canoncito Band of Navajo), Associate Professor, Teacher Education and Educational Leadership, University of New Mexico, Albuquerque, NM

**Alma Trinidad**, PhD, Associate Professor, School of Social Work, Portland State University, Portland, OR

**Carrie Whitlow**, MEd, (Cheyenne and Arapaho), Executive Director, Department of Education, Cheyenne and Arapaho, Concho, OK

**Natalie Rose Youngbull**, PhD, (Cheyenne & Arapaho/Assiniboine & Sioux), Assistant Professor, Educational Leadership and Policy Studies, The University of Oklahoma, Norman, OK

# THURSDAY, JUNE 02

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**3102** Room: F152 (OCC, Level 1)

8:45–11:45 a.m.

Beginner

## **Liminal Spaces: Using Encanto and Animation as Analysis for Healing Ancestral Trauma and Excavating Ancestral Wounds**

Session Track: Intersectionality, Identities and Discussions

The Disney Pixar Film, *Encanto*, centers on a Colombian family, the Madrigals, and the main protagonist, Mirabel, the only member of her family. The latter does not receive an ancestral magical gift. This discussion-based workshop is meant to use the Disney Pixar film *Encanto* as a discourse analysis that follows a 15-year-old Mirabel as she discovers the power she has in her all along - breaking cycles of intergenerational trauma. Guided by the work of bell hooks, Resmaa Menakem, and Gloria Anzaldúa, we ask participants to explore the power of children's media to heal collectively. *Encanto* guides us on a journey where we can break intergenerational cycles of trauma and collectively participate in a communion of healing as conceptualized by hooks.

**Jazmin Munoz**, MS, Student Transitions and Mentoring Program Coordinator, Office of Diversity and Inclusion/VP for Campus Life, Princeton University, Princeton, NJ

**Jes Norman**, MS, Education and Outreach Program Coordinator, Office of Diversity and Inclusion/VP for Campus Life, Princeton University, Princeton, NJ

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**3103** Room: Regency Ballroom C (HYATT, Level 2)

8:45–11:45 a.m.

Advanced

## **Women of Color and White Women in Silence, Struggle, and Solidarity to Make a Way in Higher Ed Administration**

Session Track: Race and Social Justice in Higher Education

This session should particularly benefit individuals seeking to navigate higher education institutions as women of color in partnership with white women allies/accomplices. We explore how women of color and white women can form liberatory coalitions grounded in abundance and collective leadership. We contemplate how the impacts of the past two years (COVID, racial reawakening of 2020) have informed how we operate today. The politicized backlash against Critical Race Theory and how it is being weaponized as an ahistorical wedge in many academic spaces. We contemplate how emotions are racialized: white women's tears and women of color exhaustion. We explore how we are made to prioritize white women's emotions, creating outwardly perceived and real anger at the structures and systems that perpetuate the protection of white womanhood masked as "professionalism" and "civility" in our organizations. We contemplate performative "solidarity" and white feminism vs. womanist ways of being. We will explore the point of action where white women walk outside of their protected cocoon and engage with the justified anger (i.e. 2020, election, protests of 2020, COVID pay disparity, and replication of white male patriarchal practices) and suspicion from women of color. We will explore how to be in relationship with one another in active ways that are anti-tokenistic, non-voyeuristic, and truly collaborative. Through dialogue and trust-building, we will explore the barriers to the creation of solidarity and anti-racist leadership. In this experiential workshop, we will practice strategies for building trust, ensuring multiple forms of safety, collaboration, mobilization, change, and radical love.

**Kimberly Baker-Flowers**, JD, University Diversity Officer, Office of Diversity, California State University, East Bay, Hayward, CA

**Traci Fordham**, PhD, Special Assistant to the President, Office of the President, Portland Community College, Portland, OR

**Laura Horani**, MA, Program Dean of Adult Education, College Success & ESOL, ESOL, Portland Community College, Portland, OR

**Traci Simmons**, MEd, Associate Vice President of Diversity, Equity and Inclusion, Office of Diversity, Equity and Inclusion, Mt. Hood Community College, Gresham, OR

**Claire Valderama-Wallace**, PhD, MPH, RN, Assistant Professor, Nursing, California State University, East Bay, Hayward, CA

**3104** Room: Regency Ballroom D (HYATT, Level 2)

8:45–11:45 a.m.

Beginner

## Developing Social Justice Education Learning Outcomes

Session Track: Student Affairs and Affiliated Professionals

Faculty and 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 show what students are learning, but regional accreditation associations are also beginning to require universities to assess all curricular and co-curricular learning experiences on campus annually. This session will prepare attendees to create measurable learning outcomes related to your curricular courses or co-curricular workshops and programs. Specifically, attendees will learn the basics of learning assessment, best practices for writing student learning outcomes, and considerations relevant to social justice education content. This hands-on session will utilize mini-lecture, small group activities, and large group discussions as we practice developing learning outcomes 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, and professionals who want to use learning assessment to inform and improve the design and implementation of educational experiences.

**D. Scott Tharp**, PhD, MSW, Affiliated Faculty, MSW Program & Assessment & Effectiveness Specialist in the Division of Student Affairs, DePaul University, Chicago, IL

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**3105** Room: Deschutes A (HYATT, Level 1)

8:45–11:45 a.m.

Intermediate

## Using a Race Lens in Decision-Making and to Analyze & Revise Policies, Practices, Programs, and Services

Session Track: Race and Social Justice in Higher Education

A predictable trap for leaders and change agents is to over-focus on interrupting interpersonal microaggressions while ignoring the pervasive systemic barriers to racial equity and inclusion embedded in policies, practices, programs, norms, and services. However well-intentioned, inclusion efforts can fall devastatingly short and allow structural obstacles, unproductive dynamics, and uninclusive dominant cultural norms to continue to manifest.

In this engaging, interactive session, participants will experience and review practical resources and tools to implement in their daily activities to use a Racial Equity Lens to both analyze and revise existing policies, programs, practices, norms, and services as well as keep racial equity and inclusion centered in all planning and decision-making processes.

This session should particularly benefit participants who are interested in hands-on strategies to increase the capacity of leaders and change agents to revise racist practices, policies, and organizational norms, including senior leaders, faculty administrators, 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 packet of ready-to-use worksheets and tools and a recording of Kathy's webinar, Use a Race Lens in Planning and Revising Policies & Practices.

**Kathy Obear**, EdD, President, Center for Transformation and Change, Denver, CO



# THURSDAY, JUNE 02

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**3106**

Room: Deschutes B (HYATT, Level 1)

8:45–11:45 a.m.

All Levels

## **WHITENESS COMPETENCY: Race To Empowerment**

Session Track: Chief Diversity Officer and Executive Leadership

This session should benefit those seeking: 1. a conceptual framework for understanding institutional and structural racial bias; and 2. practical tools for identifying and rejecting practices and policies that elevate White people above all others. The session has three sections.

### Historic Foundations/INVENTION

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 US 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 US history.

### Current Manifestations

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-consciousness and impact how we interpret and respond to various people. These will be linked with the history examined and considered for their impact on the present and the future.

### ANTIRACISM

Finally, insights from the first two sections of the session shall inform action toward change - Whiteness Competency is 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, the often unmarked cultural norms produced, and the expectations these combine to evoke in White people. In this section, we address practices that engage us in rejecting the pervasive influences of these forces.

The Session is appropriate for participants of any level of knowledge or experience level with the topic or focus of the session.

**Jacqueline Battalora**, PhD, JD, MTS, Professor, Dept. of Sociology, Saint Xavier University, Chicago, IL

**3107**

Room: Deschutes C (HYATT, Level 1)

8:45–11:45 a.m.

All Levels

## **Writing for Social Justice: Promoting Diverse Voices and Venues for Promoting Change**

Session Track: Race and Social Justice in Higher Education

Strategies for social justice can reach large and diverse audiences through journal articles, practitioner handbooks, dissertations, poetry, memoirs, and full-length manuscripts. When we write and publish, our words, wisdom, and struggles can inform people, communities, and movements for change that transcend our immediate location, space, and moment in time. Yet, various factors often challenge our ability to engage in and complete written works. This session uses panel presentations and small and large group discussions to provide attendees with concrete strategies for surviving and thriving during various phases of a social justice writing project. The program starts with a panel of speakers who address the contributions and challenges of different channels for writing. The specific writing areas covered are: writing a dissertation, writing for academic journals and JCSCORE (the NCORE journal), authoring or co-authoring full-length manuscripts, blending narrative and analytical material, serving as a contributor and/or editor for edited volumes, securing and working with a publisher, and publishing using social media. Next, participants will join a group for a more in-depth, participatory discussion of the writing area of their choice, where they can raise questions, share strategies, and build community. The session concludes with a discussion with all presenters and participants. This session should interest aspiring, struggling, or seasoned authors who wish to find information, inspiration, and community related to writing and publishing.

**Amer Ahmed**, EdD, Vice Provost for Diversity, Equity, & Inclusion, Office of the Provost, University of Vermont, Burlington, VT

**Carmen Rivera**, PhD, Assistant Vice President for Student Affairs, Assistant Professor, School of Education, Colorado State University, Fort Collins, CO

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

**John von Knorring**, MA, President & Publisher, Stylus Publishing, LLC, Sterling, VA

**Charmaine Wijeyesinghe**, EdD, Author and Consultant on Intersectionality, Racial Identity, and Social Justice Education, Delmar, NY

**Tim Wise**, BA, Anti-racist Writer and Educator, Nashville, TN

**3109** Room: Columbia 3 (HYATT, Level 3)

8:45–11:45 a.m.

All Levels

## **What Has Gone Unsaid? - A Community Space for BIPOC Men to Expand their Capacity to Hold Emotional Space**

Session Track: Intersectionality, Identities and Discussions

The pandemic has opened all of us and exposed everyone to pressures that we have never experienced before at this level. We have been cracked open, stretched, pulled, tugged apart by the pandemic, systemic racism, and other forms of oppression. While these multiple pandemics have forced many into survival mode for the last two years, men of color have historically been socialized throughout their lives to prioritize survival and pushing through over connection. This socialization has left many Men of color under-prepared to hold space for ourselves, our families, and our communities. Many have internalized expectations of production over developing the skills to build and sustain strong connections, relationships and intimacy in different aspects of our lives. Surviving this moment for many men of color has meant further isolation and disconnection, and yet this moment has also created opportunities for deep learning, reflection, and transformation if we are willing to put in the work.

The purpose of this session is to create a space for BIPOC men to pause, reflect, practice, and engage with each other to build our collective emotional capacity to be in better service of ourselves, our communities, and those we care about. As a community, the participants will reflect on the impacts the pandemic has had on them physically, psychologically, and emotionally, as men of color. The participants will explore the unsaid and unmet needs that have emerged over the last two year and practice expressing those in healthy and constructive ways. Additionally, the group will explore their capacity and skills to hear and meet the needs of their communities. Lastly, the participants will share strategies and practices and create action plans to help them identify emerging needs, resources, and tools to help I become healthier, more grounded, and more authentic men of color.

**Durryle Brooks**, PhD, Founder & CEO, Love and Justice Consulting, LLC, Love and Justice Consulting, LLC, Baltimore, MD

**Alejandro Covarrubias**, EdD, Executive Director of Equity, Access and Belonging, Division of Student Affairs, California Polytechnic University, Pomona, Pomona, CA

10:15–11:45 a.m.

**3200** Room: Portland Ballroom 255 (OCC, Level 2)

10:15–11:45 a.m.

All Levels

## **A critical examination of systemic silencing in higher education**

Session Track: Race and Social Justice in Higher Education

This workshop will present the testimonies of Black Women Activists in higher education institutions during COVID-19. These experiences will discuss the silencing of minority voices and the perpetuation of systemic inquiry in the academy. Participants will have the opportunity to engage critically with systems to amplify minoritized voices.

**Taylor Geyton**, PhD, Assistant Professor, Social Work, Portland State University, Portland, OR

**Amy Williamson**, MA, Intercultural Specialist, Multicultural Services, Texas A & M, College Station, TX

**3201** Room: Regency Ballroom A (HYATT, Level 2)

10:15–11:45 a.m.

All Levels

## **Co-conspirators of Change: Conversation with Women of Color Leaders in Higher Education**

Session Track: Race and Social Justice in Higher Education

Advocacy, Work, Resistance, Struggle, and Community mobilizing. All of these action words have been at the pulse of women. Women as change agents and leaders have led the fight for social justice, compassion, and inclusion. At NCORE, we have utilized the space and energy to focus on Women leaders who continue to shape the discourse and actions in the academy. Women previously on the margins have shifted the center by engaging in work that enhances BIPOC faculty, staff, and students. Join us in conversation with WOC leaders who integrate social justice work as leaders who work in the areas of Diversity, Equity, Inclusion, and Student Success.

**Brianne Dávila**, PhD, Interim Associate Dean of Academic Programs and Student Success, College of Letters, Arts, and Social Sciences, Cal Poly Pomona, Pomona, CA

**Mary Kunmi Yu Danico**, PhD, Director, Weglyn Endowed Chair, Cal Poly Pomona, Pomona, CA

**Kathleen Wong(Lau)**, PhD, Chief Diversity Officer, Office of Diversity, Equity, and Inclusion, San Jose State Univesity, San Jose, CA

# THURSDAY, JUNE 02

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**3202**

Room: Regency Ballroom B (HYATT, Level 2)

10:15–11:45 a.m.

All Levels

## **DEI and Antiracism Culture Transformation: Navigating the Challenges of Cross Generational Work**

Session Track: Chief Diversity Officer and Executive Leadership

Why are we still having the same tired events for Black History Month that we had when I was a student here 15 years ago? How do we have an LGBT center director who does not know that non-binary and polyamorous are not the same thing? When did they come up with LatinX. I've been the Director of this center for 25 years, and I'm a Latina. These young people need to learn how to talk to their elders and comb their hair. We are trying to help them be successful in the real world. If you have heard comments like these or felt the energy of cross-generational conflict in Antiracism and DEI work, join us for real talk, strategies, and tools for creating culture transformation that honors all of who we are what we bring from Generation Z to Traditionalist.

**Jamie Washington**, PhD, MDiv, President, Washington Consulting Group Social Justice Training Institute, Baltimore, MD

**3203**

Room: E146 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## **The Lived Experience of Natives who attended Tribal Colleges and Universities and Predominately White Institutions**

Session Track: Race and Social Justice in Higher Education

This session focuses on research into the experiences of native students attending both Tribal Colleges and Universities (TCUs) and Predominately White Institutions (PWI). To date, there is minimal literature pertaining to this lived experience and this study gathered the narratives of five Natives who have experienced both types of post-secondary institutions. The Native participants defined their experiences differently than the traditional definitions that have historically been used to dictate and define the frameworks for post-secondary education. The participants affirmed that TCUs have a more holistic philosophy when it comes to obtaining an education and unlike students at PWIs, students who attend TCUs are not expected to disconnect from their family and culture (Schmidt & Akande, 2011). This session will review the findings of this study which demonstrates the need to promote environments where Native students can obtain an education and not be forced to further be colonized in the process; provide participants with an opportunity to reflect on and discuss the findings; and make recommendations for PWI institutions.

**Heather Kind-Keppel**, EdD, Executive Director of Diversity and Inclusion, Office of Diversity and Inclusion, ; and, Assistant Professor, Chicago Medical School, Rosalind Franklin University of Medicine and Science, North Chicago, IL

**3204**

Room: A105 (OCC, Level 1)

10:15–11:45 a.m.

Beginner

## **Benefits and Challenges of Career Paths in Diversity**

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

This session is intended for early career professionals interested in learning about various diverse career options within higher education, including those in student affairs, academic affairs, and offices of the chancellor/president. Institutions are increasingly creating new leadership positions requiring expertise in equity, diversity, and inclusion, especially since the 2020 racial reckoning in response to numerous and persisting state-sanctioned murders of Black people across our nation. Yet 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 to enhance their marketability for diverse leadership positions.

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

**Tamara Johnson**, PhD, Vice President of Diversity, Equity and Inclusion, President's Office, Executive Cabinet, Harper College, Palatine, IL

**3205**

Room: A106 (OCC, Level 1)

10:15–11:45 a.m.

Beginner

**Identity-Conscious Supervision: A Model for Equity**

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

Higher education professionals are often supervised in their careers but rarely receive supervision and management training. Professional development focuses on skill-building in functional areas yet often ignores lived experiences of bias and hostility in the workplace that prevent learning and growth. This session advocates for an original approach by presenting strategies of identity-conscious supervision practice, including both traditional and innovative approaches.

**Robert Brown**, MA, Director of Diversity, Equity, Inclusion and Outreach, Medill School of Journalism & Integrated Marketing Communications, Northwestern University, Evanston, IL

**Craig Elliott**, PhD, Vice Chancellor for Student Affairs, Montana Technological University, Butte, MT

**3206**

Room: A107–A108–A109 (OCC, Level 1)

10:15–11:45 a.m.

Intermediate

**Native American Undergraduates with Complex Identities: Sharing Understanding and Developing Resources**

Session Track: Intersectionality, Identities and Discussions

To understand Native American student persistence in higher education, we must understand the present structural limitations and the relationships between underrepresented groups and higher education as an institution, with historical structural inequities. It is not enough to study the assets and challenges that Native American students experience in higher education; we must understand the historical and contemporary structures in higher education that have impacted and continue to impact student access, persistence, and success.

This session is motivated by the research of Native American scholars Reyes and Shotton's (2018) "Bringing Visibility to the Needs and Interests of Indigenous Students: Implications for Research, Policy, and Practice." In their paper, they assess ("bring visibility to") what is known about Native American success and challenges in higher education and provide recommendations for further research and equitable policy and practice. This presentation focuses on one of the five areas of "Recommendations for Research," the impact of complex Native American student identities, with research data from our longitudinal study with Native American undergraduates at a southwestern research institution. First, we will discuss our mixed methods research, including community-based research (CBR), which links community members and researchers as partners in the research process. Next, we present data from our longitudinal survey of Native American students to consider how the complex identities of Native American students shape their experience at the university. Our presentation will focus on the intersection of several identities for Native American students, including students with multiple racial/ethnic identities, members of the 2SLGBTQ+ community, students who are parents, and transfer students. Following a summary of these findings, the majority of the session will be spent in dialogue with session attendees to engage with, discuss, and consider developing policy and resources that address this systemic bias and create institutional structures that support Native American students' success in higher education.

Attendees will engage with others in generating ideas regarding developing policy and resources and discuss potential intervention models to support Native American student success at their institutions.

**Stephanie Cross**, PhD, (Comanche), Instructor, Gateway to Belonging, University of Oklahoma, Norman, OK

**Cooper Delafield**, BA, Graduate Student, Psychology, University of Oklahoma, Norman, OK

**Katie Holloway**, MS, Graduate Student, Psychology, University of Oklahoma, Norman, OK

**Joy Pendley**, PhD, Associate Director Community Engagement, Center for Faculty Excellence, University of Oklahoma, Norman, OK

**Justine Rockwood**, MS, Graduate Student, Psychology, University of Oklahoma, Norman, OK

**Lori Snyder**, PhD, Associate Professor, Psychology, University of Oklahoma, Norman, OK

**3207**

Room: B110–B112 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## **Supporting Free Speech, Encouraging Student Expression, Promoting Campus Dialogue, and Reimagining Campus Safety - A Collaborative Approach at UC Davis**

Session Track: Race and Social Justice in Higher Education

Scrutiny of policing and protest response at college and university campuses recites a history of injustices, perpetuated not only by systemic inequity, but also in our institutional practices. The 2011 pepper spray event at the University of California, Davis pushed conversations about protest response and campus policing into the national spotlight. In the aftermath of the pepper spray incident, UC Davis implemented new practices in response to student rallies, demonstrations, and protests. Some of these practices include a crowd management policy, a coordinated response by leadership, and a staff position dedicated to supporting students in their student expression while still complying with laws and campus policies. However, after the murder of George Floyd and continued violence on BIPOC communities, UC Davis was reminded of the importance and urgency to interrogate public safety systems and practices, requiring bold revisions. The campus' approach, with a DEI lens fixed on campus safety, elevates institutional commitments to inclusion, freedom of expression, and public impact, and generates model programs that evolve and reimagine campus safety (e.g. the Police Accountability Board and an on-campus mobile mental health response team).

This workshop brings together UC Davis stakeholders to discuss strategies for innovating and implementing campus safety reform through collaboration and community building. Discussion topics will include:

The UC Davis Police Accountability Board, an independent civilian review and advisory board comprised of students, staff, and faculty that is one of only a few civilian oversight programs for university police nationwide;

The Student Expression Response team model for providing a proactive approach to partner with campus units when students, staff, faculty, or third parties desire to express their views;

The Campus Community Book Project, a signature UC Davis DEI initiative that promotes dialogue and builds community by encouraging diverse members of the campus and surrounding communities to read the same book and attend related events.

The Task Force on Next Generation Reforms to Advance Campus Safety, whose recommendations embolden UC Davis to innovate around data transparency, restorative justice, and alternate approaches to crisis response.

Each of these initiatives continues to expand and promote action through collaborative relationships and community building. Development continues through ongoing review of research and emerging scholarship, and through sustained dialogue and engagement with the campus community. Through discussion of these innovative models for reimagining public safety on college campuses, attendees will learn the mechanisms of civilian oversight of university police; consider protest response strategies that uphold the value of free speech and student expression, dialogue, and debate; and gain insight into how efforts to redefine public safety roles, expectations, and needs can build community and promote inclusivity and civic engagement on college campuses.

**Megan Macklin**, MA, Program Manager, Campus Community Relations in the Office of Diversity, Equity, and Inclusion, University of California, Davis, Davis, CA

**Joseph Martinez**, MA, Student Expression and Campus Activities Coordinator, Student Affairs - Center for Student Involvement, University of California, Davis, Davis, CA

**Maleah Vidal**, JD, Assistant Campus Counsel, Office of the Campus Counsel, University of California, Davis, Davis, CA

**3209**

Room: B116 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## Sustainable Agriculture in Higher Education

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

The panel will share current sustainable agriculture projects in higher education that can serve as models for other institutions of higher education. Panelists will discuss a variety of sustainable agriculture topics, including but not limited to community food systems and subsistence agriculture. Panelists will provide multiple perspectives and experiences in agriculture to help others at different levels of expertise find entry points into sustainable agriculture in their communities.

**Keir Johnson-Reyes**, (Osage Nation), Technical Assistance Director, Intertribal Agriculture Council, Billings, MT

**Nicole Charley**, (Tiłxniłáma and Wascofum Bands, Confederated Tribes of the Warm Springs Reservation of Oregon), Executive Assistant & Board Liaison, Native Arts & Cultures Foundation, Vancouver, WA

**Nora Frank-Buckner**, MPH, (Nez Perce Tribal Member and a Klamath Tribal Descendant), Tahoma Peak Solutions,

**Browning Michael Neddeau**, MA., EdD, (Citizen Potawatomi Nation), Assistant Professor of Elementary Education (School of Education), Assistant Professor of American Indian Studies (Department of Multicultural & Gender Studies), California State University,

**3210**

Room: B117–B119 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## Realizing the Power of Liminality: Identity Interconnections and Contestations to Disrupt Monoracism

Session Track: Intersectionality, Identities and Discussions

Monoracism is a system of oppression targeting people who do not fit single racial categories and operates to uphold white supremacy. Though often attributed to the oppression Multiracial and Multiethnic people face, monoracism can also apply to marginalized others by stagnant monoracial categorization, for example, Transracial Adoptees and Americans of Southwest Asian/North African (SWANA) heritage. Particularly in higher education, institutional data and support services have been designed monoracially, resulting in the erasure and/or marginalization of students, faculty, and staff with these identities. Although marginalizing, this lived experience of liminality, or the state of being in-between, can also be empowering. In this session, presenters share theoretical and practical innovations regarding liminal and contested identities through an ethic of interconnectivity (Keating, 2013). By creating space for identity interconnections to be made, this session offers strategies to capture better and support complex racial and ethnic identities toward disrupting monoracism and white supremacy.

**Lisa Delacruz Combs**, MS, Doctoral Student / Graduate Research Associate, Higher Education and Student Affairs, The Ohio State University, Columbus, OH

**Aeriel Ashlee**, MEd, PhD, Assistant Professor & Graduate Director, Community Psychology, Counseling, and Family Therapy, St. Cloud State University, St. Cloud, MN

**Orkideh Mohajeri**, M.A., MEd, PhD, Assistant Professor of Higher Education Policy & Student Affairs, Department of Educational Foundations & Policy Studies, West Chester University of Pennsylvania, West Chester, PA

**heather c. lou**, MEd, director of training, Voices for Racial Justice, Minneapolis, MN

**3211**

Room: C120–C121–C122 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## Trauma Informed Peer Education - Supporting Students Through Experiential Based Learning

Session Track: Race and Social Justice in Higher Education

This session will use the experiences of the Peer Education program through the Gender + Sexuality Resource Center at Princeton University to provide discussion and frameworks for a trauma-informed model when utilizing peer educators throughout campus communities and to center the various intersectional and multiple identities held within a conversation around SOGI (Sexual Orientation Gender Identity). With this lens, the presentation will discuss forming a model that centers on lived experience while simultaneously setting a network of support and community care. Through this workshop, we will talk about the peer education model and how we created, evaluated, and sustained it.

**Eric Anglero**, MA, Assistant Director, Gender + Sexuality Resource Center, Princeton University, Princeton, NJ

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**3212**

Room: Portland Ballroom 251 (OCC, Level 2)

10:15–11:45 a.m.

All Levels

## **Surviving School: How Queer Sons of Immigrants Navigate Academic Lives**

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

This session draws on Dr. Ocampo's new book about queer sons of Asian American and Latino Immigrants. In this workshop, Dr. Ocampo chronicles the lived experiences of these "second-generation" gay men to examine the everyday strategies these men employ to navigate homophobic encounters and the homophobic climate in their school lives. In centering a group at the "margins of the margins," this talk will inform educators on how queer students of color negotiate their sexual, racial, and class identities in relation to their classmates and school authorities.

**Anth Ocampo**, PhD, Professor of Sociology, California State Polytechnic University-Pomona, Pomona, CA

**3213**

Room: C124 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## **Leading Across Difference: Power Dynamics and Relationship-Building Among Black and White Women Leaders in Equity, Diversity and Inclusion**

Session Track: Intersectionality, Identities and Discussions

This workshop will create space for Equity, Diversity, and Inclusion (EDI) professionals to address their assumptions, misunderstandings, and fears when leading EDI spaces across differences. The panel will be composed of Black and white women professionals who have worked together in EDI roles under different hierarchical relationships and power dynamics. In a Q&A format, we will discuss how we have worked together effectively across differences to advance EDI initiatives at our institutions. We will address white privilege, building and navigating trust, and how to leverage each other's strengths, privilege, and position to effect change in our institutions. We will also discuss the challenges of navigating racial and cultural differences on top of positional power differences. Participants will engage in small group discussions and action planning to apply the lessons they've learned from the panel discussion to promote more effective collaborations at their institutions.

This workshop is appropriate for current and emerging EDI practitioners seeking to create and/or deepen effective working relationships across racial and power differences.

**Chianti Blackmon**, MS, Vice President of Equity, Diversity & Inclusion, Office of Equity, Diversity & Inclusion, AMDA College & Conservatory of the Performing Arts, New York, NY

**Rosina Bolen**, PhD, Director of DEI Training and Development, Office of Equity and Success, Mount St. Mary's University, Emmitsburg, MD

**Beth Douthirt-Cohen**, PhD, Executive Director of Diversity, Equity, and Inclusion, Academic Affairs, Frederick Community College, Frederick, MD

**Stephanie Haring**, BS, Director of Learning & Equity, Office of Diversity, Equity, and Inclusion, AMDA College & Conservatory of the Performing Arts, New York, NY

**Paula Whetsel-Ribeau**, PhD, Vice President for Equity and Success, Office of Equity and Success, Mount St. Mary's University, Emmitsburg, MD



**3214**

Room: C125–C126 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## Conceptualizing the Deconstruction of Racial Capitalism in Leadership Education

Session Track: Race and Social Justice in Higher Education

A primary way student affairs practitioners teach skills to college students is through leadership education (Guthrie & Jenkins, 2018). This connection is evident in higher education institutions' 1,500+ academic leadership programs [HEIs] and even more co-curricular opportunities through campus organizations (Guthrie et al., 2019). Chunoo et al. (2019) argued that leadership educators become social justice educators when they commit to understanding systemic oppression and working towards addressing those structures of marginalization.

The exploitation of marginalized students is a practice that needs to be addressed and can be framed through racial capitalism, where higher education institutions benefit socially and economically from the work of marginalized voices. These marginalized voices are finding more power within leadership education to honor their backgrounds while critically examining how other leadership models have silenced them (Bertrand Jones et al., 2016; Santamaría & Santamaría, 2015). Yet marginalized students are often being exploited by HEIs as the institutions benefit from compositional diversity without fully promoting an inclusive environment.

We need to acknowledge how racial capitalism has permeated leadership education. Even as the field has embraced more culturally responsive perspectives to understand leadership, this does not mean that students of diverse backgrounds always find a place for themselves (Bertrand Jones et al., 2016). This session will use racial capitalism as a theoretical framework to promote a liberatory pedagogy.

We will argue that leadership education should continue to move in a transformational way that respects the collectivist and relational nature that is encompassed within marginalized racial identities. This rejects the formalization of traditional leadership teaching practices based on racial discrimination and acknowledges the power of teaching leadership in a culturally responsive way that empowers and legitimizes these practices' monetization. Centered on this idea, the session will address the interplay between racial realism, racial capitalism, and leadership education. Second, we will share instances of this interplay and its negative effects on students. Lastly, we will discuss ways to deconstruct practices of racial capitalism in leadership education. We hope to engage the audience with a case study that allows them to evaluate how racial capitalism shows up in leadership education and ways to address this as well.

**Riccardo Purita**, MEd, Graduate Teaching Assistant, Leadership Learning Research Center, Florida State University, Tallahassee, FL

**Darius Robinson**, EdM, Graduate Teaching Assistant, Leadership Learning Research Center, Florida State University, Tallahassee, FL

**3215**

Room: D133–D134 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## The Inclusion Challenge: How to Support Arab American Students on College Campuses

Session Track: Race and Social Justice in Higher Education

Inclusion of Arab American students seems impossible if they continue to be invisible in higher education institutional data. Most higher education institutions continue to adopt the federally designated race and ethnicity categories on their applications, where Arab American and Middle East college students thus remain "invisible" in the "White" category. This means university units, including Diversity offices, financial aid offices, counseling centers, housing, academic success programs, and departments, know very little about this student body. They often have mistaken ideas either because of implicit bias and assumptions or because of the including those students under the white category. Students are invisible in the data but increasingly more visible on college campuses and as targets of suspicion and surveillance by campus and outside entities. This session will allow participants to explore the issues that Arab American college students experience and learn how to best support this population on their campus. Campaigns for recognizing Arab American students on several college campuses provide abundant information about the challenges students face and the potential that real inclusion can achieve. Presenters will share research data and specific experiments by the only Arab American Cultural Center on a college campus and various other efforts to advocate for racial category and specific support for students. The session will allow participants to learn how advocates and educators are shifting campus culture, policies, and practices as they challenge outdated and historical practices that excluded Arab American students from diversity and inclusion efforts. Participants will walk away with a better understanding of college students of Arab descent. They will have an opportunity to share best practices, discuss challenges they've faced in doing this work, and collectively strategize around possible avenues to pursue. This session should particularly benefit higher education practitioners and educators interested in race demographics, intercultural workers, intersectional cross-campus collaborations, retention, and various student support services.

**Nina Shoman-Dajani**, PhD, Assistant Dean, The Learning Enrichment and College Readiness Department, Moraine Valley Community College, Palos Hills, IL

**Zeina Zaatari**, PhD, Director, Arab American Cultural Center, University of Illinois at Chicago, Chicago, IL

**3216**

Room: Portland Ballroom 252 (OCC, Level 2)

10:15–11:45 a.m.

All Levels

**Yes! Representation Matters: But Identity is Not Academic Expertise**

Session Track: Race and Social Justice in Higher Education

As a student of color, do you recall being asked to present your racialized experiences as representative of your entire community? Do you remember wanting to say, “I’m not the teacher.”? Or perhaps you were thrilled to be asked, so you shared your individual experience and felt respected for the first time because you were otherwise invisible and presumed incompetent? Well, us too. We are two women of color faculty members, African American and South Asian Muslim, at a Pacific Northwest university, who both have lived experiences as marginalized people, and academic training in fields of study dedicated to racially marginalized communities. We have witnessed the complex impacts of higher education’s techniques towards “solving” the diversity, equity, and inclusion issues on campuses. As junior faculty members, both focused on scholarly projects and pedagogies related to racial identity in what we teach, research, and perform, we have discussed various experiences inside and outside of the classroom that has brought us to recognize how higher education, on all levels, often allows someone’s marginalized identity to be conflated with automatic academic expertise about that identity. We often find ourselves in classrooms in which racialized students perceive their experiences as beyond the need for scholarly analysis, especially in the areas of Black and Asian American Studies. This issue becomes even more complex as white colleagues substantiate this perception, sometimes encouraging racialized students that their identities and experiences stand in the pursuit of knowledge produced by critical scholarship in these areas. When these students arrive in our classrooms, we are challenged by teaching students that while their racialized experiences matter, they benefit from decades of literature that theorize them in their specificity. In this session, we challenge our colleagues to witness how “voice-lifting” and other “supports” for students of color are often guided by white supremacy. We challenge you to think beyond your classroom. Ask yourselves: “how does my pedagogy affect my colleagues with both the intellectual expertise and identity?” This session will lift the veil that hides the unintended harm by sharing and exploring our experiences and the audience regarding the impact of defining expertise by one’s identity. This session will detangle and interrogate the misalignment of lived experience with academically-informed knowledge, especially as it operationalizes representation as DEI solutions at the intersections of learning for and between students, staff, faculty, and administration in higher education.

**LaToya Brackett**, PhD, Assistant Professor, African American Studies, University of Puget Sound, Tacoma, WA**Ameera Nimjee**, PhD, Assistant Professor of Ethnomusicology, School of Music; and Asian Studies, University of Puget Sound, Tacoma, WA**Dominick Quinney**, PhD, Assistant Professor, Ethnic Studies, Albion College, Albion, MI**3217**

Room: D136 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

**Creating Equitable Spaces for Critical Dialogue in Online Environments**

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

Critical dialogue is crucial for developing the capacity for social justice-related competencies in students. It helps students become more aware of injustice and examine alternative perspectives on difficult topics. It also helps build bridges across lived differences. However, replicating the face-to-face experience of critical dialogue in online environments is challenging. If we are not replicating critical dialogue online, can we consider online education an equitable alternative? The presenters will present their evidence-based research and collectively engage in dialogue about best practices. The session itself focuses not only on creating equitable spaces online but helping build the skills in students to make their own spaces more equitable. Using both the literature and the presenters’ work with an Antiracist Pedagogy group, this session will create a dialogue on the challenges, best practices, and inclusive interventions for creating space for critical dialogue online.

**Trevor Cox**, PhD, Assistant Professor, Adult Education and Safety Sciences, University of Central Oklahoma, Edmond, OK**Alyssa Provencio**, PhD, Assistant Professor, Political Science, University of Central Oklahoma, Edmond, OK

**3218**

Room: D137–D138 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## **Future Instructor Training (FIT) Program : An Innovative Model in Educational Excellence to Promote the Inclusion of Faculty of Color in Community Colleges**

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

This session examines an innovative training model in culturally responsive, equity-minded, and anti-racist education, explicitly designed to increase representation and inclusivity of Faculty of Color (FOC) who aspire to teach at community colleges. The North Orange County Community College District's Future Instructor Training (FIT) Program is rooted in the premise that "Education is the passport to the future..." (Malcolm X). Student-centered teaching, paradigm change, and the promotion of racial justice are the foundations of this program. The FIT Program develops mentor/intern relationships where faculty of color are recruited and supported in their career goals while being trained in culturally responsive, equity-minded, and representative pedagogy. This session will address the program's conception, development, implementation, and evaluation throughout its initial three years of operation (Fall 2018 and 2019, and Spring 2021). As faculty fellows involved in each stage of development and implementation, we will reflect on insights and lessons learned when training underrepresented future faculty of color as they transition from graduate students to faculty at community colleges. Finally, this session should particularly benefit chief diversity officers, administrators, faculty who are passionate change agents at their institutions, and anyone who is committed to equity, anti-racism, and decolonization in institutional structures, recruitment, retention, and an overall paradigm shift that creates an inclusive faculty that is representative of diverse student populations.

**Christina Chao**, PhD, Professor of Psychology/Social Science, Social Science, Cypress College, Cypress, CA

**Annette Letcher**, EdD, Diversity and Inclusion Faculty Fellow, Office of Diversity and Compliance, North Orange County Community College District (NOCCCD), Anaheim, CA

**Ranmalee Perera**, MA, Diversity and Inclusion Faculty Fellow, Office of Diversity and Compliance, North Orange County Community College District (NOCCCD), Anaheim, CA

**3219**

Room: C123 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## **We Are Not Drowning, We Are Fighting: The Pacific Climate Battle**

Session Track: Global, Multicultural and Transnational issues

We Are Not Drowning; We Are Fighting is the mantra of the Pacific Climate Warriors (PCW), a global organization that represents youth-focused climate work from 13+ Pacific Island nations and diaspora communities from the US, Australia, and New Zealand. Since it arrived in the Pacific Northwest, PCW has provided many Islander youth and students an opportunity to join their own fight against climate change. Pacific Islander nations have the lowest carbon emissions globally but are at the front line of climate change. Learn how and why this fight cannot go unnoticed and how the Pacific provides leadership in the global fight against climate change.

This workshop will look at the challenges of engaging young people from the diaspora, sharing resources for Island students to engage in climate activism and how to do it with other islanders from across regions. We will also address the growing threats of climate change in the Pacific, how young people are participating worldwide, and how we plan to create more opportunities for Pacific Islanders to take action.

Participants will walk away with resources, models, and intentional practices that we have been able to implement here in the Pacific Northwest and Oceania. Join Makerusa Porotesano, MEd of the Pacific Climate Warriors and Portland Community College, the founder of the Portland PCW chapter, Pacific Islander Student Alliance, and COP26 delegate.

**Makerusa Porotesano**, MEd, Coordinator, Sylvania Multicultural Center, Portland Community College, Portland, OR

# THURSDAY, JUNE 02

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**3220**

Room: E141–E142 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## **Black Woman/White Woman**

Session Track: Intersectionality, Identities and Discussions

Black Woman/White Woman is a two-person experiential and experimental theatrical offering exploring the relationship between Black and White people in US society, focusing on the complex and historically complicated relationship between Black and White women and expectations of subservience of Black women. The performance is about 40 minutes, with a talkback, dialogue, and unpacking session that follows. Remaining relevant to the moment, Black Woman/White Woman is not a canned or even highly rehearsed proposition. It combines staged reading, storytelling, improvisational theater, and some messiness where both the human and theatrical seams are revealed, working to break down the false narrative of perfectionism perpetrated by white supremacist, colonizing culture. People who thrive on and expect perfectionism need not attend. People who reject anti-racism principles need not attend. People who want exposure to true to life, authentic scenarios based on real people and real stories with the opportunity for self-reflection of the roles we continue to play out based on the colonized history of the US are welcomed with care and understanding of all of your seams and imperfections. The takeaway is self-reflection. Striving for an understanding of how deep and intentional racism runs in our society and the deep intention required to undo structural and individual racism that continues to persist.

**Leann Johnson**, MS, Professional Storyteller and Improviser, Portland, OR

**Katie McClure**, MBA, Founder, Uncommon Health Solutions, Mancos, CO

**3221**

Room: E143–E144 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## **Creating a Sense of Belonging Through Food Justice**

Session Track: Intersectionality, Identities and Discussions

How do we create a sense of belonging for our students through food justice?

In this workshop, participants will explore how food pantries on college campuses can provide a place that can cultivate a sense of belonging for students. This session will help you define the meaning of a ‘sense of belonging’ at your own institution by sharing how the University of Washington Tacoma (UWT) intentionally created our space. Using the UWT Pantry as a model, we will show how we fostered a welcoming and inclusive resource through our processes, food distribution, cultural foods, and how we addressed breaking the stigmas of the use of food pantries. We will share how we transitioned our processes during the pandemic to meet student needs and unexpectedly simultaneously created a sense of belonging for staff and faculty who delivered food to students. This session will be led by both a practitioner who oversees UW Tacoma’s Pantry and a UW Tacoma faculty member whose research informed the opening of the Pantry. We will discuss how research can be implemented into practice. This interactive session encourages all participants to explore their policies and procedures toward food justice and create a sense of belonging. The participants will leave with resources geared towards food justice and creating a welcoming and affirming space for students.

**Nedralani Logotala**, BA, Program Support Supervisor, Equity & Inclusion, University of Washington Tacoma, Tacoma, WA

**Christine Stevens**, PhD, Associate Professor, School of Nursing and Healthcare Leadership, University of Washington Tacoma, Tacoma, WA

**3222**

Room: E145 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## **Mitigating Bias in Hiring - Theory, Research, and Practice**

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

This session explores the power of impressions and their potential influence on the hiring process. Using experiential exercises, this session will explore the connection between first impressions and bias and introduce participants to crucial research involving bias in hiring practices. Participants will leave the session having greater awareness of bias theory and ways to mitigate unconscious/conscious bias in the hiring process.

**Mikael Villalobos**, Ed.D., Associate Vice Chancellor, Office of Diversity, Equity, and Inclusion, University of California, Davis, Davis, CA

**3223**

Room: Portland Ballroom 253 (OCC, Level 2)

10:15–11:45 a.m.

All Levels

## Exploring Black Excellence

Session Track: Race and Social Justice in Higher Education

Black Excellence: the celebration of success in the Black community. Black Excellence is a collective mindset that recognizes the extra work required by Black people to achieve the same as their peers. While Black Excellence is a celebration of hard work and perseverance, it's rooted in discrimination: Black folks shouldn't have to do extra or carry superfluous burdens to reach the same American Dream as anyone else. This notion is not lost on the higher education system. Black students at Cal State East Bay haven't been graduating at the same rate as their peers. We see this throughout other 4-year institutions as well. Why? As folks tackle that question, they often center on stories of Black students struggling to succeed under the weight of systemic racism. But our approach is to center Black achievement over Black failure as we look to solutions that can shrink the graduation gap for Black students. Our project aims to amplify the voices of successful Black students in higher education by sharing their stories, increasing representation, and promoting institutional best practices that lead to Black student success.

When Black students achieve success, it's often because of their perseverance and resilience. Successful Black Students thrive in communities. Community is the key to success. These students are supported by campus faculty and staff who intentionally provide the support needed to help them reach their goals. Many of these communities are created without resources or are under-resourced. The Black Excellence Project will serve as a pilot program at California State University, East Bay, where success is defined as students who graduate in two years from the institution as transfer students and in four years as entering first-year students. We see this as a three-phase process:

Phase 1: Identify Excellent students and capture their stories.

Phase 2: Amplify and share their stories; spotlight their success and Excellence for their peers and communities.

Phase 3: Collect and translate the data found, then create, highlight, and recommend implementations to improve rates of Excellence.

These phases are replicable at any institution seeking to improve Diversity, Equity, and Inclusion (DEI). We deliver this data directly from the students. Also, we offer them a campaign that allows them to center Black Student Voices from their campus. We are proud to start this work at CSUEB. Follow the journey on Instagram, Facebook, and our website at Educational Excellence Project.

**Sarah Aubert**, MA, Assistant Director, Curriculum Policy and Infrastructure, Academic Programs, Innovations and Faculty Development, California State University, Office of the Chancellor, Long Beach, CA

**Steven Cleveland**, MFA, Entitled Lecturer; Co-Chair, African Ancestry Faculty & Staff Association, Co-Creator, Black Excellence Project, Ethnic Studies and History, California State University, East Bay, Hayward, CA

**3224**

Room: Portland Ballroom 254 (OCC, Level 2)

10:15–11:45 a.m.

Intermediate

## Healing and Rehumanizing Ourselves as/for Racial Justice

Session Track: Race and Social Justice in Higher Education

What does it mean to believe that BIPOC wholeness and wellness are possible? Where do we locate that in/on our BIPOC bodies? What cultural traditions, knowledge, gifts, and power do we ground our BIPOC wholeness and wellness in? How have white wholeness and white wellness been privileged over BIPOC wholeness and wellness? How have white wholeness and wellness depended on denigrating, diminishing, or appropriating BIPOC wholeness and wellness?

COVID-19 impacts BIPOC lives, families, communities, organizations, and insight. Does this mean even with the technological resources to "connect" us during the pandemic and vaccines increasingly available for us to "return" to pre-pandemic life? Our session, built out of our project's work for the past 35 years, brings us together is the only way that targeted and marginalized people have survived, resisted, and thrived despite hardship and oppression across history. We will self-reflect to cultivate our own stories. We will share in culturally-grounded and critically-conscious ways. We will dream about what it is that we individually and collectively might do to heal and rehumanize ourselves and our racial justice work moving forward.

What does it mean for you to be whole and well? Where do you locate wholeness and wellness in/on your body? How has the COVID-19 pandemic affected your wholeness and wellness? Where would you find this impact on your body? What does it mean for us to heal and rehumanize ourselves and our relationships?

**Jondou Chen**, PhD, Associate Teaching Professor, College of Education, University of Washington, Seattle, WA

**Janette Chien**, MS, Director, Diversity & Equity Center, Central Washington University, Ellensburg, WA

**Gail Cruise-Roberson**, BA, Project Director, Wellesley Centers for Women, Wellesley College, Wellesley, MA

# THURSDAY, JUNE 02

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**3225**

Room: F149 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## **Measuring Mixedness: How Data Policy Drives Multiracial (In)Visibility**

Session Track: Race and Social Justice in Higher Education

To best serve mixed/multiracial college students, we must ensure they are visible despite policies and practices of erasure. Using interactive activities, this session positions data policy as a potential barrier to mixed/multiracial student success and data practices as a key first step to building more just, equitable, and mixed/multiracial-inclusive institutions. Recent research that finds only half of the students who self-identify as mixed/multiracial are reported as such per federal Integrated Postsecondary Education Data System (IPEDS) standards will be explored, including how this translation of self-reported to institutionally-reported race/ethnicity categories obscures statistically significant gaps in students' odds of graduating. This session is designed to benefit higher education professionals who utilize student demographic data to identify and address institutional equity gaps at their respective campuses. Participants will build foundational skills and actionable strategies for leveraging data to amplify mixed/multiracial student visibility in higher education. Takeaway tools include discussion prompts by functional area, an overview of data policies that contribute to mixed/multiracial student erasure, and tips for developing mixed/multiracial-inclusive data practices.

**Jacob Campbell**, Retention Specialist, University Advising, California Polytechnic State University, San Luis Obispo, CA

**3226**

Room: Columbia 2 (HYATT, Level 3)

10:15–11:45 a.m.

All Levels

## **Teaching White Supremacy and Settler Colonialism Through Raoul Peck's "Exterminate All The Brutes"**

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

Based on this groundbreaking four-part HBO documentary, you will learn how to discuss critical concepts of white supremacy and its two components, colonialism and racism. The instructors are educators, activists, media makers, and authors of HBO's companion discussion guide, and will showcase the guide to effectively engage these often hard to discuss concepts.

**Dina Gilio-Whitaker**, MA, (Colville Confederated Tribes), Lecturer, American Indian Studies, California State University San Marcos, San Marcos, CA

**Joely Proudfit**, PhD, (Luiseño/Payómkawichum), Department Chair, American Indian Studies and Director, California Indian Culture & Sovereignty Center, American Indian Studies, California State University San Marcos, San Marcos, CA

**3228**

Room: Willamette 1 (HYATT, Level 2)

10:15–11:45 a.m.

Beginner

## **Avoiding Tunnel Vision: The Importance of Coalition Building for today's Activism**

Session Track: Intersectionality, Identities and Discussions

Given the nation's current political climate and the rise of student activism on college campuses, this session seeks to provide space for student activists to reflect and examine how their approach to advocacy and activism may push away allies and individuals from engaging in coalition building anti-racism work and community organizing. The presenters will provide a brief context of social justice elitism and how that hinders the work in combating white supremacy, racism, and other forms of -isms. During the session, participants will engage in an interactive activity and discussion on recognizing their social justice/activism elitism and how to make their work accessible and enable new voices to be part of their movement.

**Mark Dawson**, N/A, Student Affairs Coordinator, Department of Multicultural Services, Texas A&M University, College Station, TX

**Dear Aunaetrakul**, N/A, Senior Program Manager, COMPASS, AANAPISI, Oakton Community College, Des Plaines, IL

**3229**

Room: D139–D140 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## **Managing Diversity, Equity and Inclusion in the Post-COVID Workplace**

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

As institutions and organizations try to put the Covid-19 pandemic in the rearview mirror and return to a semblance of normalcy, we understand that the workplace will be different in the post-Covid environment and a return to normalcy is easier said than done. The reality is that in many ways, the pandemic placed issues related to diversity, equity, and inclusion into sharp focus, and organizations must now grapple with how to manage DEI in a post-pandemic environment. This interactive session addresses these challenges by discussing the impact of the pandemic on the workplace and the lessons learned while also addressing DEI management and best practices for ensuring a more diverse, equitable, and inclusive post-Covid workplace.

**Rosite Delgado**, Director, Office of Equity and Inclusion, University of Tennessee at Chattanooga, Chattanooga, TN

**Anitra Barrett**, Compliance Investigator and Equity Consultant, Office of Equity and Inclusion, University of Tennessee at Chattanooga, Chattanooga, TN

**Charlene Ragland**, Recruitment and Employment Specialist, Office of Equity and Inclusion, University of Tennessee at Chattanooga, Chattanooga, TN

**Ray Plaza**, PhD, Director, Office for Diversity and Inclusion, Santa Clara University, Santa Clara, CA



# THURSDAY, JUNE 02

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1:30–3:00 p.m.

**3300** Room: Exhibit C-D (OCC, Level 1)

1:30–3:00 p.m.

## THURSDAY GENERAL SESSION

This General Session will begin with the NCORE 2022 Awards Ceremony. Please see the NCORE 2022 Conference App or Program Addendum for information on the keynote speaker for this General Session.

NCORE Equity & Social Justice Award Ceremony

Suzan Shown Harjo Activist for Systemic Social Justice Award Ceremony

Keynote Address

3:45–5:00 p.m.

**3402** Room: Portland Ballroom 254 (OCC, Level 2)

3:45–5:45 p.m.

All Levels

## Let's Get Real: What Makes It Unsafe or Safe to Talk About Racism

Session Track: Race and Social Justice in Higher Education

Talking about racism has become a taboo, given all the attacks against critical race theory and the fears of making “whites” uncomfortable. However, this legislation has only escalated the situation in many respects because instances like George Floyd and anti-Asian violence and “Karen” incidents will not go away because they have become too common and have emerged and have engendered so much anguish and pain.

Closing our ears and pretending not to see what is happening around us is not the answer. Racism is an unfinished conversation in this country that can no longer be postponed or ignored.

As Roberto Almanzan said in *The Color of Fear*: The cure for the pain is in pain. What will make talking about racism safer is first discussing what makes it unsafe to talk about.

In this much-needed workshop, participants will learn:

- a. What makes it unsafe to talk about racism
- b. The six ways to make it safer to talk about racism
- c. What escalates/ or de-escalates
- d. 21 ways to stop a diversity conversation
- e. Nine healthy ways to communicate
- f. In search of a genuine apology
- g. Four myths that whites perpetuate

**Lee Mun Wah**, MS, MA, Founder and Executive Director, Facilitation and Training, StirFry Seminars & Consulting, Berkeley, CA

**3403** Room: D136 (OCC, Level 1)

3:45–5:45 p.m.

All Levels

## Story Circles & Healing Cards: With Love for Us

Session Track: Intersectionality, Identities and Discussions

With exhaustion and fatigue permeating our personal and professional lives, we must carve out time to care for ourselves and each other. Inspired by the question: “Who heals the healers?” this interactive session is intended to be a space of restoration, story sharing, and creative reflection. Participants will briefly learn how story circles became an essential tool for building connections in remote times and how the process can be used from the kitchen table to cultural organizing. Additionally, participants will contribute to a healing card deck by centering their own stories, interventions, and practices that they would like to share with others.

The Story Circles method is a known cultural organizing tool originating from liberation-oriented and community organizing frameworks (Martinez, 2019; Slowiak, 2017; USDAC, 2015). Kuttner (2015) defines cultural organizing as the intersection of the arts and activism. Oregon State University’s student, staff, and faculty leaders found that integrating cultural organizing techniques within programming and curriculum engages participants at higher levels and supports the depth of dialogue around critical issues. As a product of the story circles process at OSU, a Healing Card Project emerged and has become a critical tool for students, staff, and faculty to recenter values essential to healing, self-love, and wellness.

**Charlene Martinez**, MEd, Associate Director, Student Experiences and Engagement, Oregon State University, Corvallis, OR

**Sara Caldwell-Kan**, MPH, Director, Multicultural Student Services, University of Alaska Anchorage, Anchorage, AK

**3404** Room: A105 (OCC, Level 1)

3:45–5:45 p.m.

Intermediate

## Antiracist Leadership: What Does It Take?

Session Track: Race and Social Justice in Higher Education

This interactive workshop aims to increase people’s capacities to take antiracist action in their leadership roles by developing the equity framework for antiracist and equity leadership. Using short lectures, collaborative discussion, and personal and group reflection, participants will: describe how whiteness keeps racist structures and white supremacy in place in their context; consider how to make whiteness and white supremacy culture transparent in the service of racial justice; and identify actions they can take to build personal, professional, and institutional equity to take antiracist action. This includes engaging emotions around race, equity, whiteness, and intersectionality and working to create a culture that prioritizes healing and wholeness. Participants will also identify the resources they need to build the equity framework. The intended audience of this session is participants who are leaders or prospective leaders in any sector of their organizations.

**Tanika Byrd**, EdD, Chair, Communication Studies and Umoja Faculty, Cosumnes River College, Sacramento, CA

**Pamela H. Chao**, MA, Chair, Sociology and Social Justice Studies and Co-Director, Center for Teaching and Learning, American River College, Sacramento, CA

**Jennifer Laflam**, MA, Co-Director, Center for Teaching and Learning and Professor, English, American River College, Sacramento, CA

**3412** Room: Portland Ballroom 253 (OCC, Level 2)

3:45–5:45 p.m.

Intermediate

## 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 understand better privilege and the power 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 US 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 white and other privileges’ social positioning and impacts while dispelling illusions of a level playing field. Once the graphic has been created, Debby leads participants to explore 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 useful for those new to the topic and those deeply versed in it.

**Debby Irving**, MBA, Racial Justice Educator and Writer, Author, *Waking Up White*, and *Finding Myself in the Story of Race*, Cambridge, MA

# THURSDAY, JUNE 02

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**3413** Room: C124 (OCC, Level 1)

3:45–5:45 p.m.

All Levels

## **Transformative Diversity Outcomes, Keeping It Real 2**

Session Track: Intersectionality, Identities and Discussions

Revolutionizing how Diversity programming is implemented, the Keep It Real-Diverse 2 Workshop is the ultimate high-impact CONNECTION workshop! We go beyond knowing what diversity and inclusion are 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 to begin to build the foundation of your diversity programming and bring innovation, open communication, and collaboration into your respective milieu. Consistently proven to immediately break down barriers across racial, gender, sexual orientation, class, religious, ethnic, and ALL other divides while building trust and community, the Keep It Real-Diverse 2 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 that can help participants combat microaggressions, imposter syndrome, and privilege.

After this workshop, all participants will feel confident to facilitate their own Keep It Real-Diverse 2 game workshops and facilitate ice-breakers and exercises they can immediately put to use in their various disciplines. This workshop makes interactive programming on diversity and inclusion extraordinarily fun, creative, and effective.

**Ralph Newell**, Vice President, Diverse: Issues In Higher Education, Fairfax, VA

**Sydnee Vann**, SR, Lead Trainer, Diverse: Issues In Higher Education, Fairfax, VA

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**3522** Room: Regency Ballroom B (HYATT, Level 2)

3:45–5:00 p.m.

All Levels

## **Auntie Sewing Squad: Mask Making, Radical Care and Racial Justice**

Session Track: Intersectionality, Identities and Discussions

What would FEMA look like if run by artists? In what situation can you exploit the unpaid labor of women and children and be told you are a “hero”? Meet Kristina Wong, an award-winning performance artist, comedian, and elected representative thrust into the unlikely role of “Sweatshop Overlord” of the Auntie Sewing Squad (ASS) at the top of the Covid-19 pandemic. Created as a stopgap to sew homemade cloth masks for frontline workers, ASS became a national mutual aid force sewing for 17 months, boasting 800+ volunteer Aunties across the country, and distributed 350k masks and other relief supplies to vulnerable communities that include indigenous reservations, farmworkers and the incarcerated. They now have a book, “Auntie Sewing Squad: Mask Making, Radical Care and Racial Justice” from the University of California Press. Kristina just premiered an off-Broadway show last Fall about the experience. In this workshop, she’ll share how these would-be strangers came together and built a “remote factory” to become a compelling community of radical care and racial justice.

**Kristina Sheryl Wong**, BA, Performance Artist, Comedian, Elected Representative, Los Angeles, CA

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**3523** Room: B116 (OCC, Level 1)

3:45–5:00 p.m.

Intermediate

## **Introduction & Implementation of the First CAS Standards for Indigenous Student Affairs**

Session Track: This session will offer an introduction to the first CAS Standards for Indigenous Student Affairs (ISA) units, reflections on their rationale and the process of creating them, and activities for participants to consider ways of implementing them. The deve

**Cori Bazemore-James**, PhD, (Seneca), Assistant Vice Provost, Graduate School Diversity Office, University of Minnesota, Minneapolis, MN

**3524**

Room: B113–B115 (OCC, Level 1)

3:45–5:00 p.m.

All Levels

**Candid Conversations: Sisters in the Suite**

Session Track: Intersectionality, Identities and Discussions

This panel discussion is a conversation surrounding the experiences of Black women that have worked in Executive offices such as the Office of the Chancellor or President at a predominantly White institution. The primary focus is to discuss how staff can empower, improve, and stay resilient in their position within and outside of these high functioning suites. Panelists will also discuss how to navigate the stress and anxiety associated with these demanding positions and how as Black women, we can serve as a support system for each other.

**Kimiko Gilmore**, MA, Deputy City Manager, City Hall, City of Kansas City Missouri, Kansas City, MO

**Kimberly Johnson**, EdD, Senior Program Manager, Multicultural Affairs, University of Missouri- Kansas City, Kansas City, MO

**Rolanda Price**, BA, Chief of Staff, President's Office, Dallas College Cedar Valley, Lancaster, TX

**LaShaundra Randolph**, MA, Campus Life and Leadership Coordinator, Student Affairs, Metropolitan Community College- Penn Valley, Kansas City, MO

**Sierra Warren**, MA, Apprentice Director, Educational Development, ISSACHAR Center for Urban Leadership, Denver, CO

**3525**

Room: F151 (OCC, Level 1)

3:45–5:00 p.m.

All Levels

**#AdultingWhileBlackOnCampus: Racism and the Personal Development of Black College Students**

Session Track: Intersectionality, Identities and Discussions

The college years represent when traditional-age students transition from adolescence to adulthood (Barber & King, 2014; Baxter Magolda, 2007, 2008). During this period, many Black students encounter racist campus climates (Feagin, Vera, & Imani, 1996; Harper & Simmons, 2018; Quaye, Griffin, & Museus, 2015) that can hinder their academic success lead to marginalization and departure. Educational scholars have long understood the relationship between identity development and college student success (Jones & Abes, 2013), yet adult identity models often fall short for Black students because they do not consider the impacts of racism on development (Abes & Hernández, 2016; Hernández, 2016). Black students face systemic, organizational, and individual racist encounters in higher education that keep them from fully engaging in the college experience and their personal development (Kutten, 2020).

Based on a complete doctoral study (Kutten, 2020), this presentation will describe how campus climate, racial identity, and adult identity intersect uniquely for Black students. Using a Critical Race Theory framework, the study utilized interviews with Black students at a public, four-year university in the Pacific Northwest. The participant counter-narratives led to the creation of the model of Black Critical Conscientization, a dynamic process by which Black students encounter racism in their campus environment, make meaning of their experiences, and activate their Black adult identity within the context of their social world. This session is intended to provide educational leaders with the model to understand better how Black students conceptualize identity and navigate campus through this lens.

Following the presentation, the participants will engage in small-group reflective discussions and large-group mind-mapping to identify ways to enhance their practice using this knowledge. The discussions are intended to provide space to reimagine their work to support the empowerment and success of Black students. Attendees will walk away with best-practices resources to help them continue this discussion on their own campuses and materials to activate change in their policies, programs, and daily work.

**Sarah Kutten**, EdD, Assistant Vice Provost for Students and Belonging, Office of the Provost, Portland, University of Oregon, Portland, OR

# THURSDAY, JUNE 02

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**3526** Room: F152 (OCC, Level 1)

3:45–5:00 p.m.

Intermediate

## **Black Kids Can Thrive in STEM: The American Institute of Physics National Task Force to Elevate African American Representation in Undergraduate Physics & Astronomy (TEAM-UP)**

Session Track: Chief Diversity Officer and Executive Leadership

We describe a nationwide initiative (TEAM-UP) to address the chronic underrepresentation of African American students earning bachelor's degrees in Physics and Astronomy. We present the initiative as an example of a driver of systemic transformation involving agents of change at all levels, including individual faculty members, academic departments, schools, universities, research centers, funding agencies, and professional societies. Participants and panelists will discuss how the proposed change model might be adapted to other academic disciplines.

The TEAM-UP project began in 2017 with the Task Force to Elevate the Representation of African Americans in Undergraduate Physics & Astronomy (TEAM-UP), commissioned by the American Institute of Physics (AIP) Board of Directors. TEAM-UP consisted of scientists and social scientists who spent two years investigating the reasons for the persistent underrepresentation of African Americans earning bachelor's degrees in physics and astronomy. TEAM-UP centered on the experiences of current African American students in physics and astronomy programs as the primary data necessary to improve persistence to graduation. The task force used a strengths-based model of student talent and potential and looked for shortcomings in the students learning environment to explain non-persistence. Findings determined that the principal barriers to degree completion are academic, social/psychological, and financial. In particular, exclusionary pedagogy and off-putting department cultures discourage students from completing the degree. Taskforce recommendations focused on institutional reforms, including department pedagogical approaches and department climate improvements, rather than "fixing" students. AIP has taken a leading role in supporting departments in implementing change. Several PWIs, HBCU, and MSIs were presented as case studies of programs with solid retention of Black students for the bachelor's degrees. The TEAM-UP report recommends focused support from professional societies and funding agencies to support HBCUs' particularly prominent role in educating future Black physicists and astronomers.

This session should particularly benefit chief academic officers, academic deans, department chairs from any academic discipline, and chief diversity officers.

**Mary James**, PhD, Dean for Institutional Diversity, Office for Institutional Diversity, Reed College, Portland, OR

**Arlene Modeste Knowles**, BS, TEAM UP Project Manager, American Institute of Physics, American Institute of Physics, College Park, MD

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**3527** Room: B117–B119 (OCC, Level 1)

3:45–5:00 p.m.

All Levels

## **Transformative Mentorship: Supporting Career Pathways for Latina/o/x PhD Students**

Session Track: Ongoing Doctoral Research

Latina/o/x PhD students are severely underrepresented across research institutions, impacting the ability of colleges and universities to diversify their faculty. This ongoing doctoral study explores the narratives of 40 Latina/o/x PhD students and how they found and built mentoring relationships to navigate their doctoral program at research-intensive institutions better. Building on validation theory, Latina/o/x doctoral students will highlight the validating moments in their mentoring relationships that contributed to their socialization processes toward doctoral degree completion. Data will be drawn from narratives and reflections of Latina/o/x PhD students to highlight pivotal moments and illustrate how faculty mentors trained and socialized them throughout their program. This session will share preliminary findings and recommendations on how doctoral programs, graduate faculty, and student affairs practitioners can better support Latina/o/x students in building supportive mentoring relationships to help them succeed in their doctoral programs.

**Edgar Lopez**, MEd, PhD Student / Research Assistant, Rossier College of Education, University of Southern California, Los Angeles, CA

**3528**

Room: C123 (OCC, Level 1)

3:45–5:00 p.m.

All Levels

## **Beyond the Traditional Counter-Space: Enhancing the Sense of Belonging for BIPOC Students Collegiate Experience Through a BIPOC Student Network Group**

Session Track: Student Affairs and Affiliated Professionals

Based on an action research study conducted by scholar-practitioner Christa Grant, the presenters will share the findings of the implementation of a BIPOC student network group at a predominantly white institution and its effectiveness in enhancing students of color specifically Black students' experience and their sense of belonging. The presenters will also discuss the theoretical framework and effort/lessons learned to establish this initiative. This session aims to offer the audience concrete action steps to implement a similar program for BIPOC students and other historically marginalized populations at their institutions/organizations to strengthen the sense of belonging and campus experience for BIPOC students.

**Christa Grant**, Assistant Dean of Intercultural Affairs/Diversity Officer for Student Affairs, Student Affairs/President's Office, Union College, Schenectady, NY

**Nadiyah Roberts-Green**, BA, Program Coordinator, Office of Intercultural Affairs, Union College, Schenectady, NY

**3529**

Room: Columbia 1 (HYATT, Level 3)

3:45–5:00 p.m.

All Levels

## **Strategies for White Women Supervisors to Better Support Men of Color Student Leaders**

Session Track: Student Affairs and Affiliated Professionals

This session is based on dissertation research about the experience of BIPOC men student leaders who had white women supervisors. The session will present a conceptual model for understanding how BIPOC men navigate multiple campus micro-climates and relationships as student leaders. The session will engage the participants, specifically white women who supervise men of color, in self-reflection about their capacity and competency to support men of color student leaders. The session will also present a framework of strategies and attributes developed by the participants in the study for white women to be more effective as supervisors across different identities.

Colleges and universities continue to struggle to retain and graduate BIPOC men. BIPOC men are often encouraged to get involved on campus and pursue student leadership positions because these positions can increase feelings of belonging,, provide greater access to campus resources,

and improve academic performance. But supervision and mentorship play critical roles for men of color for these positions to positively impact. So, who are their supervisors? Primarily white women are overrepresented in student affairs positions that provide direct student support and contact.

Primarily white women teachers have socialized many BIPOC men throughout their K-12 experiences around what it means to be a "good student" or "well-behaved" in the classroom, which was ushered into the school-to-prison pipeline for many boys of color. White women supervisors socialize with BIPOC men on college campuses about what it means to be "a leader" and "a professional" in their first para-professional roles. BIPOC men and their white women supervisors navigate the layered dynamics of race, gender, and positional power. This session creates a space to engage in authentic conversations about the complexities of these intersections and develop new skills to be more effective supervisors for BIPOC men.

**Alejandro Covarrubias**, EDD, Executive Director of Equity, Access and Belonging, Equity, Access, and Belonging, California Polytechnic University, Pomona, Pomona, CA

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**3531**

Room: Columbia 3 (HYATT, Level 3)

3:45–5:00 p.m.

All Levels

## **So You Have a Land Acknowledgment....Now What?**

Session Track: Race and Social Justice in Higher Education

Land Acknowledgements have become a trend in higher education, but they have become a meaningless task during events for many institutions. How do we ensure that the desire to build more inclusive campus environments and support American Indian students extends beyond the land acknowledgment? This session will discuss steps East Carolina University and the University of North Carolina at Pembroke have taken to build inclusive campuses for American Indian students and engage the non-Native campus community in appreciating the contributions of American Indian communities surrounding their institutions. Participants will learn strategies they could implement at their institution to support American Indian students following the adoption of a land acknowledgment. The presenters will share several model programs that aim to bring visibility to American Indian students and increase the representation of American Indian culture on campus. Participants will be encouraged to return to their institution and communities with tips on thinking beyond the land acknowledgment with calls to action to create inclusive programming and increase the representation of American Indian faculty/staff. Students, staff, faculty, senior administrators, and campus partners will benefit from the information shared in this presentation.

**Aleshia Hunt**, MEd, (Lumbree), Financial Advisor for SGA, Student Affairs, East Carolina University, Greenville, NC

**Ashley McMillan**, PhD, (Lumbree), American Indian Liaison to the Chancellor/Director of the American Indian Heritage Center, Chancellor's Office, The University of North Carolina at Pembroke, Pembroke, NC

**3532**

Room: Willamette 1 (HYATT, Level 2)

3:45–5:00 p.m.

Beginner

## **What My Mentor Didn't Tell Me: How to Navigate Organizational Politics at a PWI as a Young Professional**

Session Track: Student Affairs and Affiliated Professionals

Seasoned practitioners in Diversity, Equity & Inclusion will give firsthand testimony of organizational politics through case studies and scenarios that young professionals experience on college campuses. Presenting strategies and best practices on how to maneuver through difficult conversations, toxic environments, and complex dilemmas; this workshop will help provide young professionals the tools to navigate through academia, community unrest, and state/federal critique.

**Jason Brooks**, MM, Executive Director for Institutional Engagement/Bias Incident Support Coordinator, Institutional Diversity, University of Kentucky, Lexington, KY

**Teresa Clouch**, EdD, Assistant Vice President for Student Affairs Student Life/Title IX Officer/ Senior Diversity Officer, Student Affairs, Ft. Hays State University, Hays, KS

4:00–5:30 p.m.

**3600**

Room: Portland Ballroom 251 (OCC, Level 2)

4:00–5:30 p.m.

All Levels

## **Connecting a Pedagogy of the Absent to Emerging Engagement Models of Social Change Teaching, Research, and Organizing**

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

This session focuses on the connections made by the presenter in crossing the academic borders of teaching, research, and organizing to the use of popular education and participatory research in creating more collective and equitable spaces and places.

The early practices of participatory research and popular education go back to Latin America and other continents in connecting popular education and participatory engagement with systemic change and the advancement of popular social movements. While it was intimately local and based in grassroots communities, this type of engagement and pedagogy has intended to create structural change.

This session will discuss the obstacles created by academia to this type of pedagogy while presenting examples, from the author's experience, as to how its application can bring the absent to center stage and advance the connections between social change theory and practice.

**Jose Guillermo Zapata Calderon**, PhD, Emeritus Professor in Sociology and Chicano/a and Latino/a Studies, Pitzer College, Claremont, CA



**3601** Room: D133–D134 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

## Managing Up, Down, and Across through the DEI lens

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

Many employees are familiar with the concept of ‘managing up,’ whereby an employee deploys a set of interpersonal skills to help their managers succeed by communicating the complexities of an issue at hand. But the emotional intelligence needed to manage up can be employed for use with peer teams and teams that you manage. This workshop will allow people to share their emerging practices and strategies for managing work relationships through the lenses of diversity, equity, and inclusion. We will explore how identity and power affect how we communicate our needs as employees and how these dynamics might affect our performance as managers and team members. Participants will share wisdom about managing complex relationships in their organizations and leave with additional resources to improve their coaching and performance on work teams.

This workshop is appropriate for all levels across organizational models, and the mixture of skill levels and experiences deepens the learning experience.

**Gabriel Javier**, MA, Associate Vice Chancellor for Identity and Inclusion, Student Affairs, University of Wisconsin-Madison, Madison, WI

**Warren Scherer**, MPH, Director, Gender and Sexuality Campus Center, University of Wisconsin-Madison, Madison, WI

**3602** Room: Regency Ballroom A (HYATT, Level 2)

4:00–5:30 p.m.

All Levels

## Reproductive Justice is Racial Justice and Human Rights

Session Track: Intersectionality, Identities and Discussions

Reproductive Justice moves beyond choice and access to abortion. The term was coined by African American women, including Ross, in 1994, before the International Conference on Population and Development in Cairo, Egypt. It is a broader term that uses a human rights framework and also looks at reproductive oppression, sterilization abuse, immigration restrictions, gun culture, rape culture, the prison-to-school pipeline, etc. This presentation covers all aspects of Reproductive Justice, which is becoming the primary framework new voices in the movement are using to move beyond the paralyzing debates of abortion politics.

**Loretta Ross**, MA, Associate Professor of the Study of Women & Gender, Smith College, NV, MA

**3603** Room: Multnomah (HYATT, Level 1)

4:00–5:30 p.m.

All Levels

## Olmecca Performance: Hip-Hop Stories of a New America!

Session Track: Student Interest and Engagement

Olmecca shares personal stories as a hip-hop artist, activist, and scholar. He examines US art, culture, and politics related to marginalized communities and low-income families with access barriers. With humor, sincerity, and lyricism, he delves into the notion of identity while challenging the idea of “belonging” +F36 and what it means to be and become “American.” Olmecca interweaves performance and dialogue into one. He makes music, lyrics, and poetry not a performance to be experienced but a form of communication to interact and engage with. Olmecca considers this a more holistic educational space that dismantles communication barriers. Throughout the performance, the audience has the opportunity to engage by sharing thoughts, questions, and experiences. He encourages all forms of communication, providing the audience with a safe space to engage in.

This is designed to enhance awareness about the experience of marginalized communities, first-generation students, and first-generation professionals. Ultimately, attendees will walk away with a deeper understanding of hip-hop pedagogy and how to better navigate conversations around poverty, race, gender, and their intersections.

**Olmecca**, Hip-Hop Artist, Scholar, Activist, Las Vegas, NV

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**3620**

Room: Portland Ballroom 252 (OCC, Level 2)

4:00–5:30 p.m.

All Levels

## Here To Stay: DACA, The Original DREAMers & Institutional Support in Higher Ed

Session Track: Intersectionality, Identities and Discussions

In this session, Denea Joseph draws upon her lived experience as a Black, DACAmented immigrant that navigated primary, secondary, and higher education in the United States. She does so to consider how undocumented students can fall through the cracks of this nation's education system. Joseph will discuss the intersection of race, ethnicity, and immigration and how one's identity can result in erasure while seeking resources from primary and post-secondary institutions. She also, however, will explore current and past immigration policies that impact the lives of DACAmented and fully undocumented students. She aims to help participants improve cultural competence to reduce emotional labor performed by undocumented students.

Presented in the format of a presentation followed by interactive guided discussion, the session encourages active allyship, expansion of knowledge on immigration, who it impacts, and how to best show up to ensure retention of undocumented students.

**Denea Joseph**, BA, Co-Founder, Black Immigrants Got Talent (BIG Talent), New York, NY

**3621**

Room: D135 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

## Dual Pandemics: Utilizing Data to Measure the Impacts to Health and Wellbeing of Students

Session Track: Race and Social Justice in Higher Education

The Coronavirus pandemic caused many colleges and universities to have to change, adapt and respond quickly. Faculty and staff had to adapt services and classroom practices and be reassigned to other duties; they were responding and enforcing protocols to the coronavirus pandemic. On top of that, the racial uprising and marching due to George Floyd led to institutions working to become more antiracist. At the University of Wisconsin Madison, a predominately white institution, there were multiple hate and bias incidents that impacted communities of color. Some of these incidents followed historical patterns of discrimination, and some created new peaks of discrimination for BIPOC students. What impact did Coronavirus and racial uprisings have on students' health and wellbeing? Did we look at the impact that the Pandemic had on our students? At the University of Wisconsin-Madison, we saw significant changes in students' mental health, alcohol use, sense of belonging, sexual assault, sexual health, and discrimination during the pandemic and currently. This workshop will examine the impacts on students' health pre, during, and during the current academic year. Historical timelines and data from campus resources will be used to examine the findings. Participants will be asked to examine data that they have on their campuses and how they measure the impacts of the pandemic on their students as we move forward.

**Agustina Marconi**, MD, MPH, Epidemiologist, University Health Services, University of Wisconsin Madison, Madison, WI

**Reonda Washington**, MPH, CHES, Health Equity Data Analyst, University Health Services/ Office of Inclusion Education, University of Wisconsin Madison, Madison, WI

**3622**

Room: Regency Ballroom C (HYATT, Level 2)

4:00–5:30 p.m.

Intermediate

## Transforming White Privilege in Leadership in a Predominantly White Institution: Using Racial Justice Strategies to Better Prepare White Allies to Identify and Interrupt Systems of Oppression at Work

Session Track: Race and Social Justice in Higher Education

Using the Transforming White Privilege: A 21st Century Leadership Capacity-Building Curriculum (A Joint Project of The Center for Assessment and Policy Development (CAPD), MP Associates, and World Trust Educational Services) as a foundation, this year-long cohort program is designed to help white and white-identified college leaders to diagnose, discuss, and interrupt whiteness/white supremacy culture within their spheres of influence. Through engagement with critical texts in anti-racist praxis, texts in Critical Whiteness Studies, and the creation, performance, and interruption of collaboratively-created case studies, participants in the TWPII program develop a greater capacity to cultivate anti-racist policies, practices, and systems. This interactive session will discuss some of the promises and challenges we have encountered (and created) as we facilitate this year-long, cohort-based, anti-racist professional development experience.

**ricci eX**, MS, MEd, College Success and Career Coach, Career Pathways Department, Portland Community College, Portland, OR

**Traci Fordham**, PhD, MA, BA, Special Assistant to the President, Learning and Organizational Development Associate, Office of Equity & Inclusion, Office of the President/Office of Equity and Inclusion, Portland Community College, Portland, OR

**Jeff Laff**, PhD, MEd, Manager, Yes to College Program, Office of Student Success, Portland Community College, Portland, OR

**Mark Mitsui**, MEd, BS, President, Office of the President and Board of Directors, Portland Community College, Portland, OR

**3623**

Room: D137–D138 (OCC, Level 1)

4:00–5:30 p.m.

Intermediate

## **Cultivating a Sense of Belonging in the Academy: Planning, Politics, and Persistence for Changing Institutions**

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

This workshop session provides a roadmap for faculty, staff, peer educators, student leaders, and administrators to create and enhance equitable learning community opportunities through concurrent undergraduate studies, general education curricula, graduate training programs, and early career faculty retention efforts. Resources will be offered to facilitate goal-setting, fiscal management, staffing, scheduling, program evaluation, and day-to-day operations.

When considering the well-being of college and university members across multiple ranks and ranges, the academy faces unprecedented, simultaneous, recurring challenges that have caused persistent disruptions (Burke, 2020). The global health and social justice epidemics are effectively driving a fundamental shift in building well-being communities in higher education domains. Politics, protests, and the pandemic have awakened colleges and universities to a sweeping mandate to move from the normative predominately White and/or WEIRD campus climate (Henrich, Heine, & Norenzayan, 2010) to one that addresses stagnate growth and tolerated gaps of inclusion. The task of community building is challenged by the tides of conflict that erode progress and good effort initiatives. Today, campus communities rely on fractured student groups, weary faculty, revolving administrators, pandering alumni, and jaded neighboring residents to coexist in academic bubbles that encompass prominent zip codes across America.

Diversity and inclusion sciences focus on how culture and societal structures shape intergroup relations (Plaut, 2010), particularly in contributing to what is contextually important and relevant, which has long been established in the psychological and inclusion sciences literature (Abrams & Hogg, 2017; Eagly, Nater, Miller, Kaufmann, & Sczesny, 2019; Richeson & Sommers, 2016; Verkuyten & Martinovic, 2017). The norms include understanding which is essential to the group based on age (Reyes-Garcia et al., 2008), expertise or skills (Koch, D’Mello, & Sackett, 2015), and hierarchical positions (Henrich & Gil-White, 2001) as well what behaviors and characteristics violate those group norms (FeldmanHall, Otto, & Phelps, 2018). The lack of social capital makes understanding university processes and protocols (both formal and informal) ambiguous, inaccessible, or unclear to students representing minoritized groups (Carter-Sowell & Zimmerman, 2015; Maranto & Griffin, 2010) and acknowledging the effects of national and institutional cultures characterized by systemic racism on the well-being of students representing minoritized groups points to the need for institutional culture transformations.

References are available upon request.

**Adrienne Carter-Sowell**, PhD, Program Director, Psychology, The University of Oklahoma, Norman, OK

# THURSDAY, JUNE 02

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**3624**

Room: Regency Ballroom D (HYATT, Level 2)

4:00–5:30 p.m.

All Levels

## How to Create Anti-Racist Transformation in Higher Education Institutions

Session Track: Race and Social Justice in Higher Education

Anti-racist transformation of institutions of higher education involves multiple sites of work and addresses goals including diversifying students, faculty, staff, and institutional leadership; expanding curricula; developing faculty members' interest and capacity to offer inclusive pedagogy; creating connections between higher education institutions and communities historically excluded from those institutions, and improving institutional culture and climate. In this workshop, participants will first learn concrete strategies for creating anti-racist institutional transformation from the facilitators. They will then engage in activities to identify action steps that fit their institutions and roles. The presenters will share evidence-based principles and examples to help participants develop an expanded set of tools for change. Participants will then engage in brief guided written work to consider action steps at their institutions, coupled with small group conversation and feedback from presenters and other participants.

Facilitators in this workshop are five social psychologists long-engaged with institutional transformation in their roles as teachers, administrators, and campus leaders. The facilitators will briefly discuss examples of programs and strategies, including 1) a president's working group that focuses on creating a culture of justice, equity, diversity, and inclusion (JEDI); 2) an anti-racist reading circle to instigate action steps along with campus climate data to track individual and institutional change; 3) an institution-wide antiracist curricular review initiative used to make commitments to equity in education robust and visible to students; 4) faculty development efforts that include a) pairing student consultants with faculty to address how to navigate difficult dialogues about race in the classroom and b.) creating faculty learning circles around inclusive classroom dynamics; and 5) efforts to shift campus culture by embedding a historical lens in the work of institutional committees and practices. The ideas and strategies discussed, including barriers and pitfalls, should particularly benefit faculty, staff, and students at higher education institutions and may also be of value to those who work in related settings.

**Michelle Nario-Redmond**, PhD, Professor of Psychology and Biomedical Humanities, Psychology, Hiram College, Hiram, OH

**Kathryn Oleson**, PhD, Dean of the Faculty and Professor of Psychology, Dean of the Faculty, Psychology, Reed College, Portland, OR

**Delia Saenz**, PhD, Associate Professor, Psychology, Arizona State University, Tempe, AZ

**S. Brooke Vick**, PhD, Associate Provost for Faculty and Diversity Initiatives and Associate Professor of Psychology, Provost's Office, Muhlenberg College, Allentown, PA

**Carolyn Weisz**, PhD, Professor, Psychology, University of Puget Sound, Tacoma, WA

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**3625**

Room: E141–E142 (OCC, Level 1)

4:00–5:30 p.m.

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 to address the complex challenges that face students, faculty, and staff across disciplines. This session will particularly benefit participants interested in exploring innovative and interactive ways to have difficult campus dialogues and those who want to practice interrupting oppression in their personal and professional lives.

**Abigail Leeder**, MA, Director, Experiential Prevention Initiatives, Office of the Dean of Students, University of Oregon, Eugene, OR

**3626**

Room: E143–E144 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

**Marketing Toward Equity: Trends, Tools, and Critical Considerations for University Communicators**

Session Track: Intersectionality, Identities and Discussions

This session is designed to give students, faculty, and staff across higher education a toolkit for framing diversity, equity, and inclusion in university marketing and communications. The session covers a range of topics that will help university, division, academic departments, and student leaders examine current practices and issues in creating inclusive and equitable marketing materials and strategies within their university/college environments. Participants can expect to discuss and examine: stereotypes/tropes/ and biases in university marketing & communication; assess who is centered and excluded in your university marketing practices; social media policies, communication tools, and practices; determine potential harms and benefits of marketing and communication strategies; exploring multiple ways to tell stories; and how to develop a department/division/university-wide communication plan centering equity, inclusion, and intersectional stories. During this session, participants will engage in case studies, identify the strengths and weaknesses of their current marketing strategies related to equity, inclusion, and intersectional perspectives, and develop small-group ideas to address current challenges in their marketing and communication efforts. All participants will leave with a marketing and communications toolkit provided by the session facilitators.

**Crystal Carter**, MS, MEd, Communications Specialist, Office for Diversity, Texas A&M University, College Station, TX

**Paul Eaton**, PhD, Associate Professor, Educational Leadership, Sam Houston State University, Huntsville, TX

**Jennifer Reyes**, PhD, Assistant Vice President for Diversity, Office for Diversity, Texas A&M University, College Station, TX

**Lawren Walker**, Student Assistant, Office for Diversity, Texas A&M University, College Station, TX

**Lawren Walker**, Student Assistant, Office for Diversity, Texas A&M University, College Station, Texas

**3627**

Room: E145 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

**Tools for Intergroup Dialogue and Building Empathy Across Difference**

Session Track: Intersectionality, Identities and Discussions

How do we create conversational structures that allow students to talk about challenging topics? How do we center marginalized voices in the process? What can we do if a heated discussion goes off the rails? In this session, participants will learn how equity and inclusion educators at Stanford University and UC Berkeley use constructive discomfort and experiential learning tools for facilitating difficult conversations across differences and building empathy in students.

**Erika Roach**, PhD Candidate, Phd Candidate, Psychology Lecturer, Clinical Psychology, University of California, Berkeley, Berkeley, CA

**Mohammed Soriano-Bilal**, MBA, Associate Dean and Director, Office for Inclusion, Belonging and Intergroup Dialogue; Psychology instructor, Student Affairs, Stanford University, Stanford, CA

# THURSDAY, JUNE 02

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**3628**

Room: B110–B112 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

## **Acting Without Acting: Teaching CRT within the Legal Environment of Business by Teaching U.S. Law**

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

In the past several years, the idea of Critical Race Theory (CRT) and the related issues of Interest Convergence Theory and (more generally) Diversity, Equity, Inclusion, and Belonging (DEIB) have taken on renewed importance in higher education classrooms. However, there has also been a commensurate level of resistance to teaching these ideas from politicians, administrators, faculty, and students. The discussion of CRT has been labeled as anti-patriotic and a form of “reverse Jim Crow” by some renowned politicians and political pundits. It is said that a discussion of CRT makes students ashamed to be Americans. It is also said that it makes white students feel bad about themselves and segregates majority and minority students. Despite these arguments, the panel teaches Critical Race theory and related issues utilizing critical thinking and analysis vis-à-vis US legal history and the current legal environment.

There is no question that structural and institutional racism had a pervasive impact on past laws in the United States and that many current laws (and practices) perpetuate those disparate impacts. Some of the laws have created multigenerational effects that have continued for decades.

Moreover, we teach the law as it relates to business. With the rise of the concepts of Triple Bottom Line (and the 3 Ps), Corporate Social Responsibility (CSR), and Environment, Social, and Governance (ESG), businesses, investors, and shareholders are becoming increasingly interested in how their businesses are responding to societal ills and social change.

This session will model ways to introduce undergraduate students to ideas of CRT, interest convergence, anti-racism, intersectionality, and DEIB through critical legal analysis using a business lens. The panel will provide practical strategies for identifying and removing barriers to teaching the materials based on experience, training, and current best practices.

The panel will work to facilitate a discussion on how faculty can mentor students to be future leaders who have the language, knowledge, and skills to work in an informed manner within the US socio-legal and regulatory environment. The panel will open a broader exploration regarding the use of pedagogy to facilitate the creation of a new paradigm that expands the existing power structure. We hope to create a model for a more equitable form of legal decision-making and a more polycentric and democratic form of governance (and discuss why this is good for business and the United States).

**Shawna Eikenberry**, J D, BS, Clinical Professor, Business Law and Ethics, Indiana University, Bloomington, IN

**Arthur Lopez**, JD, BS, Clinical Professor, Business Law and Ethics, Indiana University, Kelley School of Business, Bloomington, IN

**Martin McCrory**, JD, BA, Assoc. Professor, Business Law and Ethics, Indiana University, Kelley School of Business, Bloomington, IN

**April Sellers**, JD, BS, Clinical Professor, Business Law and Ethics, Indiana University, Kelley School of Business, Bloomington, IN

**3629**

Room: E147–E148 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

## Institutional Program for Diversity and Inclusion Scholars

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

This experiential learning session will provide a framework for developing and implementing institutional post-doctoral training programs that inculcate diversity and inclusion into the post-doctoral experience. A new diversity and inclusion-focused, the trainee-driven post-doctoral fellowship program has been developed at the University of Rochester. This fellowship program provides post-doctoral scholars with academic and career support while advancing trainee-led efforts to promote diversity and inclusion at the University. Expected outcomes of the program include 1) increased diversity of postdoctoral scholars at the Institution, 2) increased postdoc to faculty advancement, 3) higher retention rates of historically excluded groups in science and academia, 4) creation of a network of Diversity and Inclusion Scholars, 5) new resources and ideas for DEI-centered programming at the institution and surrounding communities. The overall mission of this program is to increase the presence of individuals from historically excluded groups in science and academia.

This session will include an overview of the University of Rochester's fellowship program along with an account of its development from idea origination to current activities. At the end of this session, participants should be able to:

- Identify critical subject matter expertise and employ strategic collaborative consultations
- Construct methodologies to implement a diversity and inclusion-focused institutional training program
- Align the framework of the proposed training program with the strategic plan of the institution
- Construct a SWOT analysis and write a 2-page business plan that is consistent with institutional priorities of diversity and inclusion
- Explain the program to stakeholders, assess responses and implement revisions

**Daisy Bird Geer**, MHA, Administrator, Department of Microbiology and Immunology, University of Rochester School of Medicine and Dentistry, Rochester, NY

**Kwasi Boaitey**, LMSW, PCC, SAP, RYT, PhD student, Director Culturally Responsive Management, University of Rochester, University of Rochester, Rochester, NY

**Stefanie Fingler**, MBA, Research Program Manager, David H. Smith Center for Vaccine Biology and Immunology, University of Rochester School of Medicine and Dentistry, Rochester, NY

**Denise Hocking**, PhD, Professor of Pharmacology and Physiology, Department of Pharmacology and Physiology, University of Rochester School of Medicine and Dentistry, Rochester, NY

**3630**

Room: C120–C121–C122 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

## When You Move, I Move: Response/Ability in Hip Hop Praxis

Session Track: Intersectionality, Identities and Discussions

Undergraduate students of color, transnational poetry as qualitative research, and a creative call to work for social justice through the power of Hip-Hop culture are defining features of this session. This panel centers on four unique perspectives and experiences that combine Black Muslim girlhood, healing students of color and education, spoken word poetry, and social justice advocacy and activism through community and campus partnerships. The first portion of this session will share how these experiences and perspectives shape the panelists' scholarship, research, and cultural work. During the second half of the session, we envision hosting a program that features an abbreviated open mic to structure the session itself, transforming the traditional session style of expert panelists into a high-energy format that recreates and demonstrates the key elements of community-based organizing spaces that Hip-hop and spoken word frame. The audience will be invited to generate poetry in response to creative prompts, share their poetry with the panelists in an open mic format, and then join in a dialogue through questions and discussion with the panelists. This format will invoke the creative and collaborative experience of how implementing Hip-hop, and spoken word poetry praxis can transform learning spaces through embodied pedagogy.

**Crystal Endsley**, PhD, Associate Professor, Africana Studies, John Jay College of Criminal Justice, New York, NY

**Anthony (Tony) Keith**, PhD, Educational Emcee, Ed Emcees, Washington, DC

**Halimah Kihulo**, BA, Student, Africana Studies, John Jay College of Criminal Justice, New York, NY

**Daniel Lipford**, Student, Macaulay Honors Program, John Jay College of Criminal Justice, New York, NY



# THURSDAY, JUNE 02

**3631** Room: F150 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

## Creating Transformative Classroom Spaces Through an Equity & Social-Justice Lens

Session Track: Race and Social Justice in Higher Education

Attacks on academic freedom and integrity at the K-12 and higher education levels seek to repress critical dialogue and knowledge about white supremacy and structural discrimination along axes of race, gender identities, sexual orientations, socioeconomic status, and documentation status. Anti-democratic forces have launched a full-frontal assault on social justice, anti-racist education through some state legislation, and elected officials who decry “critical race theory” is misinformed and misleading ways. Conversely, many universities institute diversity, equity, and inclusion initiatives at community, institutional, and classroom levels.

This interactive workshop is designed to prepare faculty better to engage in social justice work through the enactment of anti-racist praxis in all their institutional roles, emphasizing anti-racist pedagogies in their courses. The intended audience consists primarily of faculty at all ranks (re: contingent, tenure-track and tenured) across disciplines. After a general orientation to the session, the participants will delve into anti-racist and social justice approaches to pedagogy and praxis. During the session, participants will learn about theories and concepts related to issues of identity and positionality, create community agreements to foster brave spaces, and consider strategies to apply in their classes and beyond. Building community and an inclusive learning environment are critical underpinnings of a justice-centered “brave” classroom and influence students’ ability to engage in critical, challenging conversations. This session will especially focus on activities engaged in before and during the first days of class and how these provide the foundation for equity-minded, social justice pedagogical practices throughout the term. Facilitators will provide participants with resources that include the theoretical and conceptual frameworks and strategies that build brave, transformative learning spaces.

**Betsy Eudey**, PhD, Associate Professor, Women & Gender Studies, California State University-Stanislaus, Turlock, CA

**Mary Roaf**, PhD, Assistant Professor, Ethnic Studies, California State University-Stanislaus, Turlock, CA

**Shradha Tibrewal**, PhD, Associate Professor and Director of the Faculty Center for Excellence in Teaching and Learning and the Faculty Development Center, Social Work, California State University-Stanislaus, Turlock, CA

7:30–9:00 p.m.

**3900** Room: Deschutes Ballroom (HYATT, Level 1)

7:30–9:00 p.m.

## Symphony of Diversity: a Thousand Thunderbolts

Symphony of Diversity: a Thousand Thunderbolts is a musical and spoken word performance that commemorates, testifies, and engages. It is a remembrance, a demand for justice, and a call to action to audiences worldwide to stand up for human rights.

Through the voices of Black American composers and historic Black civil rights activists, the chamber strings of Iowa State University honor the Tulsa Race Massacre victims in the centenary year of the tragedy. Powerful, pertinent speeches by luminaries like Ida B. Wells, Frances Ellen Watkins, or W.E.DuBois are brought to life by current Black civil rights leaders active in Tulsa and the Midwest. Their words are passionately delivered through pre-recorded video segments by those who know firsthand the tragedy of racism or who preach in its shadow. Dr. Tiffany Crutcher, whose brother Terence was killed at a Tulsa traffic stop, confronts America’s history of extrajudicial killing through the words of Ida B. Wells. Dr. Robert Turner, the pastor of the church that was the sole edifice to survive the razing of Tulsa’s Greenwood district, challenges voter suppression laws and the denial of basic human rights through W.E.DuBois’ “Men of Niagara” speech. Lessie Randle, one of the last living survivors of the 1921 Massacre, shares her memories, trauma, and hopes in exclusive footage. The spoken word segments, none longer than 6 minutes, are prefaced and followed by the music of Black composers, both living and historic, including Jessie Montgomery, Florence Price, George Walker, and Adolphus Hailstork. Lasting no more than one hour from start to finish, A Thousand Thunderbolts is a non-partisan presentation that tells the story of Tulsa and the unfinished story of systemic racism from the perspective of those who lived it or are still living it. A perfect complement to diversity, equity, and inclusion initiatives, the production brings these issues – their history, their ongoing legacy– to audiences in an unusual, immersive way that invites engagement and reflection.

**Jonathan Govias**, PhD, Director of Orchestral Activities, ; and Artistic Director, Symphony of Diversity, Iowa State University, Ames, IA

Time	Session #	Title	Room
8:30–9:45 a.m. (continued on next page)	4000	Privilege, White Privilege, and the Weapons We Make of Them	Portland Ballroom 251 (OCC, Level 2)
	4001	They Meme Well: Analyzing the Relationship Between Good Intentions and the Reality of Diversity and Inclusion on Campus	Portland Ballroom 252 (OCC, Level 2)
	4002	From Zero to Foundational: Creating DEI in a PWI	Portland Ballroom 253 (OCC, Level 2)
	4003	Why Disaggregate? The Importance of AAPI Data Disaggregation	C125–C126 (OCC, Level 1)
	4004	Promoting Social and Emotional Learning in Higher Education: A Culturally Affirming Approach	A105 (OCC, Level 1)
	4005	Afro-Latinx: Exploring Cultural Complexities in the Latinx Community	A106 (OCC, Level 1)
	4007	Using Liberation to Teach Liberation: Dismantling Hierarchies Between Faculty and Staff	B110–B112 (OCC, Level 1)
	4008	The Experiences of Black Women and Intergenerational Trauma	B113–B115 (OCC, Level 1)
	4009	“It was My Family on Campus”: Building Retention Programs for BIPOC First-Generation Students That Emphasize Community and Engagement	B116 (OCC, Level 1)
	4010	From the Ground Up: Reflections and Lessons Learned From Creating a DEI Office at a PWI During a Pandemic	B117–B119 (OCC, Level 1)
	4011	Innovating to Maximize Peer Leadership Programs as Culturally Relevant Retention Strategy	C120–C121–C122 (OCC, Level 1)
	4012	“I Becomes We”: Critical Race Participatory Action Research Methods in the Academy	C123 (OCC, Level 1)
	4013	Equity Advocates Council: A Model for Faculty-Driven Change	C124 (OCC, Level 1)
	4014	Substantive Integration of Diversity into Our Curriculum: Beyond Virtue Signaling	Columbia 2 (HYATT, Level 3)
	4015	Discrimination in the Employment Search: Narratives from International Students of Color	D133–D134 (OCC, Level 1)
	4016	Helping Multicultural Males Graduate from College	D135 (OCC, Level 1)
	4017	Centering Cultural Resource Center Work in Critical Kinship and Interdependence	D136 (OCC, Level 1)
	4018	Intersectionality and Career Journeys of British Pakistani Women	D137–D138 (OCC, Level 1)
	4019	“I Just Can’t Win: A ‘Proactive’ Prevention Approach to Racism”	D139–D140 (OCC, Level 1)
	4020	Shared Equity Leadership	E141–E142 (OCC, Level 1)
	4021	A Culturally Contextualized Approach to Reviewing the Data	E143–E144 (OCC, Level 1)
	4022	Building Partnerships Within and Across Hispanic Serving Institutions	E145 (OCC, Level 1)
	4023	Transformative Pedagogies: Destabilizing Dominant Disciplinary Narratives	Regency Ballroom B (HYATT, Level 2)
	4024	“I’m Black Before I’m an Athlete”: College Athlete-Activists and Blackness as a Transformational Force	E147–E148 (OCC, Level 1)
	4025	The Miseducation of Critical Race Theory: A Thematic Analysis of Executive Order 13950, State Legislation, and White Fragility	Regency Ballroom A (HYATT, Level 2)
4027	Culturally Responsive Organizations - A Year in Practice	Columbia 3 (HYATT, Level 3)	

Time	Session #	Title	Room
8:30–9:45 a.m. <i>(continued)</i>	4030	Inclusive pedagogy online	E146 (OCC, Level 1)
	4031	Reframing the Exhibition: Museums as sites for Antiracism	F149 (OCC, Level 1)
	4032	Best practices from Business/Management Schools that every professional academic college or school can replicate.	Willamette 1 (HYATT, Level 2)
	4033	Lessons on Black College Student Strengths Amid a Triad of Crises	Portland Ballroom 254 (OCC, Level 2)
8:45–11:45 a.m.	4100	Hiring for 2055: A Bold New Paradigm for Tenure-Track Faculty Searches	F150 (OCC, Level 1)
	4101	“Come On in the Room:” A Sista Circle for Black Women in Higher Education at PWIs To Heal	F151 (OCC, Level 1)
	4102	Building Capacity for Transformative Racial Justice Practices	F152 (OCC, Level 1)
	4103	No Racial Justice, No Climate Justice: Connecting Your Campus Racial and Climate Justice Work for Effective Intersectional Action	Regency Ballroom C (HYATT, Level 2)
	4104	Navigating Triggering, Difficult Situations in Racial Justice Work as White Leaders and Change Agents	Regency Ballroom D (HYATT, Level 2)
	4105	Demystifying and Engaging “Misconceptions” on Privilege and Social Inequality	Deschutes A (HYATT, Level 1)
	4107	Culturally Disruptive Teaching: Working with International Students in the United States	Deschutes C (HYATT, Level 1)
	4108	Legalizing Anti-Blackness: A Historical Timeline of Systemic Othering	Multnomah (HYATT, Level 1)
	4109	Dreaming Truth to Power; Tectonic Shifts in the Decolonization of Equity	Columbia 3 (HYATT, Level 3)
10:15–11:45 a.m. <i>(continued on next page)</i>	4200	After the Land Acknowledgement: Next Steps for Higher Education & Native Student Success	Portland Ballroom 251 (OCC, Level 2)
	4201	Power, Privilege, Principles, and Prose: Discourse Analysis for Every Classroom	Regency Ballroom A (HYATT, Level 2)
	4203	Effective Collective: Building Inclusive Teams and Shatterproof Organizations Across Difference	A105 (OCC, Level 1)
	4204	Teaching Japanese American Resistance Through the Graphic Novel	Portland Ballroom 252 (OCC, Level 2)
	4205	Look, up in the sky, its a bird, it’s a plane, no...it’s an undocumented immigrant? Superheroes and social justice: Exploring social justice themes in Superhero comics	A106 (OCC, Level 1)
	4207	UndocuJoy: Shifting the Perspective in Undocumented Representation	B110–B112 (OCC, Level 1)
	4208	Centering DEI in Internationalization: Strategies for Inclusive Campuses for Students and Partnerships	B113–B115 (OCC, Level 1)
	4209	African-Americans, African/Black Immigrants, and First Generation African/Black Immigrants: Black Transnational Narratives of Solidarity in Higher Education.	B116 (OCC, Level 1)
	4210	Multiracial Roots   Black Fruit: The Journey of Being Bi/Multi-Racial, Yet 100% Black	Portland Ballroom 253 (OCC, Level 2)
	4212	The Power of the Collective: Exploring Organizational Trauma and Collective Healing Practices	C123 (OCC, Level 1)
	4213	Adulthood: The Training Ground for All Other Oppression	C124 (OCC, Level 1)
4214	Developing a Critical Theory of Love: A Framework for Educating for Social Justice	C125–C126 (OCC, Level 1)	

Time	Session #	Title	Room
10:15–11:45 a.m. (continued)	4215	Stop Using Trauma as a Teaching Tool: Rethinking Diversity, Equity, and Inclusion Trainings With a Trauma Informed Lens	D133–D134 (OCC, Level 1)
	4216	DEI for D1 Athletics: Using Dialogue to Strengthen the Culture of Inclusion	D135 (OCC, Level 1)
	4217	Introducing the Theory of Being for Anti-Racist Dialogues in Higher Education	D136 (OCC, Level 1)
	4218	Iranian Identity, American Experience: Living in-Between Worlds	D137–D138 (OCC, Level 1)
	4219	Honoring the Cultivation of Gamma Delta Pi, Inc. Native American Sisterhood	D139–D140 (OCC, Level 1)
	4220	DEI Campus Flashpoint Response Tabletop Exercise	E141–E142 (OCC, Level 1)
	4221	How to Make Racial Justice Trainings “Stick”, Not Fail: Success Criteria Based on 10 Years of Implementing Equity Leadership Programs	E143–E144 (OCC, Level 1)
	4222	Cultivating Equity-Mindedness in the Classroom: The Mission College Equity Pedagogy Community of Praxis	E145 (OCC, Level 1)
	4223	Engaging STEM Staff in DEI Strategic Planning	E146 (OCC, Level 1)
	4224	Lifting as We Climb: Narratives of Black Womxn in the Academy Using Black Feminist/Womanist Storytelling	E147–E148 (OCC, Level 1)
	4225	(Un)Rooting Bias: An Experiential Training Model	F149 (OCC, Level 1)
	4226	Reflecting on the Why, Where, and How of My Social Justice Writing Journey	Columbia 2 (HYATT, Level 3)
	4227	Leveraging Data with Action for Social & Racial Justice	B117–B119 (OCC, Level 1)
	4228	Acknowledging Impact: Using a Restorative Justice Framework to Acknowledge the Harm We Cause	A107–A108–A109 (OCC, Level 1)
	4229	Leaving Men Behind: The social justice consequences of failing to engage male students	Columbia 3 (HYATT, Level 3)
	4230	And That’s the Tea Sis: Reflections of Black Women at Work in Academia	Willamette 1 (HYATT, Level 2)
4231	Equity, Democracy, and Justice at a Community College: A Community Organizing Approach to Institutional Transformation	Portland Ballroom 255 (OCC, Level 2)	
1:30–3:00 p.m.	4300	FRIDAY GENERAL SESSION: Featuring Deborah Santiago	Exhibit C-D (OCC, Level 1)
3:45–5:00 p.m.	4525	More Than a Market: A Culturally Responsive Alternative to ROI in Evaluating the Performance of HSIs	F151 (OCC, Level 1)
	4526	“The Connotation of a Good Fit:” Examining the Barriers and Strategies for Black Administrators in Higher Education Administration at PWIs	F152 (OCC, Level 1)
	4528	Embodied Storytelling Advancing Social Justice Education: Recognizing and Responding to Microaggressions	C123 (OCC, Level 1)
	4529	Time for a Teach-In: The Radical History of Campus Teach-Ins and How to Leverage the Practice in Today’s Context	Regency Ballroom D (HYATT, Level 2)
	4530	Family, Culture, and the Impact on Health and Well-Being	Columbia 2 (HYATT, Level 3)
	4531	White Supremacy and the Model Minority Myth	Columbia 3 (HYATT, Level 3)
3:45–5:45 p.m. (continued on next page)	4400	Calling In, Not Calling Out	Portland Ballroom 251 (OCC, Level 2)
	4402	‘The point is to change it’: scholar-activism and the activist academic	Regency Ballroom B (HYATT, Level 2)

Time	Session #	Title	Room
3:45–5:45 p.m. <i>(continued)</i>	4408	Sustainable Transformation; Making Progress While Battling Changemaker Fatigue	B113–B115 (OCC, Level 1)
	4409	Resisting Intersectionality: Understanding and Addressing Concerns Related to Intersectionality and Intersectional Work on Campus	Regency Ballroom B (HYATT, Level 2)
	4410	Make Space for Race: Reducing the Effects of Racism (and Other “isms”) in Public Education	B117–B119 (OCC, Level 1)
	4413	Not In My School! How White Supremacy, White Privilege, And Other Forms Of Oppression Undermine Best Intentions	C124 (OCC, Level 1)
4:00–5:30 p.m.	4601	Relational Dialogue and Deradicalization	Portland Ballroom 255 (OCC, Level 2)
	4602	Managing both Internal and External Pressures in addressing Diversity, Equity and Inclusion efforts in the workplace	D133–D134 (OCC, Level 1)
	4616	Multiracial Healing through Story Circles & Critical Connections	Portland Ballroom 252 (OCC, Level 2)
	4617	New Jack Students, New Jack Institutions: Utilizing Innovative Practice to Become Student-Ready Campuses	C120–C121–C122 (OCC, Level 1)
	4618	REPAIRations: Using Artifacts to Teach Hard Truths and Build Bridges of Understanding Across the Racial Divide	B110–B112 (OCC, Level 1)
	4619	RISE: A Pop History of Asian America from the Nineties to Now	Regency Ballroom A (HYATT, Level 2)
	4620	Beyond Acknowledgement: Land Grabs, Higher Education and Moving towards justice	A106 (OCC, Level 1)
	4621	Centering Relationships for Systems Change: Moving Out of Fear Toward Connection and Principled Action	D135 (OCC, Level 1)
	4622	Tarot for Antiracist Reflection, Dialogue, and Community Building	D136 (OCC, Level 1)
	4623	La Familia and Other Important Ingredients to Latinx Student Success	D137–D138 (OCC, Level 1)
	4624	How to Leverage Your Affirmative Action and HR Compliance Efforts for Your DEI Initiatives	D139–D140 (OCC, Level 1)
	4625	The Language to Validate	E141–E142 (OCC, Level 1)
	4626	Flipping the Frame on Inclusion; From Deficit to Competency	E143–E144 (OCC, Level 1)
	4627	Open Education for Equity in Human Development/Family Studies Courses	E145 (OCC, Level 1)
	4628	Thriving Cities: A Snapshot of Urban Indians and the 2020 census	E146 (OCC, Level 1)
	4629	The Battle for Curriculum in the Racial State: Reconciliation of Racism Through Ethnic Studies and CRT	Portland Ballroom 254 (OCC, Level 2)
	4630	The Water We Swim In: Racist Permanence in Higher Education	F149 (OCC, Level 1)
	4631	Working With Whiteness: Allyship Through Anti-Racism Facilitation	F150 (OCC, Level 1)
	4632	Beloved Community as a Learning Outcome: How to Teach Racial Justice Beyond Shame or Blame	A107–A108–A109 (OCC, Level 1)
	6:30–8:00 p.m.	4800	Oregon State University & Friends Reception
7:30–10:30 p.m.	4900	Raow Raow “Culture Night”	Deschutes Ballroom (HYATT, Level 1)

8:30–9:45 a.m.

**4000** Room: Portland Ballroom 251 (OCC, Level 2)

8:30–9:45 a.m.

All Levels

**Privilege, White Privilege, and the Weapons We Make of Them**

Session Track: Race and Social Justice in Higher Education

Privilege is an often poorly defined concept. We all think we know what privilege is, but the definition tends to get muddled with things we believe are privileges but aren't. And let's not get started on how murky the waters get when we throw white privilege into the mix. That is when privilege can become a dangerous weapon. In this interactive session, privilege and white privilege will be clearly defined for attendees. There will be an examination of the overlaps and intersections between the concepts of privilege and white privilege. Attendees will be asked to analyze their privilege and how it plays out in their personal and professional lives. Participants will look at how privilege and white privilege are weaponized in the persistent harming of others. Lastly, we'll discuss ways to interrupt the weaponization of privilege and white privilege in ourselves and others.

Pharoah Bolding, Organizational Development Representative, Human Resources, Portland Community College, Portland, OR

**4001** Room: Portland Ballroom 252 (OCC, Level 2)

8:30–9:45 a.m.

All Levels

**They Meme Well: Analyzing the Relationship Between Good Intentions and the Reality of Diversity and Inclusion on Campus**

Session Track: Student Affairs and Affiliated Professionals

Despite the best intentions, practitioners can still produce less than optimal results in the areas of diversity and inclusion. Using memes, the presenter will engage participants through self-reflection and meaningful conversations concerning their own social identities, how bias impacts our actions, and the patterns, policies, and practices that create advantages for some groups while disadvantaging others. Participants will collaborate to identify strategies for effectively working through these issues.

Kayla Baker, M. Ed., Assistant Director of Student Success, College of Education, North Carolina State University, Raleigh, NC

**4002** Room: Portland Ballroom 253 (OCC, Level 2)

8:30–9:45 a.m.

All Levels

**From Zero to Foundational: Creating DEI in a PWI**

Session Track: Race and Social Justice in Higher Education

After several highly publicized and often politicized murders of young black men and women in the United States, the City University of Seattle's faculty and staff sent a call to action to the university's leadership. Requests were made for public statements condemning the murders and supporting the Black Lives Matter movement. As a result of this call, the university's leadership decided to form a coalition explicitly designed to identify and address issues of social justice, equity, diversity, and inclusion within the institution itself. In June of 2020, the Social Justice Coalition (SJC) was born and continues to be staffed entirely by volunteers.

In the summer of 2020, the SJC discovered that the City University of Seattle had little, if any, diversity, equity, or inclusion initiatives; it lacked an anti-discrimination clause in syllabi, had no public-facing DEI statements, nor any statement on its webpage, and the university had not yet considered hiring a director dedicated to DEI work. In just a few short months, this coalition identified these and many other areas of need within the university.

In just over one year, the coalition created meaningful and lasting institutional changes, including creating the position of and hiring a DEI Director.

This workshop will give you the history and background and how we went from zero to foundational. We will share the tools we used and our relationships to implement the change with you. Additionally, we will share how the foundation we built has set us up for further success as we work toward embedding DEI into every aspect of City University Seattle. Participants will be able to take away ideas and tools for creating foundational and sustainable DEI change at PWIs.

Pat Russell, Psy. D., Dean, School of Health &amp; Social Services, City University of Seattle, Seattle, WA

Mariah Kindle, MSOL, (N/A), Academic Operations Manager, Administration, City University Seattle, Seattle, WA



# FRIDAY, JUNE 03

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**4003** Room: C125–C126 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## Why Disaggregate? The Importance of AAPI Data Disaggregation

Session Track: Race and Social Justice in Higher Education

Participants will hear from three institutions implementing Asian American Pacific Islander data disaggregation in this session. The panelists will be discussing the importance of data disaggregation. They will be sharing insights and strategies on leveraging the data to advocate more resources for AAPI students.

**Dear Aunaetrakul**, Senior Program Manager, AANAPISI Programs, Office of Research and Planning, Oakton Community College, Des Plaines, IL

**Charles Sasaki**, Vice Chancellor for Academic Affairs, Academic Affairs, Windward Community College, Kaneohe, HI

**Kelly Iwanaga Becker**, Assistant Vice President of Institutional Effectiveness and Strategic Planning, Office of Research and Planning, Oakton Community College, Des Plaines, IL

**Dawn Lee**, Faculty Director, Professional & Organizational Development, De Anza College, Cupertino, CA

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**4004** Room: A105 (OCC, Level 1)

8:30–9:45 a.m.

Beginner

## Promoting Social and Emotional Learning in Higher Education: A Culturally Affirming Approach

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

Participants will receive a general overview of the benefits of social and emotional learning (SEL) and specific suggestions/skills for implementing SEL practices within the higher education context. The utilization/adaptation of SEL practices as a culturally affirming method will be discussed.

**Tatiana Pumacchua**, PhD, NCSP, Assistant Professor of Psychology, Department of Psychology, California State Polytechnic University, Pomona, Pomona, CA

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**4005** Room: A106 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## Afro-Latinx: Exploring Cultural Complexities in the Latinx Community

Session Track: Intersectionality, Identities and Discussions

Afro-Latinx is used by individuals who acknowledge their African ancestry within the context of their Latinx identity. The usage of Afro-Latinx has given visibility to the nuanced experiences of individuals who frequently confront racism within and outside of the Latinx community. The term has been used to combat anti-Blackness and bring attention to the history of colonialism and white supremacy within the Latinx community. Explore the anti-Black messaging and cultural challenges experienced by Afro-Latinx students. Delve into issues of colorism, transnationalism, and intersectionality to better understand Afro-Latinx student identity development. Discuss programming and curricular design that affirms and engages Afro-Latinx students.

**Tibisay Hernandez**, MS, DEI Solutions Manager, Diversity Equity and Inclusion, Grand River Solutions, Albany, NY

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**4007** Room: B110–B112 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## Using Liberation to Teach Liberation: Dismantling Hierarchies Between Faculty and Staff

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

This session details the development and evolution of a peer-to-peer social justice program that dismantled a traditional hierarchy between faculty and staff at a small liberal arts college. Participants will learn about the dynamics that existed between faculty and staff and how one department challenged the hierarchy within roles and addressed the issue of inequitable social justice professional development offerings for staff. Participants will leave the session with the department's blueprint for success on how they offered a social justice training and accountability group for faculty and staff, and they will go with an action plan to take back to their home institutions. This workshop is designed for human resources and DEI administrators.

**Jackson Matos**, EdD, Assistant Professor, Psychology and Education, Mount Holyoke College, South Hadley, MA

**Natasha Matos**, LMHC, Lab Instructor, Psychology and Education, Mount Holyoke College, South Hadley, MA



**4008**

Room: B113–B115 (OCC, Level 1)

8:30–9:45 a.m.

Beginner

## The Experiences of Black Women and Intergenerational Trauma

Session Track: Ongoing Doctoral Research

The presenters will provide an overview of intergenerational trauma research. Attendees will learn about the specific experience of Black women and intergenerational trauma and its impact on their intersectional identities. The researchers will discuss the methodology and interpretative phenomenology used in this research project. The researchers will use excerpts from interviews to demonstrate the complexity of intergenerational trauma and the various factors that contribute to resilience. Attendees will learn about Black women's resiliency in the face of intergenerational trauma. This presenter will introduce a framework for healing Black women's intergenerational trauma.

**Rebecca Lucero-Jones**, PhD, Assistant Professor, Human Development, Family Studies, and Counseling, Texas Woman's University, Denton, TX

**Kiarra Watts**, MS, Doctoral Graduate Student, TWU Human Development, Family Studies, and Counseling, Texas Woman's University, Denton, TX

**4009**

Room: B116 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## "It was My Family on Campus": Building Retention Programs for BIPOC First-Generation Students That Emphasize Community and Engagement

Session Track: Student Affairs and Affiliated Professionals

Support and retention programs such as TRiO and EOP can help First-Generation BIPOC students find success on college campuses. However, building a retention program can come with multiple challenges. What are the practices that can result in success for students? Furthermore, how can students feel a deep connection to their program, other students, and the university? This session will examine the Retention Scholars Program at Portland State University. These are four distinct programs built to cater to the API, Black, Indigenous, and Latinx communities, with almost all programs maintaining a +90% first to second-year retention rate, including a program that was a 2021 Example of Excelencia Finalist. These programs focus on building community for students and emphasize retention for first-year students. Participants will learn best practices for students, specifically at an Urban Institution.

**Trevino Brings Plenty**, MFA, (Cheyenne River Sioux Tribe), Coordinator of Native American Student Services, Multicultural Retention Services, Portland State University, Portland, OR

**Michelle Lee**, MEd, Coordinator of Asian, Pacific Islander & Desi Student Services, Multicultural Retention Services, Portland State University, Portland, OR

**Emanuel Magana**, MS, Latino/a/x Student Services Coordinator, Multicultural Retention Services, Portland State University, Portland, OR

**4010** Room: B117–B119 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## **From the Ground Up: Reflections and Lessons Learned From Creating a DEI Office at a PWI During a Pandemic**

Session Track: Student Affairs and Affiliated Professionals

The Office of Inclusion Education(OIE) at the University of Wisconsin-Madison was created in August 2020 to elevate and prioritize diversity, equity, inclusion programming, and resources for all students. To form this new office, existing units and staff already engaged in social justice work on campus were reassigned to OIE. While the formation of this office was a reflection of student feedback and senior leadership’s vision, the staff charged with working in this office were not consulted at all. The lack of staff input and proactive planning impacted morale and development, only magnified by the ongoing pandemic and fight for racial justice. Faced with high staff turnover, unfinished strategic planning, and expectations to meet the social justice needs of all students, the staff made an intentional decision to embrace the process and begin to build the office from the ground up.

As the Office of Inclusion Education approaches its second anniversary, staff seek to reflect and share the hard-earned successes, unforeseen challenges, and lessons learned in the process of establishing and developing a DEI office at a PWI during a pandemic while also striving to center staff agency and care. This session will offer participants a chance to engage with and consider how a team can acknowledge and heal from a problematic beginning to move forward and strive to impact campus culture and sense of belonging.

Can an office created without staff input ever be centered on equity and well-being? How can one office meet the diverse and nuanced social justice needs of 45,000+ students? What do accountability and decision-making look like moving forward? Participants will leave the session with authentic insight from staff who have and continue to engage in social justice work and development of a new DEI office at a PWI, as well as strategies for navigating expectations from leadership, centering self-care and wellbeing during times of work conflict, and creating community in a new work setting.

**Caitlyn LoMonte**, MA, Director, Office of Inclusion Education, University of Wisconsin-Madison, Madison, WI

**Noel Mariano**, MA, Our Wisconsin Program Coordinator, Office of Inclusion Education, University of Wisconsin-Madison, Madison, WI

**Jim Rogers**, MS, Program Director, Social Justice Hub, Office of Inclusion Education, University of Wisconsin-Madison, Madison, WI

**Prisma Ruacho**, MA, Social Justice Education Specialist, Office of Inclusion Education, University of Wisconsin-Madison, Madison, WI

**Reonda Washington**, MPH, Assessment Coordinator, Office of Inclusion Education, University of Wisconsin-Madison, Madison, WI

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**4011** Room: C120–C121–C122 (OCC, Level 1)

8:30–9:45 a.m.

Intermediate

## **Innovating to Maximize Peer Leadership Programs as Culturally Relevant Retention Strategy**

Session Track: Student Affairs and Affiliated Professionals

Peer leadership programs can be structured as culturally relevant retention programs to provide timely access to academic resources, outside classroom validation, and to cultivate a sense of belonging for first-generation, underrepresented, or other underserved students. They can simultaneously create meaningful student leadership development opportunities. The presenter will demonstrate how to develop, implement, and assess such peer leadership programs by introducing literature, logic model, structural components, and evaluation methods that were utilized for Amig@s (a peer leadership program tailored towards first-generation, Latinx students). This session will benefit anyone who engages in student support, retention, and/or leadership development programming. It will particularly benefit individuals involved in student support and retention programming at large and/or historically/predominantly white institutions serving underrepresented students.

**Yashwant Prakash Vyas**, MPA, Diversity Education and Strategic Initiatives Director, Division of Diversity and Community Engagement, The University of Mississippi, Oxford, MS

**4012**

Room: C123 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

**“I Becomes We”: Critical Race Participatory Action Research Methods in the Academy**

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

The demographics of college campuses and universities are changing drastically, yet the experiences for some students matriculating through the process may not be as ideal in the larger scope. Isolation, discrimination, being underprepared, racism, or being overlooked can be factors that impede the success of students of color at a predominantly white institution (PWI) and within a pandemic, no less. This presentation explores an Ethnic Studies Theory and Method course centered on the approach of Participatory Action Research. Additionally, the conceptual framework of Critical Race Theory informed us of methodology and ways of understanding the role of race and racism in American society, particularly within spaces of higher education and the persistent process toward graduation. This collaborative presentation serves as a research methods counterstory told through the experiences of a professor and students in the class. I share my experiences building research with students and offering solutions to institutions of higher learning about best practices toward an inclusive, equitable campus. The lesson of the individual ‘I’ becoming the collective ‘we’ became evident as a component of successful, transformative research geared toward community change.

Dominick Quinney, PhD, Assistant Professor, Ethnic Studies, Albion College, Albion, MI

**4013**

Room: C124 (OCC, Level 1)

8:30–9:45 a.m.

Beginner

**Equity Advocates Council: A Model for Faculty-Driven Change**

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

From two disparate, informal groups with knowledge of implicit bias to a college-level standing committee dedicated to equity to whom university leaders look for input, 2019 began a transformative period for equity and inclusion in the Oklahoma State University College of Arts and Sciences. This panel presents a case study of faculty-driven change through traditional channels at a large, predominantly white institution.

After Spring 2019, there were two equity groups under the College of Arts and Sciences: the ADVANCE team, a group of faculty trained by recipients of an NSF ADVANCE grant from West Virginia University to give implicit bias workshops, and the Equity Advocates, faculty and staff who participated in a semester-long change-agent course. There were approximately 30 faculty and staff between these two groups, all of whom were given the designation of Equity Advocate (EA). After a handful of meetings of the EAs largely focused on defining the role of an EA, Equity Advocates gathered in person and digitally to begin collaboration on a draft of the Equity Advocates Council Charter and Bylaws, which would be ratified a year later. The inaugural officers were voted in late spring 2021, and the inaugural EAC serves during the 2021-22 academic year. Panelists will share the process of writing and ratification and the documents themselves.

“The EAC supports diversity, equity, and inclusion efforts in the College and the departments they represent through educational workshop facilitation, resource compilation, development, update, and review of pertinent policies and procedures. EAs act as repositories of campus and community resources and seek to listen to and learn from underrepresented groups and amplify marginalized voices.”

The COVID-19 pandemic has highlighted societal inequities and university communities are no exception. The EAC officers have had a seat at the table with the university president, provost, and other decision-makers as faculty representatives and true advocates for equitable practices related to COVID, a hot topic in a state where there is a ban on mask and vaccine mandates. The EAC provides a widely recognized institutional mechanism for those motivated individuals who would act as change agents during the pandemic and beyond. Panelists will share their experiences, successes, and challenges throughout the establishment process of the EAC.

Jeffrey Loeffert, DMA, Director and Professor, Music, Oklahoma State University, Stillwater, OK

Kimberly Loeffert, PhD, DMA, Assistant Professor, Music, Oklahoma State University, Stillwater, OK

# FRIDAY, JUNE 03

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**4014** Room: Columbia 2 (HYATT, Level 3)

8:30–9:45 a.m.

All Levels

## Substantive Integration of Diversity into Our Curriculum: Beyond Virtue Signaling

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

In the summer of 2021, SRU successfully developed and implemented a 6-week online pilot training for faculty to earn a DEI certification and course designation for a course of their choosing. Positive faculty cohort responses regarding the program inspired us to share the model with other PASSHE institutions. The goal of our initiative at SRU has been to offer a quality/rigorous DEI requirement for all undergraduates where multiple courses are available to meet this requirement. Additionally, we will share strategies for addressing potential resistance to program development and the need for faculty/administration relationship building to garner buy-in for the initiative. Participants will leave with suggestions for launching as well as resources for developing cultural competency, enhancing critical pedagogy, and for developing DEI course content in alignment with DEI-specific student learning outcomes. Additionally, we will present outcomes of the pilot program along with a discussion of strengths and limitations.

**Brian Danielson**, EdD, Director, Center for Excellence in Teaching and Learning, Center for Excellence in Teaching and Learning, Slippery Rock University, Slippery Rock, PA

**Emily Keener**, PhD, Associate Professor, Psychology, Slippery Rock University, Slippery Rock, PA

**Cindy LaCom**, PhD, Professor and Director, Gender Studies Program, Gender Studies, Slippery Rock University, Slippery Rock, PA

**Christine Pease-Hernandez**, PhD, Associate Professor, Strategic Communication and Media, Slippery Rock University, Slippery Rock, PA

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**4015** Room: D133–D134 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## Discrimination in the Employment Search: Narratives from International Students of Color

Session Track: Global, Multicultural and Transnational issues

International Students of Color are subjected to intersecting, compounding ways of marginalization due to their racial and/or ethnic identity, national identity or nationality, and immigration status. As international Students of Color enter the job market searching for post-graduation opportunities, their international statuses are often perceived as a disadvantage to their qualifications as a candidate. This perception has been caused primarily by discriminatory employment programs and policies around international students that create barriers to job opportunities, the existing rhetoric of international students as threats to the country, and the need for increased surveillance.

In this session, the presenter will share preliminary findings of a research study that centers on the voices of international Students of Color in their employment search. The study operated from the lens of neo-racism and racist nativism to illuminate the discrimination experienced by international Students of Color during their job search, as particularly shaped by systems and policies. The ways international Students of Color have responded to these barriers will also be discussed. The session will actively engage participants with literature and counter-stories from recent research to discuss the politics of immigration and its impact on international students, specifically in their job search. Areas in which higher education institutions and/or individuals can advocate for international students in career support and immigration politics will also be discussed. This session should particularly benefit administrators, staff, and faculty who works with international students or within career counseling.

**Yi Xuen Tay**, BA, Graduate Research Assistant, Educational Administration, University of Nebraska-Lincoln, Lincoln, NE

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**4016** Room: D135 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## Helping Multicultural Males Graduate from College

Session Track: Global, Multicultural and Transnational issues

This workshop will address the retention and graduation trends of multicultural male students at colleges and universities across the country. We will investigate why rates are so low and what can be done to stem the tide of males not graduating with their degrees.

In this interactive workshop, participants attending this workshop will have the opportunity to examine whether the campus culture at their institution is conducive to allowing multicultural males to succeed academically and socially. This workshop will also allow participants to begin the work of designing new programs and initiatives to address the retention of African American and Hispanic males on their campus. This session will particularly benefit those interested in implementing or improving the retention and graduation rate of multicultural males.

**Tony Davis**, MA, Consultant, Jackson/Davis Educational Consulting, Jackson/Davis Educational Consulting, Blue Bell, PA

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

**4017** Room: D136 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

**Centering Cultural Resource Center Work in Critical Kinship and Interdependence**

Session Track: Intersectionality, Identities and Discussions

Join four Center Directors from Oregon State University's cultural resource centers as we engage with one another about how critical kinship (D. Justice), radical love (b. hooks, A. Jolivet), and interdependence (a.m. brown) guide our work in and across centers. The Cultural Resource Centers at OSU were born out of necessity and as a result of direct student action more than 50 years ago. Over the decades, we have grown from a single shared center to seven standalone centers organized under one department. Some of our centers have been the result of student activism, and others developed from faculty/staff activism and advocacy. We have continued to grow in size and how the centers work together in supporting students.

adrienne maree brown writes, "The idea of interdependence is that we can meet each other's needs in various ways, that we can truly lean on others, and they can lean on us. It means we have to decentralize our idea of where solutions and decisions happen, where ideas come from" (Emergent Strategy 87). This session will highlight the work of four of the Center Directors to learn more about the opportunities of our relational approach to each other rooted in intersectional frameworks and the challenges of OSU's model. These relationships and connections help keep the work centered on the needs of students despite the structures (literal and symbolic) that often ask us to keep our work separated. They also help us make our work more sustainable through mutual support of each other and the students with whom we work.

**Whitney Archer**, EdM, MA, Center Director - Hattie Redmond Women & Gender Center, Diversity & Cultural Engagement, Oregon State University, Corvallis, OR

**Cindy Konrad**, MA, Center Director - Pride Center, Diversity & Cultural Engagement, Oregon State University, Corvallis, OR

**Ismail Warsame**, MEd, Center Director - Ettihad Cultural Center, Diversity & Cultural Engagement, Oregon State University, Corvallis, OR

**Luhui Whitebear**, PhD, (Coastal Band of the Chumash Nation), Assistant Professor & Center Director - Kaku Ixt Mana Ina Haws, School of Language Culture & Society; Diversity & Cultural Engagement, Oregon State University, Corvallis, OR

**4018** Room: D137–D138 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

**Intersectionality and Career Journeys of British Pakistani Women**

Session Track: Intersectionality, Identities and Discussions

This session is designed to discuss British Pakistani women's intersectionality and intersectional identities during their career progression journeys. It sheds light on the different types of challenges these women face in securing managerial and leadership positions during their professional lives. Data shows that British Pakistani women face serious ethnic penalties in the job market compared to the other minority and ethnic groups living in the UK, especially among other Black, Asian, and Minority Ethnicities (BAME). The complex power structures aggravate this disadvantage in society and stringent organizational norms and policies. As a result, a combined system of oppression serves to hamper the career progression of BAME women in general and British Pakistani women in particular.

**Sidra Hareem Zulfiqar**, PhD Student, Researcher / Student, Work and Employment Studies, University of Limerick, Limerick City, Ireland

**4019** Room: D139–D140 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## “I Just Can’t Win: A ‘Proactive’ Prevention Approach to Racism”

Session Track: Race and Social Justice in Higher Education

“Racist ideas have defined our society since its beginning and can feel so natural and obvious as to be banal, but antiracist ideas remain difficult to comprehend, in part because they go against the flow of this country’s history...being an antiracist requires persistent self-awareness, constant self-criticism, and regular self-examination” (Kendi, 2019).

Although slavery in the United States ended 157 years ago, rigid anti-black laws persisted and kept African Americans as second-class citizens for another 102 years. Then with the passage of Civil Rights, White America finally agreed to outlaw the 360 years of theft from Black America. Nothing was given back, just the promise to stop discrimination. We are now in our 58th year as a “free society,” but where has this time gotten us? Unfortunately, a level playing field for all Americans is a myth since laws and practices still reinforce existing racial inequalities. Black Americans and people of color still face harsh inequalities in criminal justice, education, economics, environment, health, and politics. It is time we invest in solutions for the success of all Americans.

interACT is an internationally renowned violence prevention troupe based out of California State University, Long Beach, and under the direction of Dr. Marc D. Rich. Since 2000, the troupe has reached hundreds of thousands of audience members using a ‘proactive’ (highest level of audience involvement) format. Audience members are invited on stage to intervene as effective bystanders rather than passive observers. The interACT model has been proven effective in multiple quantitative, qualitative, and longitudinal studies. interACT has been invited to present on college campuses and US military bases worldwide. Following the tragic murder of George Floyd in 2020, interACT developed its second ‘proactive’ racism prevention program, “I Just Can’t Win,” that challenges racism, supports Black Lives Matter, and invites white folks to become allies.

**Kelly Janke**, MA, Full-time Instructor and Managing Director of the interACT Performance Troupe, Communication Studies, California State University, Long Beach, Long Beach, CA

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**4020** Room: E141–E142 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## Shared Equity Leadership

Session Track: Chief Diversity Officer and Executive Leadership

Diversity is everyone’s business. At least it should be and must be if we are to move the needle on our numerous DEI goals. This session aims to discuss a model of Shared Equity Leadership (Kezar-USC-ACE) that may help us achieve these goals. This model can be beneficial in meeting students, faculty, and staff where they are on the DEI journey, leveraging their strengths to move DEI initiatives forward. The presenter uses this model to distribute responsibility for DEI initiatives on campus and move forward with the institutional strategic plan, which includes numerous DEI initiatives. The presenter is implementing a shared equity leadership professional development plan for Cabinet, Deans, and other equity-minded leaders on her home campus. As a result of attending this session, learners will be able to: a.) understand and access information on the Shared Equity Leadership model, b.) discuss the need to use a distributive model to achieve DEI initiatives, c.) evaluate a shared equity leadership professional development plan and d.) develop action steps to evaluate the efficacy of a shared equity leadership on their campus.

**Jennifer Booz**, MA, Chief Diversity Officer, Chancellor’s Office, University of Alaska Anchorage, Anchorage, AK

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**4021** Room: E143–E144 (OCC, Level 1)

8:30–9:45 a.m.

Intermediate

## A Culturally Contextualized Approach to Reviewing the Data

Session Track: Intersectionality, Identities and Discussions

A system built upon white supremacy will produce equity gaps. Collecting and analyzing data is often utilized to inform institutional action and decision-making. This session explores MiraCosta College’s efforts to center racial justice by examining data and intervention development to reduce equity gaps. In particular, it examines the development of Disproportionate Impact (DI) Inquiry Groups across the college and the culturally contextualized activities developed to create engagement with disproportionate impact data. By embedding campus personnel (faculty, staff), students, alumni, and community members, the DI Inquiry groups made an opportunity to engage the data and offer a relevant, culturally contextualized understanding of the information presented. This session should particularly interest participants interested in deconstructing multi-level data, disaggregation of that data, and its use, to inform and develop interventions and strategies through a culturally contextualized approach to move towards a more racially just campus.

**Kristina Londy**, MEd, Program Manager, Student Equity, MiraCosta Community College, Oceanside, CA

**Wendy Stewart**, Ed.D, Dean, Counseling and Student Development, MiraCosta Community College, Oceanside, CA



4022

Room: E145 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

**Building Partnerships Within and Across Hispanic Serving Institutions**

Session Track: Race and Social Justice in Higher Education

Promoting diversity and increasing representation of Latinx and other minoritized and historically underrepresented students continues to be a key challenge and national priority for science, technology, engineering, and mathematics (STEM) fields. Hispanic-Serving Institutions (HSIs) are imperative in addressing the institutional policies and practices necessary to better support underrepresented students pursuing STEM degrees and careers. This session will feature the work of San Diego State University's Research & Equity Scholarship Institute. An overview will be provided of the institute's large-scale National Science Foundation (NSF) funded projects focused on HSI STEM pathways, which partner with numerous HSIs across the US. Building on empirical findings, prior literature, and scholarship on HSI servingness, the project findings underscore the value of on-campus collaborations and off-campus partnerships to enhance the effectiveness of STEM initiatives. While federal grants are available to fund targeted STEM efforts at HSIs, these endeavors can be strengthened by a collaborative vision shaped by multiple inputs. Illuminating successful on-campus collaborations (across divisions, departments, and disciplines) and off-campus (across education sectors, industry, and professional/community organizations) can offer key insight into how HSIs can enhance the experiences of underrepresented STEM students. Furthermore, understanding the challenges associated with establishing such partnerships can aid in strategizing to build relationships and mutually beneficial programming institutionalized for sustained, system-wide cooperation. This session offers implications for educational policy and practice and a space where participants can explore how the research findings can inform their equity efforts and how strategies can be implemented at their institutions.

**Julio Fregoso**, MA, MS, Research Analyst, Higher Education Research Institute, University of California, Los Angeles, Los Angeles, CA

**Felisha Herrera**, PhD, Associate Professor & Director, Research & Equity Scholarship Institute, Postsecondary Education, San Diego State University, San Diego, CA

**Victoria Rodriguez-Operana**, PhD, Postdoctoral Research Fellow, Research & Equity Scholarship Institute, San Diego State University, San Diego, CA

4023

Room: Regency Ballroom B (HYATT, Level 2)

8:30–9:45 a.m.

All Levels

**Transformative Pedagogies: Destabilizing Dominant Disciplinary Narratives**

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

Based on the 2021 publication, *Transformative Approaches to Social Justice Education: Access and Equity in the Undergraduate Classroom* (Routledge), this session is for anyone interested in teaching and learning in higher education from a social justice perspective and commitment to teaching all students. In this session, an interdisciplinary group of Oregon State University educators will speak from personal experience on how to incorporate and/or build new courses and learning activities that center on difference, power, and discrimination as essential to all forms of knowledge formation and teaching.

Emerging from Oregon State University's Difference, Power, and Discrimination Program, which focuses on institutional curriculum transformation, this presentation is structured as a conversation among educators who take the position that teaching from a social justice perspective is about much more than the type of readings and assignments found on course syllabi. Drawing on the broadest possible definition of curriculum transformation, the discussion is as much about the panelists' positionalities and what this means for the classroom as it is about the course content, the importance of knowing students, and pedagogical choices.

In sum, this presentation seeks to build on the excellent work that already exists in the area of social justice education and, at the same time, attend to how the manifestation of social and economic injustice is always historically and contextually specific, thus shifting in various ways over time, and requiring continuous learning and growth among educators with commitments to facilitating and fostering critical consciousness, so that students may come to understand the world in ways that fully recognize what it means for all of us to participate in shaping a shared future.

Attendees will gain an understanding of the DPD Program as a model for curriculum transformation, have the opportunity to engage with a set of questions to guide curriculum transformation that is attentive to how systems of oppression have shaped and continue to shape curriculum in US higher education, as well as learn about discipline-specific resources for curriculum transformation.

**Glencora Borradaile**, PhD, Associate Professor, Computer Science, Oregon State University, Corvallis, OR

**Marta Maldonado**, PhD, Associate Professor, Ethnic Studies, Oregon State University, Corvallis, OR

**Ron Mize**, PhD, Professor, School of Language, Culture, and Society, Oregon State University, Corvallis, OR

**Nana Osei-Kofi**, PhD, Director; Associate Professor, Difference, Power, and Discrimination Program; Women, Gender, and Sexuality Studies, Oregon State University, Corvallis, OR

**H Rakes**, PhD, Assistant Professor, Women, Gender, and Sexuality Studies, Oregon State University, Corvallis, OR

**Linda Richards**, PhD, Senior Instructor I, History, Oregon State University, Corvallis, OR



**4024**

Room: E147–E148 (OCC, Level 1)

8:30–9:45 a.m.

Beginner

**“I’m Black Before I’m an Athlete”: College Athlete-Activists and Blackness as a Transformational Force**

Session Track: Race and Athletics

Athlete activism skyrocketed in 2020, in concert with the Black Lives Matter movement that reignited in response to the murder of George Floyd. However, the relationship between social justice and the athletic arena has been highly contested, with the National Collegiate Athletic Associations directly restricting activism via institutional policy. Still, athletes are bringing activism into the arena, and asserting that they are Black people first, not athletes first. Through the examination of a qualitative interview study exploring Black athlete-activists’ motives to protest and perceptions of the risk related to protesting, session participants will discover how an increase in racial identity salience, resulting from the events of 2020, led Black athletes to deprioritize their athletic identity and dismiss the risks activism posed to their athletic careers.

This session will particularly benefit participants who are interested in the intersection of collegiate athletics, social justice, and the development of collegiate athletes. A prominent concern in the field of intercollegiate athletics research is the disproportionately low graduation rates of Black male athletes. Given the ways in which an overly emphasized athletic identity suppresses academic identity and decreases academic success (Adler & Adler, 1991), supporting identity evaluation through engagement with racial justice would positively impact collegiate athletes’ academic success. This session will discuss the potential for intentional Black identity development to be utilized as a tool for increasing the academic success of Black athletes.

**Dresden Frazier**, MA, University of San Francisco Literacy Program Manager, Leo T. McCarthy Center for Public Service and the Common Good, PhD student at University of California Riverside, Riverside (UCR) & San Francisco (USF), CA

**4025**

Room: Regency Ballroom A (HYATT, Level 2)

8:30–9:45 a.m.

All Levels

**The Miseducation of Critical Race Theory: A Thematic Analysis of Executive Order 13950, State Legislation, and White Fragility**

Session Track: Race and Social Justice in Higher Education

This study will provide context for banning Critical Race Theory (CRT) in K-12 education in the US. We examined the “Divisive Concepts” from Executive Order 13950 (EO 13950), which prohibited CRT usage for federal contractors and subcontractors beginning September 22, 2020. Although EO 13950 has since been repealed, we examined contemporary bills, resolutions, and house files of 24 states that mirrored the suggested adoption of prohibiting “Divisive Concepts” in K-12 education in the US. Our research revealed the foundational sources of EO 13950 and subsequent proposed legislation. We used thematic analysis as a methodological tool to investigate the nexus of legislation that attempted to ban CRT.

After the initial run of a concordance program, AntConc, while looking for frequency-based discourse analysis, we realized that their discourse was not actually authentic discourse but repetitions of similar quotes/expressions. Interestingly, specific themes emerged from the data while looking at the frequency-based word lists. There was consistency in terms of significant expressions used in the state-level bills; for example, the expressions include “one race or sex is inherently superior to another race or sex,” “The United States is fundamentally racist or sexist,” “an individual, by virtue of his or her race or sex, is inherently racist, sexist, or oppressive,” “an individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex,” “race or sex stereotyping means ascribing character traits, values, moral and ethical codes, privileges, status, or beliefs to a race or sex, or an individual because of his or her race or sex,” “race or sex scapegoating means assigning fault, blame, or bias to a race or sex, or members of a race or sex because of their race or sex,” to name a few.

Due to the wide-ranging impact of CRT, the selected audience encompasses Higher Education Teacher Education Faculty, US K-12 Educators, and Diversity & Inclusion, practitioners. This miseducation derived from disinformation is a consistent controversy that divides communities across the US. This study will demonstrate that EO 13950 and state legislation have inaccurately depicted CRT as concepts from the book *White Fragility* (DiAngelo, 2018). After attending this session, participants can expect to gain first-hand applications, deeper intellectual context, and political usage of CRT.

**Earl Levinston**, PhD, Interim Director of Diversity & Inclusion and Adjunct Professor, Inclusion Diversity Equity & Access, University of North Texas, Denton, TX

**4027** Room: Columbia 3 (HYATT, Level 3)

8:30–9:45 a.m.

All Levels

## **Culturally Responsive Organizations - A Year in Practice**

Session Track: Student Affairs and Affiliated Professionals

Reed College Residence Life wanted to identify and resolve barriers within residence life that created disparities in the experience and success of students from historically marginalized and/or underrepresented groups. Without a specific framework in mind, or an action plan in place, a small committee of staff from residence life and student engagement came together to research, learn, and ultimately create; a yearly cycle for assessment, a process for goal identification, and an action plan to achieve the goals identified. This small committee, lovingly named CRO(w) (culturally responsive organization workgroup), met for over a year to learn and lay the foundational groundwork needed before addressing our larger goals.

This session will walk participants through our process for becoming a more culturally responsive organization. We'll take you through this past year, touching on what foundational texts we read and why, what assessment tool we used to identify projects, how we trained staff members, so their competencies matched that of the committee, and where we're headed with this project in the spring semester.

**Miranda James**, M.S., Area Coordinator, Residence Life, Reed College, Portland, OR

**Julia Nicholson**, M.S., Director of Residential Education, Residence Life, Reed College, Portland, OR

**4030** Room: E146 (OCC, Level 1)

8:30–9:45 a.m.

Intermediate

## **Inclusive pedagogy online**

Session Track: Race and Social Justice in Higher Education

Even before the COVID-19 pandemic prompted a radical shift to online delivery methods across higher education, distance learning was central to many institutions' strategic visions. Demographic trends in online enrollment will undoubtedly shift as students and institutions respond to changing public health conditions. As institutions navigate the need for responsive and adaptable course delivery models while also pledging to address systemic inequities, adaptive online strategies are important for improving inclusivity, equity, and access.

Faculty must access the training, tools, and time required to develop effective online classrooms. This session will provide an overview of research on faculty-identified barriers to inclusive online teaching and present strategies implemented through an Inclusive Teaching Online training program at Oregon State University. Presenters will highlight findings from research conducted with faculty in the Oregon State University Difference, Power & Discrimination program identifying institutional barriers to inclusive online pedagogy and faculty development training to improve course facilitation. This workshop offers techniques for facilitating difficult dialogues on complex sustainability and social justice issues at the forefront of national and global discourse in online classrooms.

**Deanna Lloyd**, MS, Senior Instructor, Sustainability Double Degree Program and Horticulture Department, Oregon State University, Corvallis, OR

**Jenny Myers**, PhD, Visiting Assistant Professor, Sustainability, Wells College, Aurora, NY

# FRIDAY, JUNE 03

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**4031** Room: F149 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## Reframing the Exhibition: Museums as sites for Antiracism

Session Track: Global, Multicultural and Transnational issues

Museums are places of wonder that hold space in two realms: the future and the past. Museums have the capacity to help us bear witness to who we were and to help us imagine where we can go. The last two years have been moments of reckoning for Museums within the United States. As we have been battling a global pandemic, we have also had to face skeletons that will no longer be held to the shadows. Museums, as racialized spaces, are being forced to acknowledge and account for their roles in perpetuating social divisions and hierarchies (Embrick et al., 2019).

Given this broader context, Crystal Bridges Museum of American Art and the Momentary made a public commitment to become an antiracist institution. As a part of this work, we pledged to “provide space for civil discourse, offer historical perspectives, lift up marginalized voices, and carry forth the work of promoting equality.” Embarking on this journey surfaces three major questions: 1. What does it mean to be an antiracist museum?; 2. Is it even possible for museums to be antiracists?; 3. Who are we serving on our journey to be antiracists?

This presentation is an opportunity for community and academic practitioners to share the successes, failures, and progress from their journeys to becoming an antiracist. We will share resources and tools that have been helpful to us as we move along our path and offer an opportunity to join a community of practice dedicated to moving this work forward.

**Juniper Patel**, MA, Administrative Assistant, Exhibitions & Interpretation, Exhibitions & Interpretation, Crystal Bridges Museum of American Art, Bentonville, AR

**Ayanna Bledsoe**, M.A., Director of Inclusion and Belonging, People Services, Crystal Bridges Museum of American Art, Bentonville, AR

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**4032** Room: Willamette 1 (HYATT, Level 2)

8:30–9:45 a.m.

All Levels

## Best practices from Business/Management Schools that every professional academic college or school can replicate.

Session Track: Chief Diversity Officer and Executive Leadership

While corporate America is racing to add Chief Diversity Offices, Employee Resource Groups, equitable pay practices, and racial justice statements, Business Colleges and Schools are too reacting, responding, examining, and adjusting their racial equity stances and evaluating best practices for inclusion and belonging. Business Management schools and colleges are setting strategies that evaluate curriculum, student programs, and internal practices to ensure that the talent they are preparing for the workforce is fully prepared to engage in the global business environment effectively and can be instrumental in advancing inclusion beyond the higher education spheres.

The session will be a panel presentation from three four-year public business programs dedicated to diversity and inclusion, Deans and Directors. All three campuses are utilizing strategies that engage faculty in learning, enhance student learning outcomes and seek to improve equitable experiences of historically underrepresented student groups. The panelists will illuminate the nuances of their initiatives so that participants can take away ideas that could work for their campuses.

**Binnu Palta-Hill**, MBA, Assistant Dean & Chief Diversity, Equity, and Inclusion Officer, Wisconsin School of Business, University of Wisconsin-Madison, Madison, WI

**Deborah Hazzard**, DBA, MBA, CDE, Associate Dean of Diversity and Inclusion and Clinical Associate Professor, Darla Moore School of Business, University of South Carolina (UofSC), Columbia, SC

**Tayah Butler**, MBA, Director Diversity, Equity and Inclusion, Poole College of Management, North Carolina State University, Raleigh, NC

**4033**

Room: Portland Ballroom 254 (OCC, Level 2)

8:30–9:45 a.m.

All Levels

## Lessons on Black College Student Strengths Amid a Triad of Crises

Session Track: Race and Social Justice in Higher Education

This session utilizes a pilot study on Black college students' experiences during the triad crises of the COVID-19 pandemic, university closing, and the murders of Black people by law enforcement to reframe Black college students through the lens of a Black-centered strength perspective. Yes, academic barriers such as academic stress, digital barriers, and financial stress were indicated through the research, but there was so much more. Through the triad of crises, Black students found, prioritized, and used their strength to establish survival strategies to enhance networks in academic and community spaces; used social media as a mechanism for organizing, maintaining, & building social support beyond the campus; and developed wellness approaches that allowed them to maintain equilibrium, often while caring for family and community members. Students were able to connect in virtual spaces with allied faculty and/or administrators while advocating for campus changes.

This session uses data to support the conversation that should be happening between Black students and their allies to help envision better strategies than some of those that emerged from universities during these crises. Allied faculty & staffs' roles are to help students understand institutions so they might work better for students and to develop sustaining processes that last beyond the current established Black student leaders. Rather than seeing Black college students as "needing our help" as we define the help offered, perhaps we should learn to support their empowerment and engagement that focuses on improving their campus experiences and addressing the academic barriers that often exist before crises. Can we learn to walk beside students rather than leading them in directions we believe are best that often focus on submitting to oppressive systems? The triad crises simply made more visible disparity of treatment and opportunities for professional growth for more of our Black students, not just the ones who rise to the top of the list. Our goals should be to make it possible for more students to succeed using the gifts they bring as members of a cultural community. Given the historical harm done to Blacks in the USA, we may experience cultural trauma, but we also experience cultural resiliency over generations. What can we learn through dialog about strategy building from a black students' perspective?

**BJ Bryson**, PhD, MSW, DEI Director, College of Health and Behavioral Studies, James Madison University, Harrisonburg, VA

8:30–11:30 a.m.

**4107**

Room: Deschutes C (HYATT, Level 1)

8:30–11:30 a.m.

All Levels

## Culturally Disruptive Teaching: Working with International Students in the United States

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

As we continue to welcome international students to American colleges and universities, we need to decenter whiteness, develop community-based knowledge, and create new culture-capital-based teaching and learning strategies. For students pursuing higher education in a foreign country, the process can be challenging and present a plethora of potential stumbling blocks they have to navigate. Unfamiliarity with American pedagogical practices, such as classroom participation and active and collaborative learning, and lack of awareness of American social rules, norms, and skills, may further isolate international students.

**Li-Chen Chin**, PhD, Dean of Student Life, Bennington College, Bennington, VT

**Kristina Marshall**, JD, Director of Diversity, Equity, Inclusion and Justice, Oakland Community College, Bloomfield Hills, MI

**Sibonginkosi Wenyika**, MHR, PhD, Diversity, Equity & Inclusion Advocate & Trainer, Ottawa University, Ottawa, KS

# FRIDAY, JUNE 03

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8:45–11:45 a.m.

**4100** Room: F150 (OCC, Level 1)

8:45–11:45 a.m.

Intermediate

## Hiring for 2055: A Bold New Paradigm for Tenure-Track Faculty Searches

Session Track: Chief Diversity Officer and Executive Leadership

If successful in gaining tenure, the tenure-track faculty hired in 2022 will serve at their institutions until approximately 2055. Thus, universities and colleges are already hiring the institutional leadership of the mid-21st century. No project is more urgent in higher education institutions than improving search protocols to build a diverse tenure-track faculty consistently. This workshop presents a practical guide to conducting tenure-track faculty searches that dramatically increase the likelihood of hiring faculty from historically underrepresented groups in any discipline. We begin by examining the tacit ways in which conventional faculty searches are strongly biased to deliver the same outcome search after search, the hiring of faculty from already over-represented populations. We then break the search process into six key phases. We describe the tools 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 benefit those working at selective, predominantly white institutions and other institutions with 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**, PhD, Assistant Dean for Institutional Diversity, Institutional Diversity, Reed College, Portland, OR

**Mary James**, PhD, Dean for Institutional Diversity & A. A. Knowlton Professor of Physics, Institutional Diversity, Reed College, Portland, OR

**4101** Room: F151 (OCC, Level 1)

8:45–11:45 a.m.

All Levels

## “Come On in the Room:” A Sista Circle for Black Women in Higher Education at PWIs To Heal

Session Track: Intersectionality, Identities and Discussions

This Black woman (anyone who identifies as and has a lived Black woman experience) only affinity space is about self-care and self-work. It is about “rupturing, processing, and transforming internalized oppression” (NCORE, 2021) if needed. It is an opportunity to address issues related to Strategies to Address Systemic and Structural Racism in Our Institutions. It will facilitate constructive dialogue and interaction among and between doctoral students and early and advanced professionals who are Black women in predominantly white institutions (PWIs). This is a moment to breathe and come together with a community of other women who often feel alone, tired, and beat up in the structural and internalized oppression systems that we experience while studying and working at PWIS. It is a chance to come together in what is known as a sista circle. Sista circles are group discussions or conversations among Black women to examine a specific set of topics and/or experiences. The major goal of sista circles is to understand a specific issue, topic, or phenomena impacting Black women from the perspective of Black women themselves. It is a method to support and empower participants (Johnson, 2015, pp. 45-46). . It is an opportunity to participate in a circle to participate in your own empowerment and healing. People must be able to have conversations in safe spaces, free from the gaze of “others,” in this case, the white and male gazes. “Fundamentally, sista circles are a safe, supportive space for Black women to seek help, encouragement, knowledge, and support in issues that impact them” (Tamplin, 2019, para. 3). In sista circles, Black women can speak freely without fear of reprisal. This sista circle is a space where Black girls and women can come together to heal and vent about what is happening, tell and witness each other’s stories, and participate in a collective healing ritual.

Please bring something to place at the collective altar and whatever tools you use and want to bring when participating in spiritual or healing practice/ritual. You can expect to walk away feeling like you have taken a breath of fresh air, a long walk, a spiritual bath.

**Rachel Sam**, EdD, Associate Director, Louisiana Educate Program, University of Louisiana at Lafayette, Lafayette, LA

**Shameeka Smalling**, PhD Candidate, Doctoral Candidate, Transformative Studies, California Institute of Integral Studies, San Francisco, CA

**4102**

Room: F152 (OCC, Level 1)

8:45–11:45 a.m.

All Levels

**Building Capacity for Transformative Racial Justice Practices**

Session Track: Race and Social Justice in Higher Education

This session will share programmatic, and assessment highlights of the online Building Capacity for Transformative Racial Justice Practices (TRJP) sustained learning sequence hosted in Spring-Summer 2021 at the University of Massachusetts Amherst. The primary goal was to support a cohort of 28 student-facing professional educators in student affairs and academic affairs in becoming more confident, skilled, and prepared to A) hold space for conversations within and across racial/ethnic differences and B) create and sustain more racially-affirming spaces with the students they advise, supervise, teach, and coach. We will describe the racial justice pedagogy guiding the initiative, its main components, and how we built an internal team across campus divisions and units to support the effort. We will invite participants to practice the LARA/A method we used to support empathic and engaged interpersonal communication across and within racial/ethnic and other social identity differences. Participants will participate in small-group conversations to consider how they might adapt this learning sequence to their campuses and identify campus assets that could support such an effort.

**Wilma Crespo**, MSEL, Director, Center for Multicultural Advancement and Student Success, Student Affairs and Campus Life, University of Massachusetts Amherst, Amherst, MA

**Erika Lala**, MPP, EdS, Graduate Assistant, College of Education, University of Massachusetts Amherst, Amherst, MA

**Dave Neely**, PhD, Director of Diversity Education and Training, Student Affairs and Campus Life, University of Massachusetts Amherst, Amherst, MA

**Crystal Norwood**, EdS, Residence Director, Residence Education, University of Massachusetts Amherst, Amherst, MA

**Nina Tissi-Gassoway**, PhD, Lecturer and Program Coordinator, Social Justice Education & Higher Education, University of Massachusetts Amherst, Amherst, MA

**Ximena Zúñiga**, PhD, Professor, Student Development (Social Justice Education Concentration), University of Massachusetts Amherst, Amherst, MA

**4103**

Room: Regency Ballroom C (HYATT, Level 2)

8:45–11:45 a.m.

All Levels

**No Racial Justice, No Climate Justice: Connecting Your Campus Racial and Climate Justice Work for Effective Intersectional Action**

Session Track: Race and Social Justice in Higher Education

Too often, college and university campuses separate their sustainability and environmental offices, policies, and programs from those that address racial equity issues under the false assumption that these are separate and distinct foci. In reality, climate change and racism / climate justice and racial justice are deeply symbiotic dynamics in both their causality and consequences and, therefore, must be addressed in a more integrated manner if we are to see any real change on either front. This session explains the connections between climate change and racism / climate justice and racial justice and then focuses on how campuses can take concrete actions to work more effectively for both racial and climate justice. Addressing campus work from the big picture down to the ground, this workshop's action focus starts with a discussion of campus-wide actions, moves to programming and faculty work, and then attends to the daily actions necessary for climate and racial justice. Because of its intersectional nature, this session is well suited for any campus members concerned about climate change/justice (sustainability officers, environmental science faculty, and students leaders), racial oppression/justice (campus administrators, those in students affairs and residence life, faculty and students leaders) and advancing change in both areas. The substantial amount of content and high level of participant engagement in this workshop means that it has a rigorous pace and is a good fit for those with some prior knowledge of one or both of these focus areas.

**He H**, EdD, Founder and President, Hackman Consulting Group, Minneapolis, MN

**4104** Room: Regency Ballroom D (HYATT, Level 2)

8:45–11:45 a.m.

Intermediate

## **Navigating Triggering, Difficult Situations in Racial Justice Work as White Leaders and Change Agents**

Session Track: Race and Social Justice in Higher Education

Facilitating authentic, constructive dialogue about race and racism is a critical core competency for creating inclusive, racially just campus communities. Meetings, workshops, and conversations about anti-racism and racial justice can become “difficult” when participants and facilitators feel “triggered” and experience intense, unexpected emotional reactions to the comments and actions of others.

If navigated effectively, difficult triggering situations can result in greater understanding, communication, and organizational change. However, if mismanaged, our triggered reactions as white leaders and change agents may shut down the conversation and result in significant misunderstanding, damaged relationships, and long-lasting unresolved conflict.

In this very interactive session, participants will identify their common hot buttons/triggers and less effective reactions during discussions about race, racism, whiteness, and white supremacy culture. In addition, they will practice tools to navigate their triggered reactions to respond more effectively and use triggering events as teachable moments to advance learning outcomes and racial equity and anti-racism efforts.

This session should particularly benefit white participants who are interested in strategies to facilitate meaningful dialogue among organizational members as well as increase their capacity to respond effectively when they feel triggered, including senior leaders, teacher/faculty administrators, 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 packet of ready-to-use worksheets and open access to my webinar recordings and books.

**Kathy Obear**, EdD, President, Center for Transformation and Change, Denver, CO

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**4105** Room: Deschutes A (HYATT, Level 1)

8:45–11:45 a.m.

All Levels

## **Demystifying and Engaging “Misconceptions” on Privilege and Social Inequality**

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

Educating White students about privilege and social inequality can be challenging, especially when students’ prior knowledge and experience create barriers to learning. This workshop explores the “how” and “what” behind White college students’ understanding of privilege and social inequality to support educators in their instructional efforts. Starting from the premise that learning can most effectively occur when educators are aware of and engage White college students’ prior knowledge about privilege, this workshop synthesizes scholarship, original empirical research, and contemporary examples to illuminate common ideas, beliefs, and emotions of White students may express related to privilege and social inequality as either individualistic or structural. The session will end with specific recommendations to help educators enhance their practice and institutions to review and revise policies and practices that sustain “inaccurate” ideas, beliefs, and feelings related to privilege and social inequality. This workshop is particularly useful for faculty and staff who directly or indirectly teach about privilege and social inequality and administrators interested in exploring how these notions may manifest themselves on campus.

**D. Scott Tharp**, PhD, MSW, Affiliated Faculty, MSW Program & Assessment & Effectiveness Specialist in the Division of Student Affairs, DePaul University, Chicago, IL

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**4108** Room: Multnomah (HYATT, Level 1)

8:45–11:45 a.m.

Intermediate

## **Legalizing Anti-Blackness: A Historical Timeline of Systemic Othering**

Session Track: Intersectionality, Identities and Discussions

Since its incipience, the United States of America has grappled with many issues of social and racial injustice; yet no issue has served as a greater burden to the country’s progress than that of Anti-Black racism. Coined to name the specific kind of racial prejudice directed toward Black people (Gamblin, 2020), anti-Blackness is not something that is a result of a given moment but rather something that has been carefully crafted and designed to work in concert with every American social institution since before the country’s framing. Using a historical timeline grounded in legal scholarship, this workshop will unearth the ways in which the three branches of the United States government have created a framework designed to uniquely and systematically “other” Black people. This session would benefit individuals and learners interested in anti-black racism, history, and (constitutional) legal scholarship. Participants will take a new understanding of anti-Blackness, and its construction led us to today’s events.

**Sherard Robbins**, PhD, Founder & CEO, Organizational Development, Visceral Change, Tucson, AZ



**4109** Room: Columbia 3 (HYATT, Level 3)

8:45–11:45 a.m.

Intermediate

**Dreaming Truth to Power; Tectonic Shifts in the Decolonization of Equity**

Session Track: Race and Social Justice in Higher Education

Previously at NCORE, we offered a workshop in 2019 (pre-pandemic), Beware the Colonization of Equity Efforts; in 2020 (in a pandemic), we offered Beware the Colonization of Equity 2.0. This year we would like to focus on the third aspect of the original workshop thesis: how does "... internalized oppression manifest within equity practitioners' ? In our previous workshops, participants easily named the injustices and hurt they had experienced or befallen their programs. In contrast, participants noted having difficulty shifting from the oppression into a socially just way of being, or healing, to dream from a decolonized mindset.

We gleaned from the first two NCOREs; 1) the challenges from our hurts become internalized and then manifest as behaviors associated with self-doubt and helplessness, and 2) the desire to dream from a decolonized perspective. (Laenui, P., 2006). Given this framework, we would like to revisit bell hook's: "...[t]hrough the cultivation of awareness, through the decolonization of our minds, we have the tools to break with the dominator model of human social engagement and the will to imagine new and different ways that people might come together. (pg. 35), which leads us to Newcomb's (2018): "To decolonize our minds,...where is the clear image of a decolonized society we are to emulate? There isn't one. Yet if we are to free ourselves, we need practical steps."

Doing meaningful work is a life well lived, and doing social justice work in higher education is gratifying. However, the Academy is not always a just environment. Social justice warriors experience being hurt, pushed out, and made to feel like an imposter. Doshi (2021) states: "When we remind ourselves that we are enough, we can decolonize our dreams to decolonize our responses to oppressive structures to move through the portal toward liberation."

This highly interactive session should particularly benefit those who would like to continue dismantling hegemonic thinking (colonized thinking), heal from internalized oppression, and dream of a new socially just, equitable way of being. We will excavate the tectonic shifts possible when we reimagine what it would take to move from theory to practice within the Academy. Dreaming truth to power allows us to strategize from a decolonized mindset and framework when teaching our courses and/or leading our programs.

**Jacquelyn Reza**, EdD, MFT, Director of Professional Development, Emeritus, Department of Professional Development, De Anza College, Newark, CA

**Catherine Wong**, MEd, Executive Director & Founder, Education, Training & Research, Catherine Wong Consults, Boston, MA

10:15–11:45 a.m.

**4200** Room: Portland Ballroom 251 (OCC, Level 2)

10:15–11:45 a.m.

All Levels

**After the Land Acknowledgement: Next Steps for Higher Education & Native Student Success**

Session Track: Race and Social Justice in Higher Education

While land acknowledgments have become a common practice in higher education, institutions must challenge themselves to move away from performative acts into commitments of transformative change. In this presentation, Megan discusses the concept of "land back" in higher education, creating programs focused on kinship, and how to land acknowledgments coupled with action can create transformative change for Native student success.

**Megan Red Shirt-Shaw**, EdM, (Oglala/Lakota), Harvard Graduate School of Education, PhD Student, University of Minnesota, Director of Native Student Services, University of South Dakota, Vermillion, SD

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**4201**

Room: Regency Ballroom A (HYATT, Level 2)

10:15–11:45 a.m.

Beginner

## **Power, Privilege, Principles, and Prose: Discourse Analysis for Every Classroom**

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

Combining scholarship in the field of linguistics with lived understandings drawn from years of public policy-making and Hip Hop songwriting, this session will introduce attendees to the pedagogical applications of critical discourse analysis in the liberatory educational spaces. Met with a mixture of lecture, spoken word performance, guided practice with sample texts, and mediated discussion, attendees will depart with the basic toolkit to more carefully evaluate the texts they encounter in their lives and deploy in their classrooms; to explore and discuss the way power is encoded in language with students in a variety of academic disciplines; and to support students in thinking more critically about power, privilege, principles, and problems in their field of study and the world at large.

**Mariah Parker**, Commissioner, Athens-Clarke County, Georgia, PhD Candidate in Language and Literacy Education, University of Georgia, Athens, GA

**Kelly Dugan**, PhD, Visiting Assistant Professor, Trinity College, Hartford, CT

**4203**

Room: A105 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## **Effective Collective: Building Inclusive Teams and Shatterproof Organizations Across Difference**

Session Track: Intersectionality, Identities and Discussions

Inclusive teams are high-performing teams. From the Harvard Business Review to McKinsey, researchers have found that diverse organizations are more innovative, make better decisions, and outperform more homogenous organizations. With a focus on how various aspects of identities can be empowering or oppressing, this workshop will help participants embrace their stories and narratives while looking at how they affect all of us as professionals. Participants will begin to understand personal and unique experiences through the lens of intersectionality, hopes, fears, and identity awareness. This workshop will work to disrupt the idea of perfectionism, comparison, and not being good enough—often referred to as impostor syndrome or impostor phenomenon.

The Impostor Phenomenon (IP) is often experienced by high-achieving and successful people who cannot acknowledge their own greatness. IP can prevent highly qualified individuals from reaching deserved levels of success and can negatively impact self-efficacy and overall mental health. While many experience IP, it's not talked about it, and folks often feel like they are the only people in the room that do. Unaddressed, IP can prevent BIPOC individuals from achieving milestones and goals in their academic and professional careers. Through a series of activities, participants will learn about collective team identities and their role in leadership, service, and team dynamics. Leaders can develop teams centered on inclusivity, understanding, and belonging by building community across differences.

**Monica Hanna**, MEd, Assistant Director, Residential Life, UCLA, Los Angeles, CA

**Markeith Royster**, EdD, Community Director, Residential Life, UCLA, Los Angeles, CA

**4204**

Room: Portland Ballroom 252 (OCC, Level 2)

10:15–11:45 a.m.

All Levels

## **Teaching Japanese American Resistance Through the Graphic Novel**

Session Track: Race and Social Justice in Higher Education

Graphic novels open the door to alternative narratives from hitherto-marginalized communities while engaging reader empathy. Lead author Frank Abe will present the story of *We Hereby Refuse*, a new graphic novel on Japanese American resistance to WW2 incarceration that subverts the prevailing victim narratives of *shikataganai* (passive compliance with wartime incarceration), and *go for broke* (patriotic self-sacrifice to prove one's loyalty).

Japanese Americans complied when expelled from their homes in WW2 - but when it came to their ongoing imprisonment, many refused to submit without a fight. Three of their stories are tied together within an epic narrative of the entire camp experience for the first time. Frank will show how incarcerated responded to the US government's use of such legal and administrative tools as loyalty questionnaires, false constructions of loyalty and disloyalty, segregation based upon answers to those questionnaires, repatriation, resegregation, denationalization, and renunciation of US citizenship. Their actions created divisions that persist within the Japanese American community to this day.

FRANK ABE worked over four decades to reclaim and recover the story of wartime incarceration. He helped create the Days of Remembrance that kick-started the popular campaign for a governmental apology and redress. He produced a film for PBS on the most significant organized resistance to incarceration, *Conscience*, and *the Constitution*. His biography of novelist John Okada uncovered the story behind the landmark novel *No-No Boy* which won an American Book Award.

**Frank Abe**, Writer, Seattle, WA

**4205** Room: A106 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

**Look, up in the sky, its a bird, it's a plane, no...it's an undocumented immigrant? Superheroes and social justice: Exploring social justice themes in Superhero comics**

Session Track: Chief Diversity Officer and Executive Leadership

Superman is an immigrant, and he's undocumented?! Wonder Woman is a feminist icon? The X-Men have a coming out process?! Super-hero comics date back to the 1930s and are often products of their time. However, comics books have often been on the edge of progressive social movements. Many of their stories are littered with social justice themes that can be tools for teaching. This session will explore the different social justice themes that have been present in superhero comics. With the popularity of Marvel movies, this session will give practitioners an easy way to relate social justice themes to the current zeitgeist and help engage students.

Emanuel Magana, M.S., Latino/a/x Student Services Coordinator, Multicultural Retention Services, Portland State University, Portland, OR

**4207** Room: B110–B112 (OCC, Level 1)

10:15–11:45 a.m.

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 status 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 how this country has failed to represent and support the undocumented and immigrant experience accurately. 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 advocating for undocumented people. This session should particularly benefit those interested in correcting the narratives of young, undocumented people on and off-campus, as well as those who work directly with and provide services to undocumented students.

Yosimar Reyes, poet, speaker, educator, and performance artist

**4208** Room: B113–B115 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

**Centering DEI in Internationalization: Strategies for Inclusive Campuses for Students and Partnerships**

Session Track: Global, Multicultural and Transnational issues

How can we align DEI and internationalization efforts to promote inclusive and welcoming campuses for international students? In speaking about international students, it is more common for administrators to focus on international students as sources of revenue than on the same students' experiences of belonging and language proficiency than on intercultural communication. This interactive session focuses on aligning DEI and internationalization strategies by examining a) an innovative DEI module program geared towards international students and b) strategies for engaging international partners in U.S.-focused DEI discussions. Both of these approaches help promote more inclusive and welcoming environments for international students and center DEI in internationalization efforts.

In the first part of the session, the panelists will present details of a module program and accompanying efforts designed to equip international students with an understanding of race and identity in the contemporary US. Presenters will then lead participants in a discussion of short-term planning DEI-related support programs for international students. In the second part of the session, the presenters will focus on the longer-term goal of engaging international partners in intentionally designing bilateral programs that educate about diversity, equity, and inclusion. Presenters will share strategies for beginning and leading these discussions with international partners, key areas to cover, and potential challenges and roadblocks in discussing DEI bilaterally. Presenters will then discuss the benefits and challenges for students and institutions of centering on DEI in discussions with international partner institutions.

The presenters underscore the benefits of aligning internationalization and DEI efforts for students and campuses throughout the session. As the presenters make clear, US higher education institutions need to work with international partners to address global racial and social injustice as it impacts all areas of international partnerships: students, faculty, and research.

Cristina Alcalde, Ph.D, Vice President for Institutional Diversity and Inclusion, Office of the President, Miami University, Oxford, OH

Huating Maske, Ph.D, Executive Director, Office of China Initiatives in International Center, University of Kentucky, Lexington, KY

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**4209**

Room: B116 (OCC, Level 1)

10:15–11:45 a.m.

Intermediate

## **African-Americans, African/Black Immigrants, and First Generation African/Black Immigrants: Black Transnational Narratives of Solidarity in Higher Education.**

Session Track: Global, Multicultural and Transnational issues

In this session, presenters will share narratives and experiences of Black transnationalism in higher education spaces. Presenters will facilitate conversation with session participants to discuss how white supremacist structures, myths, and stereotypes divide the African Diaspora. Using popular culture references, music media sources, and processes of collaborative knowledge building, presenters will facilitate the synthesis of ideas, introduce terminology and definitions, and provide session participants with “take away” knowledge artifacts aiming to advance understanding. Topics will include Black and African immigrants in America, Black cultural syncretism, Pan-Africanism, bicultural identity, and inter-group resistance. Presenters will share examples of Black transnational positionality, consider its place in qualitative research, and its influence on professional praxis. During this time, participants may collaborate with presenters to reflect on their own experiences and provide personal anecdotes. The target audience for this session will be geared toward supporting the development of scholars and professionals who have an emerging to working knowledge of and experience with Global, Multicultural and Transnational issues.

**Aviance Taylor**, MS, Director, Gordon Kelley Academic Success Center, University of Arkansas, Fort Smith, Fort Smith, AR

**Tolulope Aderonke Taiwo**, PhD Candidate, Assistant Director for Access Programs in the Office of Institutional Equity and Diversity, University of Puget Sound, Tacoma, WA

**4210**

Room: Portland Ballroom 253 (OCC, Level 2)

10:15–11:45 a.m.

All Levels

## **Multiracial Roots | Black Fruit: The Journey of Being Bi/Multi-Racial, Yet 100% Black**

Session Track: Intersectionality, Identities and Discussions

Racial identity is much more than appearance, biology, or DNA. It is established through community, cultural, familial, and societal frameworks, and experiences that shape one’s identity beyond what is reflected in a mirror. For many bi/multi-racial Americans, identity tends to evolve. For many, this evolution comes through extensive traumas when one realizes that how society defines us is often more important than our personal definitions. Moreover, Black adolescents raised in a predominately white family and communities are unprepared for the realities of white supremacy, and institutional racism one faces when they leave the protective cocoon of their community.

This session will explore the deeply personal topic of racial identity and how that identity evolves and resolves in the lives and experiences of those with bi/multi-racial biology. Through personal reflection, societal realities, community and family pressures, people with multiracial roots often walk a unique individual journey of personal identity that they have not been prepared for throughout childhood. More than anything, this preparation is designed for physical survival and helps equip Black folk for the emotional and mental toll of racism in all its forms.

**Adam Smith**, Founder and Principal, Adam A. Smith & Associates

**4212**

Room: C123 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## **The Power of the Collective: Exploring Organizational Trauma and Collective Healing Practices**

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

As individuals pursuing justice and equity, we operate in violent systems steeped in capitalism and white supremacy. However, violence and trauma do not just happen to an individual but also to the collective. In this interactive session, participants will explore the concepts of organizational trauma and collective healing practices. As we continue to strive toward equity and anti-racism, we must identify the cycle of trauma that occurs in our organizations and implement healing practices in our spheres of influence. The role of white supremacy is to keep activists and change agents void of the opportunity to name our traumas and restore and heal the spaces we occupy. Healing is a foundational principle that we often neglect in our pursuit of justice. Throughout the session, we will grapple with the following questions: In the absence of healing, how far can our efforts toward racial equity, justice, and belonging go? How do we identify cycles of trauma in the presence of white supremacist structures? How do we center our shared humanity into our work that encourages us to disconnect from our authentic selves?

**Kiana Fields**, MS, Coordinator, Health Sciences Center Office of Diversity and Inclusion, University of Louisville, Louisville, KY

**4213**

Room: C124 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

**Adulthood: The Training Ground for All Other Oppression**

Session Track: Intersectionality, Identities and Discussions

It's not a coincidence that young people and young adults have led every major global social movement. Little ones come into the world clear about injustice and believe they can make things right. Adulthood is the institutionalized mistreatment of young people. Adulthood has us minimize, forget, or excuse the mistreatment we received as targets of this oppression: being dismissed, demeaned, not believed, "adultified," ignored, neglected, mocked, lied to, bullied, physically hurt, etc. As we internalize hurts from adulthood throughout childhood, it becomes harder for young people to hold onto their innate sense of power. Most people have never heard of adulthood, yet it's an oppression everyone has experienced. Most people don't understand how it operates, yet adulthood continues to have lasting effects on our adult lives and capacity to end racism and other forms of oppression. This session should particularly benefit those who want to understand how adulthood is the training ground for all other oppression and how the unhealed hurts from adulthood result in patterns of powerlessness, discouragement, and disappointment.

This session would benefit those who want a new framework and set of tools to understand their own early life experiences, especially those closest family relationships which set up our patterns, as well as anyone who wishes to heal in community from these early experiences, reclaim our clear thinking and childlike boldness, and create a just world for all.

**Bert Debusschere**, PhD, Associate, Luna Jiménez Institute for Social Transformation, Portland, OR

**Nanci Luna Jiménez**, Founder & President, Luna Jiménez Institute for Social Transformation, Portland, OR

**Kathleen Rice**, PhD, Associate, Luna Jiménez Institute for Social Transformation, Portland, OR

**Victoria Tung**, Associate, Luna Jiménez Institute for Social Transformation, Portland, OR

**Eileen Webb**, Associate, Luna Jiménez Institute for Social Transformation, Portland, OR

**4214**

Room: C125–C126 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

**Developing a Critical Theory of Love: A Framework for Educating for Social Justice**

Session Track: Intersectionality, Identities and Discussions

The pandemic continues to reveal the complex social challenges we face as a country every single day. We witness, and even experience, time and time again, the near-constant devaluing and dehumanizing mechanism as we seek to navigate life. Whether through witnessing the continued extrajudicial killings of Black and Brown people in mass or the rise in API hate crimes, this moment reminds us, especially communities of color, that we are disposable. Social justice educators and practitioners are being called upon in ways like before, experiencing systematic oppression and navigating a global pandemic. Given the new stressors placed on our lives, how we teach and educate others to address and eradicate these injustices to meet this moment is as important as ever. How we educate is as important as what we educate about. Ensuring that our pedagogical approaches are based on healing, liberation, and love is critically important to ensure that we are not reifying oppressive dynamics in our own practices. Therefore, this session will serve as a space for us to reconsider our practices and focus on reconceptualizing love as a core and central component of our individual and collective social justice work. This session will provide a space for critical self-reflection, explore love and how it informs our pedagogy, and offer an operational definition of love and framework to ensure that our pedagogies and practices do not perpetuate oppression.

**Durryle Brooks**, PhD, Founder & CEO, Love and Justice Consulting, LLC, Baltimore, MD

**4215**

Room: D133–D134 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

**Stop Using Trauma as a Teaching Tool: Rethinking Diversity, Equity, and Inclusion Trainings With a Trauma Informed Lens**

Session Track: Intersectionality, Identities and Discussions

With increased DEI professionals, workshops, and trainings across campus, it is essential to analyze and critically engage with the models used to build empathy and knowledge. They understand that many of the identities held in spaces of training are often held by attendees who are regularly at the margins of their workplaces. A trauma-informed lens demands that we acknowledge that these identities repeatedly face a multitude of trauma; therefore, goals be standardized not to retraumatize.

**Eric Anglero**, MA, Assistant Director, Gender + Sexuality Resource Center, Princeton University, Princeton, NJ

**Geralyn Williams**, MA, Program Coordinator, Pace Center for Civic Engagement, Princeton University, Princeton, NJ

**4216** Room: D135 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## DEI for D1 Athletics: Using Dialogue to Strengthen the Culture of Inclusion

Session Track: Race and Athletics

In June 2020, Oklahoma State University student-athlete Chuba Hubbard commented via social media about a t-shirt worn by the head coach of the university's NCAA Division I football program. Hubbard's tweet became part of a much larger conversation about race, exploitation, and college athletes' mental health and well-being. Meanwhile, campus officials formed the Athletics Diversity and Inclusion (D/I) Council in Stillwater. The Center for Public Life at OSU-Tulsa (CPL) accepted a contract with the department to develop a customized process for strengthening the culture of inclusion among OSU Athletics' employees and student-athletes.

Working with the Student-Athlete Advisory Council members, the D/I Council, we developed a process centered around dialogue to explore diverse perspectives on a common issue and learn from one another rather than talking just to be heard or heard share one's own opinions. Over 14 months, approximately half the department employees (n = 120 of 250 employees) and student-athletes representing 14 of 18 teams participated in structured dialogue sessions led by OSU's Dialogues4Change facilitation team members. These dialogues focused on gathering team and campus climate information based on personal experience. With an eye to protecting participant confidentiality, CPL researchers requested and received approval for the inquiry approach through OSU's Institutional Review Board. Once information from the dialogue sessions was gathered and analyzed using a qualitative content analysis approach, ultimately, the presenters presented the final report to the Athletics Diversity and Inclusion Council and senior leadership, with a commitment to continue the partnership to actively work towards improving the environment for employees and student-athletes.

Our approach to dialogue as a culture assessment/change tool draws primarily from existing dialogue models, campus climate assessment tools, and Everyday Democracy's structured dialogue-to-change approach. The proposed session explores the dialogue approach developed for OSU Athletics as a tool for cultural change, specifically within the unique context of an athletic environment. The emphasis will be on the dialogue process itself, framing structured dialogue as an alternative to survey methodology for examining the climate for equity and inclusion. Supports and barriers will be identified, and suggestions offered for leveraging/addressing each, with an eye to planning for success based on lessons learned through the OSU Athletics project. The audience will leave with an outline of a dialogue initiative, sample dialogue guidelines, and ideas for implementing dialogues on their campus.

**Michele Criss**, MS, Dialogue Programs Assistant, Center for Public Life @ OSU-Tulsa, Oklahoma State University, Stillwater, OK

**Melisa Echols**, MS, Coordinator of Student Government Programs, Leadership and Campus Life, Oklahoma State University, Tulsa, OK

**Dionne Lambert**, MDiv, PhD, Program Manager, Center for Public Life @ OSU-Tulsa, Oklahoma State University, Tulsa, OK

**Tami Moore**, PhD, Associate Professor and Co-Director, Center for Public Life @ OSU-Tulsa, Oklahoma State University, Tulsa, OK

**Landon Wolf**, MS, Programs Assistant, Center for Public Life @ OSU-Tulsa, Oklahoma State University, Tulsa, OK

**4217** Room: D136 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## Introducing the Theory of Being for Anti-Racist Dialogues in Higher Education

Session Track: Race and Social Justice in Higher Education

This session will introduce the Theory of Being as a process-oriented approach to anti-racist dialogues in higher education. The Theory of Being is a transformative learning theory that offers life-giving ways of being that support dialogue in the community when confronted with impenetrable social conflicts like racism. The focus on process supports being in long-term relationships as individuals and communities and shifts diversity, equity, inclusion, and belonging efforts in higher education to focus on 'how' to be in dialogue, rather than a mere focus on 'what' to get out of the dialogue. Specifically, this session is situated in the aftermath of the murder of George Floyd by police and the increase in efforts from leaders in higher education to address racism on campuses with a sole focus on demonstrable outcomes. After explaining the Theory of Being and the process-oriented approach to dialogue, we highlight the cultural biases that create barriers to process-oriented dialogue and discuss why recognizing and naming these structural barriers are necessary to avoid derailment from sustained engagement in dialogues for organizational change efforts.

As part of this session, participants will be able to a) discern the difference between outcome-focused and process-focused approaches to diversity, equity, and inclusion efforts in higher education, b) recognize the cultural bias barriers that help to highlight, and c) reflect on how a focus on being can enhance the outcomes of diversity, equity, inclusion, and belonging on college campuses.

**Mackenzie Lechlitner Kirby**, MA, PhD Student, Higher Education and Student Affairs, University of Iowa, Iowa City, IA

**Gordon Louie**, MA, Affiliate Instructor, Runstad Dept. of Real Estate, University of Washington, Seattle, WA

**Milad Mohebbi**, MSc, PhD Candidate, Higher Education and Student Affairs, University of Iowa, Coralville, IA

**Sherry Watt**, PhD, NCC, LPC, Professor, Higher Education & Student Affairs, University of Iowa, Iowa City, IA

**Tabitha Wiggins**, MS, MBA, Director, Center for Inclusive Academic Excellence, University of Iowa, Iowa City, IA



**4218** Room: D137–D138 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

**Iranian Identity, American Experience: Living in-Between Worlds**

Session Track: Intersectionality, Identities and Discussions

This session explores the experience of living within the boundaries of two (or more) cultures. When you are never Iranian enough for Iranians or American enough for Americans, we feel like the outsiders in our world (United States) but struggle to become an insider. We are the people who bridge two cultures, existing between acceptance and rejection. Our lives are full of contradictions and uncertainties - even in the Iranian American community. This space forces us to create different identities to adapt. This does not mean we have inauthentic identities or are unsure of who we are. Quite the contrary, we know who we are. We are, however, not always sure how that person with all the negative society-wide stereotypes about them can live in this space and maintain emotional wellbeing. Although my discussion is not explicitly focused on LGBTQ+ identity, we will also discuss identifying as LGBTQ+ in our community as well. In a conference on race, the Middle Eastern identity, outside of the Muslim identity, is often not discussed. I aim to fill this gap and start a dialogue with the larger minoritized community and other allies. This session is appropriate for all levels and those who are either interested or living with "hyphenated Identities" (Wilcox-Ghanoonparvar 2007).

**Roksana Alavi**, PhD, Associate Professor of Interdisciplinary Studies, College of Professional and Continuing Studies, The University of Oklahoma, Norman, OK

**Cass Alavi**, Student, Edmond High School, Edmond, OK

**4219** Room: D139–D140 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

**Honoring the Cultivation of Gamma Delta Pi, Inc. Native American Sisterhood**

Session Track: Student Interest and Engagement

This workshop aims to provide participants with greater understanding of the impact of a Native American sisterhood on the cultivation of tribal/cultural identity, cultural connections, and relationships. Through the first research inquiry of a Native American sisterhood, early findings reveal/highlight how the sisterhood impacted members' sense of identity and belonging on campus, leadership development, and academic success. The workshop will share the Creation Story of Gamma Delta Pi, Inc. and provide a general overview and description of the Native American sisterhood. In Genealogical Connections, prior literature on Historically Native American Fraternities and Sororities (HNAFS) is discussed. Next, an overview of the study and data collection is provided before the early findings are described. Then, recommendations and future directions of HNAFS are discussed and with the impact of a Native American Sisterhood. Participants will engage with a deeper understanding of how to engage Native students, particularly Native women, in more meaningful ways.

**Robin Minthorn**, PhD, (Kiowa), Associate Professor and Director of Doctoral Program in Educational Leadership and Director of Indigenous Education Initiatives, School of Education, University of Washington Tacoma, Tacoma, WA

**Amber Silverhorn-Wolfe**, MEd, (Wichita and Affiliated Tribes), Education Services Administrator, Education Department, Wichita and Affiliated Tribes, Anadarko, OK

**James Wagon**, MEd, (Cherokee), Graduate Research Assistant, Adult & Higher Education, Educational Leadership & Policy Studies, University of Oklahoma, Norman, OK

**Natalie Youngbull**, PhD, (Cheyenne and Arapaho Tribes), Assistant Professor, Department of Educational Leadership & Policy Studies, University of Oklahoma, Norman, OK



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**4220**

Room: E141–E142 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## DEI Campus Flashpoint Response Tabletop Exercise

Session Track: Chief Diversity Officer and Executive Leadership

Has your campus experienced hate-motivated vandalism or controversial campus speakers? What about profiling by campus security or high-profile cases of assault or harassment? What about a viral social media post? These types of campus flashpoints are becoming more and more common, and the resulting negative effects can cause significant disturbances in the community, including trauma, heightened levels of activism, media coverage, public scrutiny, and reputational damage. The literature shows that response to these incidents by campus administration is often viewed as slow and inadequate. This session will provide you with skills and knowledge related to these flashpoints, how to prepare for them and how to respond to them. You will be able to bring these tools back to your campus to help your colleagues and students. The session will include an overview of a Tabletop Exercise (TTX) developed and implemented at California State University, Fullerton (CSUF) to help administrators better prepare for and respond to campus flashpoints. The TTX is an interactive scenario-based activity in which administrators work together to reflect, discuss, and decide on various actions to navigate the information presented in a series of mock scenarios. The scenarios are based on actual events that have recently occurred at various higher education institutions and have received national media coverage. You will have the opportunity to participate in one mock scenario exercise. You will also be able to practice the facilitation skills necessary to conduct a TTX at your own institution. Lessons learned from the TTX implementation at CSUF will also be presented and discussed.

**David Carreon Bradley**, PhD, Vice President for Equity and Justice, CDO, and Associate Professor, Equity and Justice, Occidental College, Los Angeles, CA

**Cecil Chik**, MA, Director, Diversity, Inclusion, and Equity, California State University, Fullerton, Fullerton, CA

**4221**

Room: E143–E144 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## How to Make Racial Justice Trainings “Stick”, Not Fail: Success Criteria Based on 10 Years of Implementing Equity Leadership Programs

Session Track: Chief Diversity Officer and Executive Leadership

Analyzing a decade of program evidence involving almost 1000 employees from organizations across sectors, this session will synthesize the findings into ten success criteria that leaders can use when designing, implementing, or selecting racial justice and equity training programs. Using an applied research framework-including pre and post-program survey data, interviews, participant feedback, and observations-our training team analyzed results from a unique 18-hour racial justice training series offered over 12 months, specifically for middle-managers-key influencers of organizational culture. The equity leadership program used a praxis model to support the learning, including action plans, a measurement tool for inclusive people practices plus resource guide, group coaching calls, and self-directed e-learning modules to engage the direct reports of participating managers in racial justice education.

Working with five pre-dominantly white institutions (PWIs) that implemented the program between 2012-and 2021, we found consistent evidence of improvements in awareness, attitudes, and, most importantly, pro-equity behaviors. Whether working in the US or Canada, the results were similar, using in-person and online webinar formats.

This very practical session will offer:

- An invaluable toolkit including ten success criteria to help executive leaders understand how to maximize the potential of their equity training programs to “stick” rather than fail;
- An exploration of three common traps that nurture backlash to racial justice education and how to avoid them;
- Lessons learned from designing and implementing an action-oriented equity-based leadership programs for middle managers in PWIs.

Although considerable research demonstrates that many equity-oriented pieces of training are ineffectual or can backfire, this case study offers a path forward with very promising practices.

**Shakil Choudhury**, MES, BEd, BPE, Chief Visionary Officer, Anima Leadership, Toronto, ON

**Emma Lind**, PhD, College Professor, Gender, Sexuality, and Women’s Studies, Okanagan College, Kelowna, B.C.

**4222** Room: E145 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

**Cultivating Equity-Mindedness in the Classroom: The Mission College Equity Pedagogy Community of Praxis**

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

Since Spring 2021, Mission College has supported faculty in equity/anti-racism-based professional learning by engaging in praxis to reflect, research, learn, collaborate, and redesign curriculum and pedagogy based on best practices to ensure a diverse, equitable, and inclusive curriculum for our student community. Informed by the Mission College Equity Framework and the Mission College Call to Action for Racial Equity and Social Justice, faculty leaders collaborated with administrators to implement multidisciplinary Communities of Praxis during Spring 2021 and Fall 2021. The core goal was to educate current faculty about current equity pedagogical practices and have them apply what they learn to the current coursework they teach. In these first two cohorts, 40 full and part-time faculty members from 13 departments built community, learned together, and enacted equity-based curricular changes. We explored culturally responsive, brain-based teaching practices, using disaggregated data to inquire into equity gaps, combatting imposter syndrome and stereotype threat, connecting academic identity with cultural identity, metacognition, and more. By cultivating a collaborative learning community, we developed practices for rigorous higher-order critical thinking, problem-solving, and capacity building for students.

During this session, participants will learn how the Community of Praxis was designed to cultivate a ten-week collaborative learning space (including community meetings and individual curricular application) for faculty across disciplines. We will share how our faculty collaborated with our AANAPISI/HSI-STEM grants and the Office of Student Equity and Success to make this a reality. All participants will receive links to electronic toolboxes containing the Community of Praxis curriculum design, program application, implementation timeline, and examples of final praxis projects developed by our two cohorts. We will engage in various grounding and pedagogical reflection activities and close with how you can develop a Community of Praxis at your respective campuses.

**Ashley Faris**, PhD, Faculty, Chemistry, Mission College, Santa Clara, CA**Javier Huerta**, MFA, Faculty, English, Mission College, Santa Clara, CA**Ken Songco**, MPA, Director of Student Equity and Success, Chemistry, Mission College, Santa Clara, CA**4223** Room: E146 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

**Engaging STEM Staff in DEI Strategic Planning**

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

In late 2019, staff in the Chemistry Department at the University of North Carolina at Chapel Hill began developing a grass-roots effort to focus on DEI for staff and emphasize staff to the departmental DEI strategic plan. While our students and the faculty who drive the research remain a high priority, recognizing the needs and success of staff remains a challenge, particularly for the department's DEI plan. After raising these concerns with the associate chairs, a process began to develop impactful changes to support DEI among staff. Loosely following Kotter's model for change, we worked with departmental leadership, emphasized the urgency, engaged coworkers, established short-term wins, and plotted a course for continued progress. We will share what worked and didn't, along with plans for 2022 and beyond. Then we will break up into groups to discuss how our progress stacks up against a textbook model for change in terms of preparation, implementation, and sustaining change. You will be encouraged to consider how you might be able to use these tools at your own institution.

**Mandy Melton**, Administrative Support Associate, Chemistry, University of North Carolina-Chapel Hill, Chapel Hill, NC**Kathleen Nevins**, PhD, Supervisor of Undergraduate Teaching Lab II, Chemistry, University of North Carolina-Chapel Hill, Chapel Hill, NC**Marc ter Horst**, PhD, NMR Spectroscopist and Core Laboratory Directory, Chemistry, University of North Carolina-Chapel Hill, Chapel Hill, NC

**4224** Room: E147–E148 (OCC, Level 1)

10:15–11:45 a.m.

Intermediate

## **Lifting as We Climb: Narratives of Black Womxn in the Academy Using Black Feminist/Womanist Storytelling**

Session Track: Intersectionality, Identities and Discussions

In this session, we illuminate our navigation of the academy as Black womxn by discussing our academic and professional experiences. The presenters utilize a Black feminist-womanist storytelling methodology to author our gendered and racialized educational experiences as students and professionals. Using Homan's theory of group formation (1950) overlaid with Collins' Black feminist thought (1986), we explore how our experiences within higher education highlighted the significance of and informed our intentional pursuit of building and sustaining community with fellow Black womxn during our doctoral journeys. In support of Black womxn's doctoral journeys, the authors provide critical takeaways from our analyses and offer implications for graduate school administrators and faculty on proactively supporting and engaging Black doctoral womxn. While endeavoring to address systematic oppression, we also provide considerations for Black womxn considering pursuing a terminal degree.

Given how one of the conference's emphasis surrounds strategies to address systemic and structural racism in higher education institutions, we expose some of the racialized and gendered experiences confronting Black womxn in the academy through our narratives. By amplifying our stories, we disrupt systemic silencing and marginalization, reclaim our power, and seek to advance equitable practices for Black womxn. Attendees will gain an awareness of historical and contemporary mechanisms of oppression, develop strategies for allyship, and learn methods of resistance.

**Di-Tu Dissassa**, MA, Project Coordinator & Doctoral Candidate, Department of Counseling, Higher Education, and Special Education (CHSE), University of Maryland, College Park, MD

**Terra Hall**, PhD, Associate Dean of Student Affairs, Student Affairs, Pepperdine University, Malibu, CA

**Ashley Hixson**, MSW, MBA, Graduate Student, Department of Counseling, Higher Education, and Special Education (CHSE), University of Maryland, College Park, MD

**Erica Ogburn**, MS, Academic Success Center Coordinator; Graduate Student, Admissions and The Department of Curriculum, Instruction, and Leadership, Louisiana Tech University, Ruston, LA

**Joakina Stone**, MEd, Director of Program Administration, STEM Initiatives and Programs, UNCF, Washington, DC

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**4225** Room: F149 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## **(Un)Rooting Bias: An Experiential Training Model**

Session Track: Intersectionality, Identities and Discussions

Unconscious bias (UB) refers to the process of drawing on stereotyped ideas about people or places during decision-making. Many organizations have turned to unconscious bias training to minimize the impact of negative stereotypes that are tied to historically underrepresented and marginalized populations. Research over the past decade, however, reveals that: 1) unconscious bias trainings are ineffective at changing biased behaviors or long-term opinions; 2) the outcomes of unconscious bias training do not positively shift diversity or equity within an organization; and 3) when unconscious bias is relegated to being "just a checkbox" for diversity, equity, inclusion, and access (DEIA) initiatives (which it often is) there are few benefits. Moreover, despite growing evidence of the lack of efficacy, unconscious bias training continues to be the default response to increasing DEIA demands across higher education institutions.

At the University of Kentucky, the Unconscious Bias Initiative was rolled out in 2016 by a third-party consulting firm as a stand-alone training with tailored options for an audience: a 4-hour training for executive administrators; a 2-hour training for faculty and staff; a 1-hour training for students. What started as a program out of the office of Human Resources eventually became enveloped under educational programming out of the Office for Institutional Diversity (OID). With this shift, OID found a unique opportunity to address both emerging research on the ineffectiveness of UB training as well as local, institutional feedback from participants who desired sessions that dived more deeply into the content, specifically as it was connected to national discourse around systemic inequities and calls for action.

To achieve these efforts, facilitators moved the unconscious bias content outside the field of psychology to root the work in critical and rhetorical theory as well as Black feminist and performance-based pedagogies. The result was a tiered, three-part workshop offering that required attendees to demonstrate a commitment to sustained engagement and provided opportunities for real-time practice with tools acquired in the session that would translate into long-term action.

This session at NCORE will focus on the second session of the three-part initiative that builds the bridge between theory and practice. Participants will work in groups to identify the connections between coded language and structural bias, using an experiential model developed by presenters for this enriching approach to unconscious bias training.

**Rae Loftis**, EdD, Associate Director, Inclusive Excellence and Diversity Education, University of Kentucky, Lexington, KY

**Nicole Martin**, PhD, Director, Inclusive Excellence and Diversity Education, University of Kentucky, Lexington, KY

**4226**

Room: Columbia 2 (HYATT, Level 3)

10:15–11:45 a.m.

All Levels

**Reflecting on the Why, Where, and How of My Social Justice Writing Journey**

Session Track: Race and Social Justice in Higher Education

Writing and publishing can be daunting tasks, and when writing and publishing are approached as “projects,” our focus is often drawn to format and structure, citations, feedback, revisions, deadlines, and acceptance or rejection. We can doubt our writing abilities, and these doubts can be exacerbated by the complexities, emotions, questions, and urgencies that are integral components of systems of inequality and movements to address them. When writing is approached as a “process”—unique to each person—we can reflect on the motivations underlying our writing and the larger systems that affect why and how we write and, perhaps, if we will be successful in our efforts. This session will introduce participants to activities and small group discussions to deepen their understanding of why, where, and how they use writing to promote social justice. They will also assess aspects of their lives that facilitate or challenge successful writing and create action plans for the next step of their writing journey. This session should interest writers with works in progress, aspiring authors, and editors who work with social justice topics.

**Charmaine Wijeyesinghe**, EdD, Author and Consultant on Intersectionality, Racial Identity, and Social Justice Education, Delmar, NY

**4227**

Room: B117–B119 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

**Leveraging Data with Action for Social & Racial Justice**

Session Track: Race and Social Justice in Higher Education

Unconscious bias (UB) refers to the process of drawing on stereotyped ideas about people or places during decision-making. Many organizations have turned to unconscious bias training to minimize the impact of negative stereotypes that are tied to historically underrepresented and marginalized populations. Research over the past decade, however, reveals that: 1) unconscious bias trainings are ineffective at changing biased behaviors or long-term opinions; 2) the outcomes of unconscious bias training do not positively shift diversity or equity within an organization; and 3) when unconscious bias is relegated to being “just a checkbox” for diversity, equity, inclusion, and access (DEIA) initiatives (which it often is) there are few benefits. Moreover, despite growing evidence of the lack of efficacy, unconscious bias training continues to be the default response to increasing DEIA demands across higher education institutions.

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**Fanny Yeung**, PhD, Associate Vice President, Institutional Effectiveness & Research, California State University, East Bay, Hayward, CA

**Kim Baker-Flowers**, J.D., University Diversity Officer, Office of Diversity, California State University, East Bay, Hayward, CA

**Marie Ibarra**, M.A., Asian American Pacific Islander (AAPI) Program Specialist, Student Equity and Success, California State University, East Bay, Hayward, CA

**Martin Castillo**, EdD, Associate Vice President, Campus Life, California State University, East Bay, Hayward, CA

**Christina Chin-Newman Keri O’Neal**, PhD, Professors, Human Development & Women’s Studies, California State University, East Bay, Hayward, CA

**Danvy Le**, PhD, Assistant Professor, Political Science, California State University, East Bay, Hayward, CA

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**4228**

Room: A107–A108–A109 (OCC, Level 1)

10:15–11:45 a.m.

Beginner

## **Acknowledging Impact: Using a Restorative Justice Framework to Acknowledge the Harm We Cause**

Session Track: Intersectionality, Identities and Discussions

We all cause harm, and we often exacerbate that harm by responding in ways that dismiss or invalidate the pain that individuals have named or experienced by focusing on our (lack of) intent rather than on the impact we caused. This session will increase participants' awareness of how "apologies" often center on the person who caused harm, reinforce dynamics of power and privilege, and cause additional harm to historically excluded and minoritized individuals. This session will provide a framework for taking accountability, a process that centers on the person who experienced harm and focuses on acknowledging impact. This session will be especially useful for staff, faculty, and administrators who can use the accountability framework to respond restoratively to student concerns without further eroding trust and credibility.

**Renee Wells**, MA, MFA, Assistant Vice President of Education for Equity and Inclusion, Office of Institutional Diversity, Equity and Inclusion, Middlebury College, Middlebury, VT

**4229**

Room: Columbia 3 (HYATT, Level 3)

10:15–11:45 a.m.

All Levels

## **Leaving Men Behind: The social justice consequences of failing to engage male students**

Session Track: Race and Social Justice in Higher Education

For most universities across the country, male-identifying students are less likely to participate in leadership, DEI, and personal development programming. However, this does not deter men from applying for and receiving leadership positions. As a result, they are less prepared to approach their leadership roles effectively and equitably. This session will explore how developing male-specific programming can ultimately be a platform for serving female/nonbinary, BIPOC, and otherwise marginalized individuals.

Pulling from research, testimonials, and personal experience, we will begin the session by exploring why men are so unlikely to attend these programs. Then we will discuss the "taboo" and very real backlash that universities and program coordinators face by developing men's only programming, despite the demonstrated need. Next, we will share methods for effectively designing, promoting, and implementing male-specific programming. Lastly, we will share about a program we have developed at the University of Oregon, the Men's Professional Development Series, including the program's curriculum and accomplishments.

The session will include storytelling and participant interaction to create a collaborative space where we can share perspectives and brainstorm solutions.

**Sarah Blanchard**, BA, Coordinator of Leadership and Community Engagement, Student Life, University of Oregon, Eugene, OR

**Arian Mobasser**, PhD, Coordinator of the Men's Resource Center, Student life, University of Oregon, Eugene, OR

**4230**

Room: Willamette 1 (HYATT, Level 2)

10:15–11:45 a.m.

All Levels

## **And That's the Tea Sis: Reflections of Black Women at Work in Academia**

Session Track: Intersectionality, Identities and Discussions

In the field of higher education, there is little literature about mentoring among Black women. In this gap, intergenerational communication dynamics and the centrality of empowerment through sharing knowledge are lost. This exploratory interactive session seeks to serve as a space for Black women to tell their stories of challenges and barriers, triumphs and success strategies, survival and coping, and visions for the future of higher education at the intersection of race, ethnicity, gender, age, sexuality, and identity in higher education in a safe and comfortable environment to encourage participants to feel as if they are among friends and family. Participants will leave with a mentoring community and a toolkit of best practices for supporting Black women in higher education.

**Kai Lockhart**, Associate Academic Advisor, BBA Program Office, The University of Texas McCombs School of Business, Austin, TX

**4231**

Room: Portland Ballroom 255 (OCC, Level 2)

10:15–11:45 a.m.

All Levels

## Equity, Democracy, and Justice at a Community College: A Community Organizing Approach to Institutional Transformation

Session Track: Race and Social Justice in Higher Education

The session is intended for anyone interested in effecting transformation toward more healthy, humane, and sustainable higher education institutions. We will frame this co-creative space with a storyline of De Anza College's ongoing efforts to cultivate a campus culture of equity, democracy, and justice. De Anza is part of the national movement-building network called the Community Learning Partnership (CLP), whose goal is to build pathways into community change careers. We will share insights from CLP's Grassroots Civics initiative, described as 'tilling the soil of relational, non-hierarchical ways of being together, valuing our humanity and centering students.'

You will hear from alumni who each played a role in creating HEFAS, the undocumented student resource center on campus. These alumni have returned to De Anza to become staff of these programs they once started as students a decade ago. You will also hear from a Higher Education Leadership faculty-based outside the institution whose dissertation focused on De Anza. In the stories we share, we will celebrate the unique successes and challenges of De Anza while working on weaving transferable themes and learnings relevant across higher education.

Part of De Anza's story of institutional transformation traces back to an NCORE session in the early 2000s led by Dr. Francis Kendall. This session sparked an intentional organizing approach focused on an institutional commitment to equity and justice. We will examine several themes, including power analysis, student's voice, Learn & Earn models, and action plans with realistic timelines for change. Throughout these themes, we acknowledge the tension between desired outcomes and the processes of approaching community change work. In this tension, we emphasize the importance of working to build and move toward the world we want to live in and not sacrificing values to justify any end goals.

We will use a significant part of this session to engage participants around the themes described above using an open-space format. Here we hope to make meaning together and activate collective knowledge to shape ideas of institutional transformation for equity, democracy, and justice. We hope you leave this session with some new strategies, tactics, ideas, and connections.

**Sean Crossland**, MA, PhD, (n/a), Assistant Professor, Higher Education Leadership, School of Education, Utah Valley University, Orem, UT

**Angélica Esquivel**, MA, (Maya), Program Coordinator and Professor, Equity and Engagement, De Anza College, Cupertino, CA

**Brenda Carrillo**, AA, California Youth Leadership Corp Program Coordinator, Vasconcellos Institute for Democracy in Action, De Anza College, Cupertino, CA

**Shaila Ramos**, (Aztec), Program Coordinator, Equity and Engagement Division, De Anza College, Cupertino, CA

1:30–3:00 p.m.

**4300**

Room: Exhibit C-D (OCC, Level 1)

1:30–3:00 p.m.

## FRIDAY GENERAL SESSION: Featuring Deborah Santiago

Our Friday general session features a Keynote Address by Deborah A. Santiago.

Deborah A. Santiago is the Co-founder and Chief Executive Officer of Excelencia in Education, America's premier authority on efforts to accelerate Latino student success in higher education. As an innovator, thought leader, and educational visionary, she has led research and advanced evidence-based practices and strategies for more than 20 years at national levels to improve educational opportunities and success to better SERVE Latino, and all, students.

She co-founded Excelencia in Education in 2004 to inform policy, compel action, and collaborate with those ready to accelerate student success with an unapologetic Latino lens. Among her many contributions, Deborah has addressed federal legislative issues in higher education at the Congressional Research Service and informed program and policy implementation at the US Department of Education. She also improved awareness and education opportunities for Latinos with federal agencies as the Deputy Director of the White House Initiative on Educational Excellence for Hispanic Americans. Among Deborah's community efforts, she has provided program design and implementation for dropout prevention and parental engagement for the ASPIRA Association and translated data for community engagement at the Los Angeles Alliance for Student Achievement.

Deborah has been referred to by the media as a national expert on Latinos in higher education, and her respected work has been cited in numerous publications, including The New York Times, Washington Post, The Economist, Forbes, and The Chronicle of Higher Education. She serves on the Board of Visitors for the University of Mary Washington, her Alma Mater, as well as the Advisory Board of TheDream. The US.



3:45–5:00 p.m.

**4525** Room: F151 (OCC, Level 1)

3:45–5:00 p.m.

Beginner

## **More Than a Market: A Culturally Responsive Alternative to ROI in Evaluating the Performance of HSIs**

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

The Hispanic-serving Institution (HSI) designation is conferred upon colleges and universities in which 25% or more of the students self-identify as Hispanic. HSI status is coveted because it permits institutions to apply for monetary funds through the Department of Education's Title V program (Galdeon, 2012). While providing grant money to under-resourced colleges and universities may seem laudable, critics have noted that many HSIs fall short when it comes to using their windfall to address the actual needs of their Latinx students (Aguilar-Smith, 2021).

Much of the previous research on HSI "servingness" has emanated from the industrial-organizational psychology (IO) perspective that has emphasized organizational identity and return-on-investment (ROI), the latter of which is typically a quantitative assessment of how much it costs students to attend weighted against how much benefit accrues from having earned a degree (Garcia, 2019; Gasman et al., 2017). Unfortunately, thinking about HSIs in IO terms and ROI specifically is fraught with problems. First, the concept of G, or general intelligence, is so central to IO as a discipline that scholars and practitioners hail it as the single best predictor of job performance (Shmidt, 2002). We as educators should be skeptical of these claims, given that G was developed to provide a quantitative rationale for the espoused intellectual superiority of White people (Rose et al., 1973). Second, treating HSIs as businesses and students as customers reifies a neo-liberal understanding of the purpose of higher education (Epstein & Mckinnon-Crowley, 2020). Our goals for students should not be limited to getting them high-paying jobs; we need to develop the whole student, including their racial/ethnic consciousness. Third, ROI studies fail to account for students' differential costs and benefits based on race, class, gender, and other identities and intersectionalities, particularly as they relate to coerced assimilation. Consequently, ROI calculations do not accurately account for what students gain (and lose) from attending a White-centric HSI.

Our paper presents an ethnic studies perspective toward determining the performance of HSIs that is consistent with culturally responsive evaluation (Hopson, Kirkhart, & Bledsoe, 2012). The value of an HSI comes not only from its ability to recruit, retain, and graduate Latinx students but also the extent to which students experience a culture-affirming environment that draws on their funds of knowledge (Gonzalez et al., 2005) and provides a catalyst toward self-actualization and active participation in the construction of a more racially just and humane society.

**Pedro Gonzalez-Aboyte**, Undergraduate Student, Psychology, St. Mary's University, San Antonio, TX

**Vanessa Quetzeri**, Undergraduate Student, Psychology, St. Mary's University, San Antonio, TX

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

**Mia Stahl**, Undergraduate Student, Psychology, St. Mary's University, San Antonio, TX



4526

Room: F152 (OCC, Level 1)

3:45–5:00 p.m.

All Levels

**“The Connotation of a Good Fit:” Examining the Barriers and Strategies for Black Administrators in Higher Education Administration at PWIs**

Session Track: Race and Social Justice in Higher Education

In America, education is rooted in privilege and exclusion designed to promulgate particular groups’ values, cultures, and ambitions (Brown II, 2020). There have been calls for more diversity and inclusion measures to expand beyond the student body in higher education. Like Fortune 500 companies, higher education institutions are now forced to have conversations about race, inequity, and exclusion in the workplace (Redden, 2020; Taylor, 2020). As a result, higher education institutions in the United States are looking to re-examine their diversity initiatives and other policies and practices revolving around social justice, and equality for minorities in leadership roles after minorities have always been seen as “not a good fit.” Although there is outward support for diversity and inclusion for all at post-secondary institutions, the reality is institutions fear change and have a lack of commitment to align themselves with cultural diversity (Cruse, 1994). The fear of change and the lack of diversity in leadership roles in higher education creates systemic exclusion and racism.

Dr. Ashley Roman-Gregory and Dr. Rachel B. Sam will combine their research of Black men in higher education administration at PWIs and Black women in higher education administration at PWIs to collectively address barriers encountered by their participants and to provide successful strategies their participants utilized to navigate and advance within the White ivory tower leadership. The presenters will review their research designs, methods, data collection, analysis, and emerging themes to enhance the session attendees’ ability to know best practices and practical tools in their daily work as leaders in higher education administration at PWIs. Session attendees will gain an insight into the lived experiences of African American leaders in higher education through the lens of Critical Race Theory and Path-Goal Theory.

Once the barriers and strategies are presented, session participants will have the opportunity to listen and share their personal experiences as Black administrators at PWIs, or allies who have witnessed their Black peers encounter barriers and what strategies were used to navigate those situations successfully. This session will benefit minorities; undergraduate and graduate students; faculty; staff; administration; job seekers; those anticipating career advancement; Chief Diversity Officers; and lastly, but not limited to, HR professionals and other institutional representatives who are seeking to recruit and retain minorities as faculty, staff, and administrators, specifically Black administrators.

**Ashley Roman-Gregory**, EdD, Counselor, Upward Bound III, University of Louisiana at Lafayette, Lafayette, LA

**Dr. Rachel, Sam**, (EdD), Associate Director of the Louisiana Educate Program, Department of Student Success, University of Louisiana at Lafayette, Lafayette, LA

4528

Room: C123 (OCC, Level 1)

3:45–5:00 p.m.

Intermediate

**Embodied Storytelling Advancing Social Justice Education: Recognizing and Responding to Microaggressions**

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

This session will explore the impact of using embodied story-telling on building specific dialogic skills: actively listening and communicating in a dialogue about race and equity issues and interrupting racial and other microaggressions, effectively holding community members accountable. Results from a pilot CU Boulder micro-credential program called “Just & Equitable Teaching” (JET) will be shared, in which faculty, graduate students, postdoctoral students, and staff explored foundational reading on historical oppression of marginalized individuals in the US, submitted reflective assignments regarding equitable teaching practices, and attended learning community discussions, mentoring workshops, inclusive pedagogy project design workshops and community dialogues. The JET program embraces a Playback Theatre model for these community dialogues, repositioning spectators as active subjects in the theater rather than passive observers, thereby transferring power, authority, and responsibility to the audience. Playback Theatre is a non-scripted, interactive theatre form in which audience members share true stories or experiences from their lives and see them “played back” by an ensemble of actors in ways that encourage insight across chasms of difference. In this transformed setting, the audience can make the step from participating in the intellectual conversation to engaging in critical skill building. During this workshop session, results from the first pilot year of the JET program will be shared, focusing specifically on self-efficacy measures regarding dialogic skill building. Workshop participants will have the opportunity to engage in an embodied practice, explore community agreements to support community dialogues, and evaluate JET participant feedback about the Playback Theatre community dialogues. Session slides will be shared, including suggested agreements for dialogues, resources for reading about Playback Theatre and embodied practice, and a document generated during the workshop to collect community ideas about effectively using embodied practice in various settings to allow for a more holistic community-focused approach to challenging conversations. Workshop participants will leave with takeaways about how embodied practice can effectively engage people of all ages to increase their confidence regarding microaggression interventions.

**Becca Ciancanelli**, PhD, Inclusive Pedagogy Lead, Center for Teaching & Learning, University of Colorado, Boulder, Boulder, CO

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**4529**

Room: Regency Ballroom D (HYATT, Level 2)

3:45–5:00 p.m.

All Levels

## **Time for a Teach-In: The Radical History of Campus Teach-Ins and How to Leverage the Practice in Today's Context**

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

This session examines an innovative “teach-in” model practice of showcasing campus experts’ knowledge and research on various social justice topics. Starting in 2017 at Cal Poly, San Luis Obispo, amid local and national social justice challenges, an all-day “Teach-In” structure allowed the campus to be both responsive and preventative in addressing equity issues. Information on the background and rationale for the annual “Social Justice Teach-In” will be provided, and insights and lessons will be learned. This session will also address future efforts to measure the effectiveness of the “Social Justice Teach-In.” This session should particularly benefit participants interested in providing campus-wide buy-in and a structure for galvanizing a broad campus community around social justice topics, as well as those interested in grassroots activism and education as a means for liberation and social change.

**Denise Isom**, PhD, Interim Vice President for Diversity & Inclusion and Chief Diversity Officer, Office of University Diversity & Inclusion, Cal Poly, San Luis Obispo, San Luis Obispo, CA

**Kari Mansager**, MA, Director of Wellbeing & Health Equity, Campus Health & Wellbeing, Cal Poly, San Luis Obispo, San Luis Obispo, CA

**Jennifer Teramoto Pedrotti**, PhD, Associate Dean for Diversity & Curriculum, College of Liberal Arts, Cal Poly, San Luis Obispo, San Luis Obispo, CA

**4530**

Room: Columbia 2 (HYATT, Level 3)

3:45–5:00 p.m.

Intermediate

## **Family, Culture, and the Impact on Health and Well-Being**

Session Track: Ongoing Doctoral Research

Societal views heavily influence what parents perceive as an acceptable and non-acceptable weight for themselves and their children. However, attitudes regarding one’s weight, shape, and size are perceived differently among racially and ethnically diverse populations. As the population of Hispanics/Latinos increases in the US, it is important to explore culture from an asset-based approach. Asset-based approaches acknowledge, respect, and integrate one’s background, experiences, and cultures into practice.

A model was developed through path analysis to examine the direct and indirect effects of a parent’s perception of a healthy weight on a child’s weight status. Parent’s dieting behaviors were also included in the model. The sample included approximately 1,200 predominately Mexican-American families. This novel research provides insight into how familism may create a different social environment for the interactions of food intake, food environment, and weight perceptions on obesity and comorbid conditions in Hispanic community members. This session should particularly benefit faculty and researchers interested in obesity prevention/treatment and the application of contextual factors to inform intervention. Workshop content will be accessible by providing presentation slides and other materials (handouts and resources) ahead of time.

**Shannon David**, PhD, Associate Professor, Professional Athletic Training Program Director, Department of Health, Nutrition and Exercise Science, North Dakota State University, Fargo, TX

**Elizabeth Hilliard**, PhD, Associate Professor, Department of Health, Nutrition and Exercise Science, North Dakota State University, Fargo, ND

**Michael Machiorlatti**, PhD, Assistant Professor, Population Health and Biostatistics, The University of Rio Grande Valley, Edinburg, TX

**Alicia Quiroz**, PhD, PhD Candidate (second PhD), Department of Health, Nutrition and Exercise Science, North Dakota State University, Fargo, ND

**Malcolm Ree**, PhD, Retired Professor of Research and Statistics, San Antonio, TX

**Roberto Trevino**, MD, Principal Investigator, The Health and Social Research Center, San Antonio, TX

**4531**

Room: Columbia 3 (HYATT, Level 3)

3:45–5:00 p.m.

All Levels

## **White Supremacy and the Model Minority Myth**

Session Track: Race and Social Justice in Higher Education

The Model Minority is a term that has been used to describe Asians, Pacific Islanders, and Desi Americans. However, this seemingly complimentary term is more negative than positive for all minority groups. This research looks into what this myth is, how it ties into racism and white supremacy, and how it impacts those who have been stereotyped as the “model” of minorities both on and off-campus.

**Paris Ryan**, EdD, English Professor, English, San Diego Community College District, San Diego, CA

3:45–5:45 p.m.

**4400** Room: Portland Ballroom 251 (OCC, Level 2)

3:45–5:45 p.m.

All Levels

## Calling In, Not Calling Out

Session Track: Intersectionality, Identities and Discussions

We are facing a tumultuous future in this country, with the rise of neo-fascism scaffolded by the Republicans in the context of neo-liberalism enabled by the Democrats. Fighting against oppression and injustice are the dues we pay for the privilege of being conscious and we are honored to be able to challenge it with great responsibility. We begin to build a unified and strategic human rights movement that weaves our strengths together, that uses our differences as a platform for modeling a positive future built on justice and the politics of love, rather than a return to the past based on the politics of fear and prejudice. However, to create this movement we need to make a commitment to recognize and support each other – calling people in rather than calling them out, a prerequisite for building a united movement for human rights.

**Loretta Ross**, MA, Associate Professor of the Study of Women & Gender, Smith College, Northampton, MA

**4402** Room: Regency Ballroom B (HYATT, Level 2)

3:45–5:45 p.m.

All Levels

## 'The point is to change it': scholar-activism and the activist academic

Session Track: Race and Social Justice in Higher Education

Inviting session attendees to join a transnational dialogue, this session explores the practices, challenges, and virtues of anti-racist scholar-activism - or academic activism - in contemporary universities.

The session places in conversation the authors of two recently published books - Colette Cann and Eric DeMeulenaere, who authored 'The Activist Academic: Engaged Scholarship for Resistance, Hope and Social Change' (Myers Education Press, 2020), and Laura Connelly and Remi Joseph-Salisbury, who authored 'Anti-Racist Scholar-Activism' (Manchester University Press, 2021).

Suggesting that there is a duty upon those of us working or studying in universities to disrupt and transform our institutions, the panel will consider the challenges and contradictions of working in increasingly constrained neoliberal universities, the possibilities of anti-racist critical pedagogies, and the importance of working in service to communities of resistance.

**Remi Joseph-Salisbury**, PhD, Presidential Fellow in Ethnicity and Inequalities, Sociology, University of Manchester, Manchester, England

**Laura Connelly**, PhD, Lecturer in Criminology, Sociology, University of Sheffield, Sheffield, England

**Colette Cann**, PhD, Associate Dean and Associate Professor, School of Education, University of San Francisco, San Francisco, CA

**Eric DeMeulenaere**, PhD, Associate Professor, Education, Clark University, Worcester, MA

**4408**

Room: B113–B115 (OCC, Level 1)

3:45–5:45 p.m.

All Levels

## **Sustainable Transformation; Making Progress While Battling Changemaker Fatigue**

Session Track: Race and Social Justice in Higher Education

- Are you the changemaker you had hoped to be when you became an educator?
- Do you feel a disconnect between the change agency called for in your position description and the work you are expected to do in the role?
- Are you questioning how to persist in your role given the lack of resources, unrealistic expectations, and resistance to change that you encounter on a daily basis?

This interactive panel will engage in critical dialogue about understanding and successfully engaging in transformative work and thriving as change-making anti-racist (AR)/diversity, equity, inclusion, and justice (DEIJ) educators. Systemic change is always challenging. It is exponentially more difficult to dismantle systems rooted in oppression and replace them with systems built to promote DEIJ actively. Yet, that is a task, among many others, often built into the job descriptions of AR/DEIJ professionals in higher education. These expectations have created an elevated need for dynamic organizing, resource sharing, and collaboration without the necessary support. Panelists and participants will discuss AR/DEIJ change-making in higher education, real barriers to progress, and proven strategies for institutional transformation. This session will benefit faculty, staff, and administrators with AR/DEIJ responsibilities.

**Joe-Joe McManus**, PhD, Advisor, Speaker & Author, San Marcos, CA

**Catherine Wong**, MEd, Executive Director, Catherine Wong Consults; Education, Training and Research, Quincy, MA

**Michael Benitez, Jr.**, PhD, Vice President of Diversity and Inclusion; Associate Professor of Multicultural Education, School of Education, Metropolitan State University of Denver, Denver, CO

**4409**

Room: Regency Ballroom B (HYATT, Level 2)

3:45–5:45 p.m.

Intermediate

## **Resisting Intersectionality: Understanding and Addressing Concerns Related to Intersectionality and Intersectional Work on Campus**

Session Track: Intersectionality, Identities and Discussions

Intersectionality provides essential guidance for addressing the interconnections between social positions and systems of inequality, and for creating more effective and inclusionary social justice strategies. However, faculty and staff may encounter skepticism, distrust, or even rejection of some of the framework's core themes when intersectionality is utilized in various settings on campus. For example, they may be confronted with questions such as: If individuals embody all of their social identities why can't some of these identities be seen as more salient than others? Do social positions that are marginalized (such as being a woman or being a member of the LGBTQ community) discount the level of privilege a person receives from other social locations (such as being White)? And is intersectionality relevant to groups beyond Black women? We often focus on intersectionality's potential to transform our work. We are less likely to explore the tension points and resistance that, left unaddressed, can impede the actual operationalization of the framework.

Using presentation, reflection, and small and large group discussion, this interactive session engages intersectionality's core tenets to increase participants' capacities to re-frame questions, concerns, and tension points that arise when intersectionality moves from theory to revolutionary practice. Participants will also assess their comfort and skills to work with conflict and resistance. As a community, we will share information and engage in dialogue that will allow us to use intersectionality to promote more inclusive, relevant, and powerful strategies on campus.

**Charmaine Wijeyesinghe**, EdD, Author and Consultant on Intersectionality, Racial Identity, and Social Justice Education, Delmar, NY

**4410** Room: B117–B119 (OCC, Level 1)

3:45–5:45 p.m.

Intermediate

## **Make Space for Race: Reducing the Effects of Racism (and Other “isms”) in Public Education**

Session Track: Intersectionality, Identities and Discussions

This session is an expansion of the Healthy Environments and Response to Trauma in Schools (HEARTS) Cultural Humility and Equity principle. Information and background on how societal oppressions are embedded in public systems will be included. It will describe how racism, sexism, and other sociocultural traumas affect school success, behavior, and relationships and encourage educators to assess individual privileges and powers and the ways they affect students. It will identify practical, individual ways folks can disrupt systems and modify policies, practices, and procedures.

This session should particularly benefit participants who educate teachers and others who work within the public school system, practitioners who provide direct services to BIPOC, K-12 students, and those wanting to understand the ways that public school systems prepare (or not) students for university.

This content is informed by work in multiple school districts with various student populations and predominantly white educators. Acknowledging our positions of privilege and power are critical steps to mitigating the effects on students and families.

**Martha Merchant**, PsyD, Clinical Child Psychologist, Infant, Child and Adolescent Psychiatry, University of California, San Francisco, San Francisco, CA

**4413** Room: C124 (OCC, Level 1)

3:45–5:45 p.m.

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 patterns of power and privilege continue to drive our campuses 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 highly charged events such as the murder of trial Floyd or the January 6th Capitol breach? 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 the US 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 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 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.

**Eddie Moore, Jr.**, PhD, Executive Director, The Privilege Institute, Founder and Director, The White Privilege Conference, Consultant and Coach, America & Moore, Green Bay, WI

**Debbie Irving**, MBA, Racial Justice Educator and Writer, Cambridge, MA

4:00–5:30 p.m.

**4601** Room: Portland Ballroom 255 (OCC, Level 2)

4:00–5:30 p.m.

All Levels

## **Relational Dialogue and Deradicalization**

Session Track: Intersectionality, Identities and Discussions

This session will explore the intricacies of extremism in America, focusing on methodologies for disassociation from white supremacy organizations. I will be drawing on my personal experience and illustrating how training can provide an effective strategy for individuals and institutions to aid in deprogramming extremists in combination with relational dialogue principles. At Beyond Barriers, we utilize relational dialogue to emphasize and illustrate the importance of discourse and communication as an effective means of countering extremism. Furthermore, it will become evident that these same principles can be employed for any interpersonal relations and help to foster tolerance and understanding in any environment.

**Jeff Schoep**, Founding Director, Director, Beyond Barriers, Detroit, MI

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**4602**

Room: D133–D134 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

## **Managing both Internal and External Pressures in addressing Diversity, Equity and Inclusion efforts in the workplace**

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

In today's landscape, higher education institutions and other organizations face increasing pressures from both internal and external entities in how they manage and discuss diversity, equity, and inclusion efforts in the workplace. How do you manage your institutional commitments to DEI amid this changing landscape? Is there a right balance? How does dealing with these pressures affect the health and well-being of those doing the work?

This session will provide an opportunity to discuss and consider best practices in providing strategies and suggestions for addressing these internal and external pressures. In addition, we will be focusing on the health and well-being of those who do this work daily.

+F50

**Ray Plaza**, PhD, Director, Office for Diversity and Inclusion, Santa Clara University, Santa Clara, CA

**Roberta Wilburn**, PhD, Interim Chief Diversity Officer/Associate Vice President, Diversity, Equity and Inclusion, Whitworth University, Spokane, WA

**4616**

Room: Portland Ballroom 252 (OCC, Level 2)

4:00–5:30 p.m.

All Levels

## **Multiracial Healing through Story Circles & Critical Connections**

Session Track: Race and Social Justice in Higher Education

As racial justice practitioners and knowledge producers on college campuses, these times continue to be challenging for us mentally, spiritually, and emotionally. Who heals the healers? How do we make time and availability for the campus community while we struggle mentally, spiritually and emotionally as Multiracial and mixed heritage individuals? This interactive workshop is intended for participants to take a pause, breathe, and engage in reflection of their lived experiences, embodied knowledge, ancestral connections, and future practices. We hope to create a restorative and healing space for attendees to share their stories, engage in creativity, and develop intentions for future practices.

The purpose of this session is to create a restorative space for multiracial/multiethnic folks to engage in liberatory practice through storytelling and creative exercises. We will explore the idea of reclamation, through ancestral process and rememory, as we navigate the complexity of holding identities that may not be as apparent to others.

Our workshop focuses on the notion of practice. What are we practicing to become? How has this year reduced us? What do we want to reclaim? And how do we want to emerge moving forward? By the end of this session, participants will have benefitted from engaging in storytelling, resourcing community practices, and strategies which honor the tensions of our existence and navigating rigid systems.

We are inspired by the emergent strategy principle around the importance of critical connections, "There is a conversation in the room that only these people at this moment can have. Find it." (Brown, 2017).

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

**James Speed**, MS, Policy Coordinator, Diversity, Equity, and Inclusion, University of Colorado Denver, Denver, CO

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

**4617** Room: C120–C121–C122 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

## **New Jack Students, New Jack Institutions: Utilizing Innovative Practice to Become Student-Ready Campuses**

Session Track: Student Affairs and Affiliated Professionals

After facing the adversities of the pandemic and last year's national reckoning about race, most college students are more engaged than ever before. How can faculty and professional staff be better prepared to support this more informed generation of young people and assist students in applying skills like critical thinking to embrace real societal change and create new pathways for success? These historic realities, coupled with changing demographics, the realities of grade inflation due to virtual learning, and institutions becoming SAT/ACT optional, force educational innovators to press colleges/universities to abandon the premise that students must be college-ready for a student ready institutional culture.

This workshop explores the unique opportunities for higher education to become "New Jack Institutions for New Jack Students." Innovative engagement strategies, holistic student support grounded in a case management model, and technological innovations lead the way as attendees examine the realities of innovations in student success. Attendees will leave with a better understanding of the practical ways their campus can lean into their students' new awareness to acclimate incoming first-year students while re-connecting to upper-class students after a year of virtual learning.

**Adam Smith**, MEd, Executive Director for University Academic Advising, University of Kentucky, Lexington, KY

**4618** Room: B110–B112 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

## **REPAIRations: Using Artifacts to Teach Hard Truths and Build Bridges of Understanding Across the Racial Divide**

Session Track: Student Interest and Engagement

REPAIRations: Using Artifacts to Teach Hard Truths and Build Bridges of Understanding Across the Racial Divide examines how the Black History 101 Mobile Museum has engaged learning communities on college campuses in honest and open conversations on the history of race in America. The presenter will use objects from the Black History 101 Mobile Museum collection as an entry point to facilitate dialogue on the topics of race, history, and social justice. Workshop attendees will be invited to participate in hands-on activities utilizing artifacts that encourage critical thinking connecting past injustice to present-day issues. This session will particularly benefit participants at various levels of knowledge/experience interested in creating programming on campus that encourages building bridges of understanding and mutual respect among diverse communities. Since 2006, the Black History 101 Mobile Museum has sustained an exemplary record of facilitating enlightening workshops on diversity and inclusion for students, faculty, and administrators.

**Khalid el-Hakim**, PhD, Founder/Curator, Black History 101 Mobile Museum, Detroit, MI

**4619** Room: Regency Ballroom A (HYATT, Level 2)

4:00–5:30 p.m.

All Levels

## **RISE: A Pop History of Asian America from the Nineties to Now**

Session Track: Race and Social Justice in Higher Education

RISE is a love letter to and for Asian Americans--a vivid scrapbook of voices, emotions, and memories from an era in which our culture was forged and transformed, and a way to preserve both the headlines and the intimate conversations that have shaped our community into who we are today. xWhen the Hart-Celler Act passed in 1965, opening up US immigration to non-Europeans, it ushered in a whole new era. But even to the first generation of Asian Americans born in the US after that milestone, it would have been impossible to imagine that sushi and boba would one day be beloved by all, that a Korean boy band named BTS would be the biggest musical act in the world, that one of the most acclaimed and popular movies of 2018 would be Crazy Rich Asians, or that we would have an Asian American Vice President. And that's not even mentioning the creators, performers, entrepreneurs, execs, and influencers who've been making all this happen, behind the scenes and on the screen; or the activists and representatives continuing to fight for equity, building coalitions, and defiantly holding space for our voices and concerns. And still: Asian America is just getting started.

**Jeff Yang**, Writer, Journalist, and Business/Media Consultant, Los Angeles, CA

**Phil Yu**, Blogger, Angry Asian Man, Los Angeles, CA

**Philip Wang**, Co-Founder / Executive Producer, Writer, Director, Wong Fu Productions, Los Angeles, CA



# FRIDAY, JUNE 03

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**4620**

Room: A106 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

## **Beyond Acknowledgement: Land Grabs, Higher Education and Moving towards justice**

Session Track: Chief Diversity Officer and Executive Leadership

The renewed interest in land grant institutions in the United States since High Country News published the first in a series of reports detailing the origins of their funding in March of 2020. The “Land Grab University” story (see [www.landgrabu.org](http://www.landgrabu.org)) provided a detailed and stunning visual representation of the Morrill act’s impact on establishing this country’s network of universities while bringing to light the colonial foundations of higher education in the US. While the article has moved institutions to acknowledge their profits from stolen Native land, the answers on how to not only come to terms but take action to redress that history are still subject to discussion and debate. As land acknowledgments have become a quick solution to the issue of the invisibilization of Native peoples, concrete actions and the move from acknowledgment to justice are a necessity.

This session will briefly review the history of the US land grab broadly, highlight perspectives from Native scholars and provide the University of California as a case study of institutional approaches to addressing the injustice of the UC Land Grab.

**Phenocia Bauerle**, (Apsáalooke), Director, Native American Student Development, University of California, Berkeley, Berkeley, CA

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**4621**

Room: D135 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

## **Centering Relationships for Systems Change: Moving Out of Fear Toward Connection and Principled Action**

Session Track: Intersectionality, Identities and Discussions

“Systems and institutions are made up of humans, and in order to change systems, we must change humans.”- Nanci Luna Jiménez.

Have you struggled to listen to (let alone understand) someone who disagrees with you, how you think, or how you live your life? Do you find yourself unfriending people in your social networks or cutting off relationships because of opposing beliefs? You are not alone. In this session, you will learn how fear and power imbalances impact our capacity to communicate and connect with people different from us and how it means to remain “value-based” in your actions, even in conflict, disagreement, and dominance. You will deepen your understanding of building and centering authentic relationships and provides the necessary foundation for sustainable, systemic racial and social change.

Join us for this interactive session to reflect on what is blocking you from building relationships and making the kind of systemic change you are striving for. This session benefits participants with all experience levels, interested in taking away language, frameworks, practices, and a unique application of student development theory for centering relationships and advancing value-based movement building and transformational systems change.

**Bert Debusschere**, PhD, Associate, Luna Jiménez Institute for Social Transformation, Portland, OR

**Nanci Luna Jiménez**, Founder & President, Luna Jiménez Institute for Social Transformation, Portland, OR

**Kathleen Rice**, PhD, Associate, Luna Jiménez Institute for Social Transformation, Portland, OR

**Victoria Tung**, Associate, Luna Jiménez Institute for Social Transformation, Portland, OR

**Eileen Webb**, Associate, Luna Jiménez Institute for Social Transformation, Portland, OR

**4622**

Room: D136 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

## Tarot for Antiracist Reflection, Dialogue, and Community Building

Session Track: Intersectionality, Identities and Discussions

Tarot has the potential to provide individuals with an opportunity to ground themselves in the present, engage in mindfulness, and work through difficult situations and conversations. It does this by aiding practitioners in constructing narratives that name and describe current situations and explore potential pathways forward. Thus, the tarot is an excellent tool (which many of our students are familiar with) to explore difficult topics such as race, racism, and anti-racist activism for ourselves and the students we work with.

This interactive workshop explores how tarot can be used as a narrative tool to engage in self-reflection that supports anti-racist understandings of the world, identities, and practices. We will provide a general overview of the tarot and explore how we can link this metaphysical practice to identity development, the construction of counternarratives, and an ongoing commitment to antiracism. To deepen participants' understanding of these links, we guide participants through a self-reflective journey using the wisdom and imagery from several tarot cards. For this workshop, we will explore cards that (a) encourage us to nurture our inner child to explore vulnerability, criticism, and liberation, (b) link to somatic healing work, and invite us to let go and release to draw boundaries and nourish the selves that oppression has taught us to devalue and (c) encourage us to dream beyond systems of oppression to demand and co-create a more equitable world.

Throughout the session, participants will develop an understanding of the tarot as a metaphysical and antiracist practice, see how tarot can provide opportunities for antiracist self-reflection and create opportunities for antiracist conversations to begin, and understand how tarot can help us develop an embodied understanding of important antiracist lessons from scholarly and activist writings. Finally, participants will be provided with tips and resources on incorporating tarot into daily practices and student activities to cultivate antiracist commitments and practices.

**Kathleen Converse**, MSW, Therapist, CSWA, Connections First, Portland, OR

**Daniel Eisen**, PhD, Associate Professor of Sociology, Sociology, Anthropology, Criminal Justice Law and Society, Pacific University, Forest Grove, OR

**4623**

Room: D137–D138 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

## La Familia and Other Important Ingredients to Latinx Student Success

Session Track: Race and Social Justice in Higher Education

Almost like a well-kept family recipe, there exists in education a secret ingredient to what makes Latinx students successful. In this session, the presenter will present data that demonstrate how Latinx parents, a well-kept secret ingredient, assist with the academic success of Latinx students at all educational levels. Understanding the power of this secret ingredient and how to use it can have a profound impact on success for Latinx students and can be used as a model for working with and supporting students from all marginalized groups. The presenter will read excerpts from their book, *La familia: And other secret ingredients to Latinx student success*, followed by a Q&A. Participants will leave with an action plan on new strategies for supporting Latinx students. This session is intended for professionals of all levels working with Latinx students.

**Jennifer Matos**, EdD, Assistant Professor, Psychology and Education, Mount Holyoke College, South Hadley, MA

**4624**

Room: D139–D140 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

## **How to Leverage Your Affirmative Action and HR Compliance Efforts for Your DEI Initiatives**

Session Track: Chief Diversity Officer and Executive Leadership

With Diversity taking center stage, many companies embrace DEI and are developing and implementing strategies to diversify their workforce and create inclusive workplaces. As companies embark and continue in their DEI journey, it is essential to take stock of current HR efforts to comply with EEO and Affirmative Action regulations and optimize these for DEI.

Learn how the methods and strategies used in affirmative action and EEO can be leveraged to ensure that DEI efforts are grounded in a proper legal and HR framework.

This session will discuss how companies can leverage their existing EEO and affirmative action compliance strategies to support their DEI initiatives. We will also discuss the OFCCP's plans, which are underway, to verify that federal contractors and subcontractors (which most higher education institutions are) are developing and maintaining their affirmative action programs.

In this session, we will learn:

- How to leverage your Affirmative Action Program and EEO Compliance for broader DEI initiatives
- How to leverage availability analysis to develop data-driven workforce diversity representation goals based on actually available talent pools.
- How to leverage your applicant data, strategic disposition codes, and step analysis to ensure a fair selection and hiring process
- How to diversify your talent pipeline and reach out to diverse talent pools
- How to evaluate your job descriptions and personnel processes to promote equity and inclusion
- What the AAP Verification is all about, what it means to comply, and how to prepare to certify compliance

**Roselle Rogers**, Vice President for Diversity, Equity, and Inclusion, Corporate, Circa, Milwaukee, WI

**4625**

Room: E141–E142 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

## The Language to Validate

Session Track: Chief Diversity Officer and Executive Leadership

Some things are better left unsaid, right?

Does this mean we have to limit how we respond to racial harassment in fear of how the dominant group will respond to sustain our own safety?

Face it, responding to comments that are rooted in implicit bias can be challenging, triggering, and harmful. It is no surprise that interracial conversations about race can be dangerous. They reveal deep-rooted emotions that we have taught ourselves to suppress. Singleton and Hays state it best, the most courageous piece about “interracial conversations about race is mustering the strength to facilitate them.”

In this 90-minute session, students and educators will develop an understanding of how to use the SBAR tool (Situation, Background, Assessment, and Resolution/Recommendation) when addressing acts of implicit biases or covert racism. The SBAR tool is used in the medical field to support both doctors and nurses in effectively communicating patients’ needs, concerns, and treatment plans. This tool is also immensely helpful as a structure to organize thoughts and feelings to identify, quantify and develop methods of change to combat the perpetuation of racism between two parties or in a group. This platform will push individuals to engage in courageous conversations regarding the impacts of harmful behavior. We will create discussion platforms on how to enhance resolutions to alternating action.

Participants will practice implementing SBAR on real cases regarding race and inequity from within the field of education. Additionally, SBAR will be used to align with the three dimensions of change to understand further how we can habitually practice undoing oppressive beliefs and behaviors within our institutions and interpersonal relationships. The ability to use this tool will bridge the capacity on how to begin developing means of sustainability and retention for staff and students who identify as BIPOC and allies alike.

Takeaways:

One-pager: resources that directly support dialogue within these spaces

Template toolkit of SBAR + 3 dimensions of change

Social-Emotional Learning: Invites us to acknowledge oppressive acts and behaviors that are rooted in our thoughts, attitudes, beliefs, and values, as well as be able to address intention versus impact.

**James Lambert III**, MBA, Director of Operations, Leadership team, Boston Public School, Boston, MA

**Maria Mosquera**, MSW, LCSW, Transformation Social Worker, Students Support, Boston Public Schools, Boston, MA

**4626**

Room: E143–E144 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

## **Flipping the Frame on Inclusion; From Deficit to Competency**

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

Educators today are challenged to be more inclusive throughout the campus. Many hear phrases such as, “we need to conquer implicit bias,” framing diversity, equity, and inclusion (DEI) with a negative lens. We propose flipping that frame and focusing on campus members’ (learners, staff, and faculty) competencies and building on their strengths using proven personal development methods. The facilitators will engage the audience in interactive discussions and exercises on ways to identify and develop inclusive competencies and share how education, training, and follow-up development sessions have led campuses to embrace DEI initiatives (curricular, co-curricular, as well as faculty/staff development) with a more positive attitude.

Framework:

The competency approach, based on early research by McClelland (1973) and Boyatzis (1982), identifies competencies that lead to superior performance in specific work domains. Buckingham (2005) supported working on identified strengths, not weaknesses, and Cognitive Behavior Theory (Meichenbaum, 1986) is the basis for the personal development plans that develop inclusive competencies. Additionally, we use a positive psychology framework that allows individuals to understand how they can flourish and function optimally (Gable & Haidt, 2005).

Content Significance:

Through experiential, practice, and theoretical knowledge, attendees will gain perspectives from the facilitators who possess extensive experience moving learners to accept diversity, be inclusive, and understand the importance of equity. We will demonstrate how DEI competencies are a value-added proposition for the campus and all its members (students, staff, and faculty), thus creating a campus culture that embraces diversity, equity, and inclusion, along with the change processes that enable success.

Design/Outcomes:

The facilitators will engage in a moderated dialogue on topics related to DEI associated with positive aspects of initially emphasizing competencies rather than perceived negative behaviors. Examples will be drawn from research and practice. The facilitators will share strategies, and tools campuses can immediately adopt to show the benefits of reimagining DEI.

Attendees will gain an understanding of:

- Equity and inclusion their positive impact on the campus;
- Competency-based approach that can reduce polarization and resistance
- How context and multiple identities related to DEI.

**Joanne Barnes**, EdD, Dean of the Graduate School; Professor, PhD in Organizational Leadership, Department of Leadership Studies, Indiana Wesleyan University, Marion, IN

**Chris Cartwright**, EdD, Senior Adjunct Instructor & Consultant; Inclusive, Intercultural, & Global Competency assessment & development, College of Urban & Public Affairs, Department of International & Global Studies, Portland State University; & Private Co

**Chris Cartwright**, EdD, Senior Adjunct Instructor & Consultant; Inclusive, Intercultural, & Global Competency assessment & development, College of Urban & Public Affairs, Department of International & Global Studies, Portland State University; & Private Co

4627

Room: E145 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

**Open Education for Equity in Human Development/Family Studies Courses**

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

Expensive textbooks are a barrier to student success and can hurt retention, time to degree, and completion. Open Educational Resources (OER) are free online or print at a low cost, providing day-one access to all students. Further, because they are openly licensed, they can be customized to meet the needs of specific student populations and tailored to specific learning objectives. This includes transforming curricula by considering open educational practices with an equity lens, including universal design, cultural relevance, and diverse perspectives.

Oregon's statewide OER program received funding through the Governor's Emergency Education Relief program to support faculty authors from Oregon community colleges and universities developing high-quality, accessible open educational resources with an equity, diversity, and inclusion lens for Human Development/Family courses Studies. Five grant team members will share their takeaways from participating in the grant projects to design targeted pathway courses for equity on this panel.

- Yvonne Smith, Instructor, Gerontology and Human Services at Clackamas Community College, is the lead author of a Human Services Internship course that addresses the intersection of the student experience, the client experience, and the agency. She will discuss the diverse experiences students bring with them and how that may impact their experience, help them develop an appreciation for the diverse experiences of their clients, and help them identify institutional barriers and biases that may exist in their agency.
- Monica Laura Olvera, PhD, Senior Instructor I, Program of Human Development and Family Sciences at Oregon State University, contributes to a Contemporary Families in the US course. She will discuss creating welcoming places and policies for DACA students, undocumented students, and students with mixed-immigration status families.
- Esmeralda Janeth, Graduate Student at Oregon State University, is coauthoring an Infant and Child Development course. She will discuss moving away from using Diversity, Equity, and Inclusion (DEI) as buzzwords to intentionally incorporating DEI in teaching.
- Heather Blicher, MLIS, is a community college librarian participating in the project as our equity consultant. She will discuss her collaboration with project leadership and author teams to support the centering of equity through reflective activities and discussions, engaging participants to share their lived experiences.
- Veronica Vold, PhD, Open Education Instructional Designer, Open Oregon Educational Resources, supports teams in designing open courses that integrate with pathway textbooks. She will discuss course design tools that support open, accessible, and inclusive learning pathways.

**Heather Blicher**, MLIS, Equity Consultant, Open Oregon Educational Resources, Richmond, VA

**Amy Hofer**, MLIS, Statewide Open Education Program Director, Open Oregon Educational Resources, Portland, OR

**Esmeralda Julyan**, Graduate Student/Graduate Teaching Assistant, Human Development and Family Studies, Oregon State University, Corvallis, OR

**Monica Olvera**, PhD, Senior Instructor I, Program of Human Development and Family Sciences, Oregon State University, Corvallis, OR

**Yvonne Smith**, LCSW, Instructor, Gerontology and Human Services, Education, Human Services and Criminal Justice, Clackamas Community College, Oregon City, OR

**Veronica Vold**, PhD, Open Education Instructional Designer, Open Oregon Educational Resources, Eugene, OR

4628

Room: E146 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

**Thriving Cities: A Snapshot of Urban Indians and the 2020 census**

Session Track: Global, Multicultural and Transnational issues

In 2020, there was a concentrated effort to accurately count all Native Americans in the US. The National Urban Indian Family Coalition (NUIFC) led an initiative involving urban Indian organizations from 17 major cities that aimed to improve how Natives are counted in the census and educate Indigenous communities on the importance of an accurate count.

In this session, we will explore the results of this initiative and others. Highlights will include a detailed look at where Natives are living in the 21st century and the issues they face based on their regions.

**Carolina Castoreno**, BA, (Lipan Apache Tribe of Texas), Executive Director, American Indian Center of Indiana, Inc, Indianapolis, IN

**4629**

Room: Portland Ballroom 254 (OCC, Level 2)

4:00–5:30 p.m.

All Levels

**The Battle for Curriculum in the Racial State: Reconciliation of Racism Through Ethnic Studies and CRT**

Session Track: Race and Social Justice in Higher Education

Our session will demonstrate that the primary tenant of CRT (the centrality of racism) is correct in that race is central to the understanding of US history and that it is necessary for historical and contemporary analyses of sociopolitical and economic challenges unique to the United States. This tenant is also essential for any US history study in schools, colleges, and universities. CRT - framed analysis is vital in producing problem resolution strategies around the possibilities of a more equitable society through sustainable transformational praxis. We believe the current attacks on Critical Race Theory (CRT) stem from this battle over Arizona's ethnic studies curriculum more than a decade ago. Critical Race Theory is challenged because it unsettles what Omi and Winant (2015) call the 'racial state' and its racial hierarchy. We argue that the attacks on ethnic studies and CRT result from the fear of reconciliation. Some people do not want to reconcile racial conflict to unravel meanings behind the racial categorization maintaining a racial hierarchy. The maintenance of racist meanings that uphold a racial hierarchy preserves white supremacy and the privileges and advantages it bestows. This session will demonstrate that the ethnic studies and CRT bans are about the unwillingness to reconcile racism, preserving white supremacy. We will also provide EVIDENCE to refute the claims that racism is not central to the development of the US. Hopefully, we will identify an entry point into reconciliation from this EVIDENCE.

**Ejana Bennett**, MEd, Graduate Student and Adjunct, Teaching and Learning, Virginia Commonwealth University, Richmond, VA**Julio Cammarota**, PhD, Professor, Teaching, Learning & Sociocultural Studies, University of Arizona, Tucson, AZ**Rachel Gomez**, PhD, Assistant Professor, Teaching and Learning, Virginia Commonwealth University, Richmond, VA**4630**

Room: F149 (OCC, Level 1)

4:00–5:30 p.m.

Intermediate

**The Water We Swim In: Racist Permanence in Higher Education**

Session Track: Race and Social Justice in Higher Education

Our colleges and universities will never be free of white colonial control in the form of racism and oppression, so why are we here? The goals of this session will include assisting higher education professionals in recognizing the relationship between individual and institutional racism and developing strategies for supporting anti-racist policy development and action. This workshop encourages participants to recognize our role in repressive higher education systems, understanding the mutually dependent relationship between individual contributions and institutional frameworks. It also calls for us to take a personal stand in our own respective institutions as advocates of anti-racism and anti-oppression.

- Participants will develop a deeper understanding of their own role in upholding oppressive systems
- Participants will engage with critical scholarship and frameworks to push against institutional appeasement strategy often embedded in campus equity and justice initiatives.
- Participants will commit to one action step, centering anti-racism and anti-oppression practices within their respective role on their campus

With this strategy, we leave the rhetorical safety of appeasement and "organizational change" and begin the hard, uncomfortable, but necessary work addressing the historical oppression of excluded groups in higher education.

**Kalia Glover**, MA, Senior Program Coordinator, College of Liberal and Fine Arts, University of Texas at San Antonio, San Antonio, TX**Brandi Scott**, PhD, Director of Multicultural Student Center for Equity and Justice, Multicultural Student Center for Equity and Justice, University of Texas at San Antonio, San Antonio, TX



**4631**

Room: F150 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

## Working With Whiteness: Allyship Through Anti-Racism Facilitation

Session Track: Race and Social Justice in Higher Education

This session should particularly benefit those who:

- Acknowledge White fragility and privilege and the effects of White supremacy,
- Desire to be a stronger and more effective White ally, and
- Are you ready to more fully understand the role White allies play in diversity work in professional settings

The session will provide space for discussion and exploration around what White allyship looks like including the “dos and don’ts” of a White ally role in anti-racism work. Special attention will be placed on facilitation skills that will prepare participants to strategically move professional groups to understand the impact of Whiteness in their institutions and effect change through anti-racism facilitation. This session will include resources and strategies for antiracism facilitation and dismantling white supremacy culture in the workplace.

**Carrie Ann Kondor**, EdD, Director of Education, Education, Linfield University, Portland, OR

**Annie Scott**, Equity Consultant, UnLearning, Portland, OR

**4632**

Room: A107–A108–A109 (OCC, Level 1)

4:00–5:30 p.m.

All Levels

## Beloved Community as a Learning Outcome: How to Teach Racial Justice Beyond Shame or Blame

Session Track: Race and Social Justice in Higher Education

Cancel culture. Call-out culture. White fragility. Purity politics. Fake News. Critical Race Theory. Free speech debates. While postsecondary campus cultures have always been places of intense political identification and debate, the contemporary moment is marked by a climate as fraught with emotional divisions as it is political ones. In an era where critical scholarship and anti-racist pedagogy have never been more established when our reading lists have never been more robust, the emotional tenor of our classrooms is divisive, anxious, fraught, and painful. Class discussions are marked by a nervous silence and fear of saying the wrong thing, while polemic positions are the only voices recognized as certain and confident.

Many social justice educators understand the classroom as a site of personal and collective transformation. This workshop explores what justice-centered pedagogy can look like that center’s relationships and empathy at its core. The approaches inform our framework of justice leaders like Dr. Martin Luther King, who promoted the notion of “beloved community,” Tarana Burke, whose activism against sexual violence was grounded in the empathic slogan “Me Too,” and Dr. Loretta Ross, whose longstanding leadership in justice movements has been expressed in her opposition to “call-out culture.”

This workshop outlines the role of the educator within social justice movements, arguing that a pedagogical orientation to justice work complements the work of activists and researchers but is distinguished by its focus on the relationship. Whereas activism is oriented around a particular form of mobilization, and researchers are focused on a particular method or strategy for successful peer review, educators are invited to contribute a pedagogy of hope and empathy in racial justice work.

Through engaging in case studies and role-play scenarios, participants will practice a pedagogical orientation to justice work.

**Emma Lind**, PhD, College Professor, Gender, Sexuality, and Women’s Studies, Okanagan College, Kelowna, BC

**Shakil Choudhury**, M.A., Chief Visionary Officer, n/a, Anima Leadership, Toronto, ON

# FRIDAY, JUNE 03

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6:30–8:00 p.m.

**4800** Room: Columbia 1 (HYATT, Level 3)

6:30–8:00 p.m.

## Oregon State University & Friends Reception

Join us to be in community and celebration with Oregon State University. All current, past, and prospective OSU staff, students, alumni, and friends, are welcome! Hors d'oeuvres and beverages provided. Hosted by Oregon State University, Office of Institutional Diversity.

7:30–10:30 p.m.

**4900** Room: Deschutes Ballroom (HYATT, Level 1)

7:30–10:30 p.m.

## Raow Raow “Culture Night”

Raow Raow “Culture Night” provides a space for folks to reconnect, while listening to socially conscious music, instrumentals, and world music. At times the music will intentionally slightly drop in volume to ensure the ambience is maintained while providing enough space for conversation. Secondly, we want to provide an artistic cultural performance focused on “people of color futurism”.

**Olmecca**, Hip-Hop Artist, Scholar, Activist, Las Vegas, NV

Time	Session #	Title	Room
8:30–9:45 a.m.	5001	Answering the Call of the Drum: Taking Care of Our Own	Regency Ballroom A (HYATT, Level 2)
	5002	We Are More Than Data: How Elite Scholars Can Help Members of Actual HSIs	Regency Ballroom B (HYATT, Level 2)
	5004	A Three Step Approach to Decolonizing the Curriculum Across Your Entire Campus	A105 (OCC, Level 1)
	5005	Co-Teaching U.S. Race and Ethnic Studies Courses With Non-academic Voices	A106 (OCC, Level 1)
	5007	Unapologetically Driven to RISE: Developing a Comprehensive Student Leadership Series, Incorporating Racial Equity and Inclusive Practice into Various Aspects of Student Leadership Development	B110–B112 (OCC, Level 1)
	5008	Developing the Safety Net: How to Create a Summer Program for Today's Diverse Learners	B113–B115 (OCC, Level 1)
	5009	Say My Name	B116 (OCC, Level 1)
	5010	Diversity is Inevitable: Valuing it is a Choice and Process -Understanding the Importance of Intercultural Sensitivity and Cultural Humility	B117–B119 (OCC, Level 1)
	5011	The Intersectionality Profile Assignment	C120–C121–C122 (OCC, Level 1)
	5012	The Misinformation of Gen Z	C123 (OCC, Level 1)
	5013	To Feel Heard, Supported, and to Belong: Impacts of a Peer Mentoring Program	C124 (OCC, Level 1)
	5014	So You Want to Caucus: Bringing Intergroup Race Dialogues to your Campus	C125–C126 (OCC, Level 1)
	5015	'And To Your Left': Challenging and Rupturing Historical Memory Through Multiplicative Campus Tours	D133–D134 (OCC, Level 1)
	5016	Call to Action: Inspecting What we Expect for Black Student Success	D135 (OCC, Level 1)
	5017	Equitable Responses to White Supremacist Student Grievance Processes	D136 (OCC, Level 1)
	5018	Transforming Communities: A Campus - Community Approach to Racial Justice	D137–D138 (OCC, Level 1)
	5019	Using Asset-Based Leadership Education Strategies to Address Complex Social Issues	D139–D140 (OCC, Level 1)
	5020	Using Data to Drive Cultural Shifts at PWI's	E141–E142 (OCC, Level 1)
	5021	Who's Listening? Patterns in Social Justice Education Participation Among Higher Education Professionals	E143–E144 (OCC, Level 1)
	5023	Making HIPs (High-Impact Practices) Accessible: University Supported Student Employment Internship / Assistantship Programs to Increase Access and Outcomes for Underrepresented Students	E145 (OCC, Level 1)
5026	How Impactful are Peer Mentoring Programs for Student Success?	Columbia 2 (HYATT, Level 3)	
8:45–11:45 a.m. (continued on next page)	5101	Teaching Social Justice Research in Minority-Serving Institutions: An Approach to Transformative Pedagogy	F151 (OCC, Level 1)
	5102	Culturally Responsive Advising for Faculty Members	F152 (OCC, Level 1)

**SATURDAY, JUNE 04**

Time	Session #	Title	Room
8:45–11:45 a.m. (continued)	5104	To Me, My X-Men: Cultural Exploration and Social Change Through Comics and Superheroes	Regency Ballroom D (HYATT, Level 2)
	5105	Veterans, Resisters and Allies: Examining Archetypes From the Japanese American Incarceration	Regency Ballroom C (HYATT, Level 2)
	5106	How Do We Know What We Know? Embodied Classroom Assessment for Racial Equity	F150 (OCC, Level 1)
	5107	DEIJ 2.0: Understanding Power and Effecting Change	E146 (OCC, Level 1)
	5108	Engineering an Implicit Bias Conscious Mindset	Multnomah (HYATT, Level 1)
10:15–11:45 a.m. (continued on next page)	5201	“The Minute You Start to Drive the Train, You’ve Missed the Boat”: Universities in Allyship With Communities of Color	Regency Ballroom A (HYATT, Level 2)
	5203	BIPOC Mentoring: Importance, Barriers, and Possibilities	B110–B112 (OCC, Level 1)
	5204	Third Thinging Systems of Oppression to Deconstruct Them: A Theory of Being Skill	A105 (OCC, Level 1)
	5205	Black Greek Letter Fraternity/Sorority Growth for the 21st Century	A106 (OCC, Level 1)
	5206	‘I Can’t Unsee What I’ve Seen:’ Doing Social Justice Pedagogy in the Research Methods Classroom	A107–A108–A109 (OCC, Level 1)
	5210	Daughter of a Lost Bird Film Screening and Discussion	B117–B119 (OCC, Level 1)
	5211	Design Inclusive Communities with Intention and Belonging	C120–C121–C122 (OCC, Level 1)
	5212	Decolonizing Data Practices With Storytelling Elements Session	C123 (OCC, Level 1)
	5213	Reconciliation on Campus: Taking Concrete Steps Down a Sandy Path	C124 (OCC, Level 1)
	5214	Let’s Talk About Power: Realigning Perceptions with Faculty and Students	C125–C126 (OCC, Level 1)
	5215	I Can’t Believe These Books are Still in Our Library: Looking at a Campus Library With an Equity Lens and Taking Strategic Action for Diversity, Equity, Inclusion and Student Success	D133–D134 (OCC, Level 1)
	5216	Building and Implementing Student Focused Design: Addressing Intervening Factors in the GP Framework	D135 (OCC, Level 1)
	5217	Building Social Justice Pedagogy Into First-Year Experience Courses	D136 (OCC, Level 1)
	5218	Creating Brave Spaces for Racial Healing and Inspired Activism Based on Rhonda Magee’s ColorInsight Approach	D137–D138 (OCC, Level 1)
	5219	Historical Strategies of Faculty of Color: Disrupting, Emerging, and Thriving at a PWI	D139–D140 (OCC, Level 1)
	5220	Student Diversity Orgs Aren’t Your DEI Team: Breaking Down the Balance of Student Advocacy and Administration Action	E141–E142 (OCC, Level 1)
	5221	Teaching Students About White Identity Development Theory: Reflecting on Practices as a Black Faculty in a PWI Classrooms	E143–E144 (OCC, Level 1)
	5222	Developing a Social Work Case Management Model for Undocumented, Foster Youth and System-Impacted Students	E145 (OCC, Level 1)
5224	Community Reflections Into Action: Collaborative Approaches Uniting Students, Practitioners, and Researchers to Inspire Change	E147–E148 (OCC, Level 1)	

<b>Time</b>	<b>Session #</b>	<b>Title</b>	<b>Room</b>
10:15–11:45 a.m. <i>(continued)</i>	5225	Reinforcing Resiliency: A Journal Club Created to Support Biology and Biomedical Students Navigating Individual and Institutional Challenges	F149 (OCC, Level 1)
	5226	Nuanced Experiences of LatinX and Asian American MilleniGenZ in Southern California	Columbia 2 (HYATT, Level 3)
11:45 a.m.–1:00 p.m.	5300	CONFERENCE CLOSING LUNCHEON	Exhibit C-D (OCC, Level 1)
1:00–2:15 p.m.	5400	CONFERENCE CLOSING GENERAL SESSION: Featuring Kip Fulbeck	Exhibit C-D (OCC, Level 1)

# SATURDAY, JUNE 04

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8:30–9:45 a.m.

**5001** Room: Regency Ballroom A (HYATT, Level 2)

8:30–9:45 a.m.

All Levels

## Answering the Call of the Drum: Taking Care of Our Own

Session Track: Intersectionality, Identities and Discussions

With the murder of George Floyd and the civil unrest that has followed, from the storming of the capital to the inhumane treatment of Haitian refugees at the Texas Border, the need for decentering whiteness and white supremacy ideology has heightened in every social facet, including education. Collaborative networks across the nation have noticed that progress needs to be made to create social change while also implementing informed healing spaces for historically marginalized communities through collective endeavors. This workshop aims to share with attendees the steps that the MiraCosta College Black Alliance has taken to incorporate the voices of faculty, staff, administrators, and students on campus in creating transformative solutions moving forward.

**Carolyn Goodspeed**, MEd, Student Services Specialist, Student Equity, MiraCosta College, Oceanside, CA

**Kristina Londy**, Program Manager, Student Equity, MiraCosta College, Oceanside, CA

**Wendy Stewart**, EdD, Dean of Counseling and Student Development, Counseling, MiraCosta College, Oceanside, CA

**Edwina Williams**, MA, Professor of Sociology, Sociology, MiraCosta College, Oceanside, CA

**5002** Room: Regency Ballroom B (HYATT, Level 2)

8:30–9:45 a.m.

Beginner

## We Are More Than Data: How Elite Scholars Can Help Members of Actual HSI

Session Track: Race and Social Justice in Higher Education

A few years ago, I received a personal email from one of the top scholars in HSI research. My students and I had presented at several national and international conferences on the limitations of the HSI designation, and although we certainly did not see ourselves as big shots, I thought it was possible that something we said might have garnered the attention of an accomplished member of the academic community. Needless to say, I was wrong. The sender gently but directly informed me that I had not read enough in the field to warrant presenting in such prestigious academic venues. I was provided with a list of readings, many of which featured the sender as lead author, and encouraged to get deeper into the literature before submitting any more conference proposals.

In this session, students (one current and two former) and I wish to open a discussion in response to this email, thinking about how positionality matters in HSI research. Unlike many of the top scholars in the field, the students and I live the HSI experience every day. And while we admire the productivity of HSI scholars who inhabit Predominately White Institutions (PWIs), we wish their contributions had more practical value to us. In that spirit, we raise questions and new directions for research that would be more meaningful to us than what we currently find in academic databases.

Critical race scholars have argued in favor of striving for the diversity of identity when forming research teams (Chapman, Hartlep, Vang, Lipsey-Brown, & Joseph, 2019). Consistent with that recommendation, our session emanates from the perspectives of students and faculty who self-identify across a range of social identities. The one commonality that brings us together is our time spent at the same HSI.

In this session, we will share our experiences as agents within an HSI. The latest research does not back our requests. It is precisely because we find the available research wanting that we make this call to the elite scholars to produce articles and books that value our experience and provide us with skills to cope with institutions that do not have our best interests in mind. Hopefully, our words will be taken seriously by those better positioned to make an influence through their academic appointments at more prestigious PWIs.

**Sequoia Callahan**, BA, Student, Educational Psychology, Texas A&M University, College Station, TX

**Bridget Horta**, Graduate Assistant, NSF Noyce, St. Mary's University, San Antonio, TX

**Brandi Loving**, BA, Student, Educational Leadership and Policy Studies Department (ELPS), Indiana University Bloomington, Bloomington, IN

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

**5004**

Room: A105 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

**A Three Step Approach to Decolonizing the Curriculum Across Your Entire Campus**

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

As Santa Barbara City College developed new systems in response to Covid-19, student equity advocates realized that hidden within the chaos of the pandemic was an opportunity to embed equity and anti-racist practices at the foundation of the new structures. With acute knowledge that LatinX and other students of color were the most negatively disproportionately impacted by the virus and the transition to online learning, Title III HSI grant funds provided extensive professional development for equity-based online curriculum development to ensure the continuity of quality instruction with a focus on the experience of our students of color and other disproportionately impacted students.

With the foundation set by this professional development, and given the curriculum’s impact on improving student outcomes, SBCC used this opportunity for deep equity-based structural change. This transformation of SBCC’s curricular systems was the result of a successful three-part plan: 1) Every faculty member was required to take eighteen hours of online teaching training that included equity and anti-racism training; 2) Faculty experts in online instruction, universal design, and equity formed the Covid Response Help Team to support faculty to prepare courses for online instruction; and 3) Following training, faculty were required to create equity informed online teaching plan for every course taught on campus.

Faculty equity training and faculty’s integration of equity-minded best practices in course curriculum were fundamentally collaborative. The collaboration involved direct interaction and planning among our Title III grant leaders, Curriculum Advisory Committee, Faculty Resource Center, administration, equity specialists, and faculty leadership. The great success of the equity portion of the training for faculty-led to the development of a similar training for staff and managers/administrators providing all campus employees with the same foundational equity and anti-racism training and a shared language for deep discussion regarding equity-based structural change. This process ensured the needs of LatinX and other students of color influenced the formation of the new systems in response to the Coronavirus. The impact extends beyond emergency measures related to Covid, and the Curriculum Committee approved the requirement for an equity plan to be included with all course submissions for curriculum approval

**Elizabeth Imhof**, PhD, Dean of Fine Arts, Humanities, and Social Sciences, Educational Programs, Santa Barbara City College, Santa Barbara, CA

**Carrie Hutchinson**, PhD, Professor of Communication Studies, Communication Studies, Santa Barbara City College, Santa Barbara, CA

**Joshua Ramirez**, PhD, Professor, Psychology, Santa Barbara City College, Santa Barbara, CA

**Lynette Williamson**, EdD, RHIA, CCS, CPC, FAHIMA, Professor, Health Information Technology, Santa Barbara City College, Santa Barbara, CA

**5005**

Room: A106 (OCC, Level 1)

8:30–9:45 a.m.

Beginner

**Co-Teaching U.S. Race and Ethnic Studies Courses With Non-academic Voices**

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

The purpose of this session is to advocate, on the basis of recent professional experience and the history of protest movements in higher education, for the co-teaching of Race and Ethnic Studies courses, as well as the incorporation of pertinent non-academic voices in the classroom.

Worldwide protests for racial justice in 2020 have galvanized a new generation of youth activism and student demands. At our university, these demands included calls for diverse perspectives and inclusive education and content. As part of the university’s response, efforts were taken to develop a new introductory course and interdisciplinary minor in Race and Ethnic Studies.

As members of the minor development committee, we opted to co-teach the introductory course. This decision originated in sharing the labor of program development, but our subsequent experience has convinced us that, whenever possible, Race and Ethnic Studies courses should be co-taught, while also incorporating non-academic voices from the local community and surrounding areas.

Participants will leave the session with a firm awareness of advantages, disadvantages, tips, tricks, and lessons learned related to co-teaching. They will also learn about creative ways to connect with local community members and non-academic voices in their communities as means by which to incorporate diverse perspectives into the learning environment.

**Shayla Betts**, LCSW, Assistant Professor of Social Work, Social Work, Longwood University, Farmville, VA



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**5007**

Room: B110–B112 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## **Unapologetically Driven to RISE: Developing a Comprehensive Student Leadership Series, Incorporating Racial Equity and Inclusive Practice into Various Aspects of Student Leadership Development**

Session Track: Student Interest and Engagement

With an emphasis on diversity and inclusion, this session will give participants straightforward advice and lessons learned relating to creating a homegrown student leadership series. Join us to explore leveraging internal resources, creating ‘buy-in’ within all institutional levels, and providing students with dynamic spaces for rich dialogue and self-discovery. Northeast Wisconsin Technical College (NWTC), a two-year non-residential institution, created the RISE Leadership Series (Racial Inclusion for Student Equity) in 2018. Our main objective was to develop a comprehensive student leadership curriculum that incorporated racial equity and inclusive practices into various aspects of student leadership development. Despite challenging times, learn how we’ve been able to triple student participation in three academic years.

**Rob Norwood**, Cultural Arts and Engagement Coordinator, Student Involvement / International Programs, Northeast Wisconsin Technical College, Green Bay, WI

**Joseph Richter**, BA, Student Involvement Supervisor, Student Involvement, Northeast Wisconsin Technical College, Green Bay, WI

**5008**

Room: B113–B115 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## **Developing the Safety Net: How to Create a Summer Program for Today’s Diverse Learners**

Session Track: Race and Social Justice in Higher Education

In 2021, PSU received federal funding from the Oregon Legislature to create a program designed to ease the transition for incoming students who the learning environment had impacted during the COVID-19 pandemic. We found that our minoritized and first-generation college students were more likely to have experienced severe inequities in their educational experiences and were less likely to be adequately prepared for college than their counterparts. Through our research and planning, PSU launched the Summer Bridge Scholars Program (SBSP) to address the needs of these diverse learners.

The SBSP is a four-week program completely free for scholars that allow early access to campus resources, housing, and academic coursework to ease the transition from high school to college. In our inaugural year, over 60% of the scholars identified as a race other than white, with 62% of all scholars entering with below a 3.0 high school GPA.

The SBSP is designed to provide the following:

- Academic skills development and support;
- Orientation to academic culture;
- Opportunity to earn college credit and a positive GPA;
- Connection with support services such as tutoring, academic coaching, and advising;
- Improved sense of institutional belonging, resulting from the students’ connections with each other, with supportive faculty, and with support services;
- Higher persistence and retention rates and improved academic performance, as a consequence of the above.

We expect that the SBSP will directly impact first-term success, which will, in turn, impact first-year success and success in the students’ futures. While we anticipate that there could be long-term impacts of the SBSP, and we will track students into the future, the primary assessment data that we can share will be the actual summer bridge experience, fall term performance, and persistence to winter term.

This session will describe the PSU SBSP in detail, lessons learned, early assessment data, and changes on the horizon for SBSP 2022. Also, we will go into detail about how our campus was able to come together to develop the safety net for our incoming scholars to ensure their academic and social success. In addition, we will share small programmatic wins that any campus can do to help your minoritized and first-generation college students.

**Andrea Garrity**, PhD Student, Senior Program Manager, Office of Student Success, Portland State University, Portland, OR

**Shoshana Zeisman-Pereyo**, EdD, Director, Learning Center, Portland State University, Portland, OR

**5009**

Room: B116 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

**Say My Name**

Session Track: Intersectionality, Identities and Discussions

How do we say our names? or better yet, what do our names say about us? Why is it so common for society to muddle their pronunciation or alter them altogether? What does this say about history, language and assimilation? In America, there is often a negative stigma attached to names rich with accents and rolled letters; they are in constant danger of being silenced, altered, and butchered. In this workshop, we examine how our names carry culture, identity, and history & discuss why it is essential to preserve them. Language historically has been used as a tool of power in the process of colonization and is still used in the same way today. In what ways does language limit us? In what ways does it empower us? Attendees will examine language as a tool to reclaim their own narratives and take pride in their identity. Attendees will engage in discussion followed by a writing workshop by award-winning Chicana poet Angelica Maria.

Angelica Aguilera, Poet, Arts, Conscious Campus, New Milford, CT

**5010**

Room: B117–B119 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

**Diversity is Inevitable: Valuing it is a Choice and Process -Understanding the Importance of Intercultural Sensitivity and Cultural Humility**

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

We all have heard the statement that diversity is inevitable; however, valuing it and having an earnest desire to learn about its impact on decisions, behaviors, perceptions, and relationships is a choice and process to be continually developed.

This workshop will explore the meaning and value of such concepts as culture, diversity, ethnicity, bias, and multicultural competence. We will recognize the impact of implicit biases and stereotypes on perspectives and professional interaction. A definition of multiculturalism will be discussed, emphasizing understanding a full context of the client's identity, emotions, thoughts, and history. The three primary stages of multicultural competency (e.g., self-awareness, knowledge, and skill) will be presented along with the six developmental stages of intercultural sensitivity and communication.

There will be an introduction to cultural humility, a process of self-evaluation that focuses on how culture influences our perceptions and the impact on diverse cultural interactions. Cultural humility focuses on prioritizing mutual respect, recognizing and changing power imbalances, and acknowledging that cultural understanding is a lifelong learning process.

The overall goal of the workshop is to increase participants' self-awareness and understanding of culture and its function in human behavior, communication, perception, and effective cultural exchanges.

Robin Eubanks, PhD, Assistant Director, Educational Opportunity Fund (EOF), Office of Enrollment Management, Rutgers University - Biomedical and Health Services, School of Health Professions, Newark, NJ

**5011**

Room: C120–C121–C122 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

**The Intersectionality Profile Assignment**

Session Track: Intersectionality, Identities and Discussions

While today's students may be more receptive than previous generations to equity, diversity, and inclusion issues, higher education instructors in human service fields tasked with preparing practitioners to work with diverse populations cannot leave to chance whether their students can live up to this reputation. In this session, you will learn about one assignment we've been using in our critical perspectives course for future educators called the Intersectionality Profile. The Intersectionality Profile requires students to engage in personal identity and cultural empathy development by identifying one person who occupies a role of relative privilege and who also experiences oppression because of a category of their identity. Students gain permission from their profile, then review research on how people/communities with that identity have experienced systems of power, privilege, and oppression in the past to develop a set of questions for a semi-structured interview. Then they interview to learn about the participant's story and uncover how the participant navigates the areas of privilege and oppression they encounter in their lived contexts. In this session, attendees will learn about the framework of intersectionality used in this work and take away a copy of the assignment's instructions and grading rubric. This session will also include the results of a qualitative review of five years of student submissions to determine the impact and what we can do to improve the project.

Bryan Cichy-Parker, PhD, Assistant Professor, School of Learning and Teaching, Pacific University, Forest Grove, OR

Anita Zijdemans Boudreau, PhD, Professor &amp; Director, School of Learning and Teaching, Pacific University, Forest Grove, OR

# SATURDAY, JUNE 04

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**5012** Room: C123 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## The Misinformation of Gen Z

Session Track: Intersectionality, Identities and Discussions

This session intends to explore the tension between policies that exist on the state and university levels and the innovative teaching that seeks to challenge the status quo regarding racial inequities in the United States. Traditionally, the work to accomplish this goal has fallen on faculty that academia has systemically excluded. Our panel will discuss how the legislature and other policymakers have sought to erase topics of race and equity that we infused into our curriculum. We will examine how attempts to erase discussions about racial inequality have impacted our experiences in academia. In doing so, we will describe how we have navigated these spaces by working around the barriers that seek to squash these critical discourses to ensure that our students critically analyze sources of information.

We have endured the good, the bad, and the ugly as instructors who have been systemically excluded from the many academic and community spaces that we intersect. Because of our lived experiences, considering race, gender, age, and sexual orientation, we will identify what has worked and what has failed when teaching about race and equity in politically charged environments. Overall, this session intends to explore the questions: 1) How do we practically, ethically, and morally teach in our fields and work with diverse communities without discussing racism? And 2) How do we teach about lived experiences and apply those experiences to theories that reflect this racialized country in hyper-charged teaching environments? As part of the presentation, we will share readings, exercises, and resources that participants can use to foster brave spaces and engage in critical conversations about race, history, and working in diverse communities. This session is intended for all higher education instructors.

**Sherey Cruz**, JD, Assistant Professor, Law, University of Tennessee College of Law, Knoxville, TN

**Shaina Destine**, MLIS, Assistant Professor, Library, University of Tennessee, Knoxville, TN

**Carla Laroche**, JD, MPP, Assistant Professor of Law, Law, Washington and Lee University School of Law, Lexington, VA

**Madalyn Wasilczuk**, JD, Assistant Professor of Law, Law, University of South Carolina School of Law, Columbia, SC

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**5013** Room: C124 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## To Feel Heard, Supported, and to Belong: Impacts of a Peer Mentoring Program

Session Track: Ongoing Doctoral Research

We are two scholars of color who have been inspired by our work within the Latinx/a/o and Asian Pacific Indian Desi American (APIIDA) students in a predominately White institution (PWI). Our research is rooted in scholars of color like Sylvia Hurtado, Jean Phinney, OiYan Poon, Sam Museus, Tara Yosso, and Terrell Strayhorn, which focused on a sense of belonging, cultural wealth, and ethnic identity development specifically for students of color. The percentage of American college students, Hispanic, Asian American, and Black, have increased. From fall 1976 to fall 2017, the enrollment rate among Hispanic students rose from 4% to 19%, while Asian American students rose from 2% to 7%, and Black students increased from 10% to 14 % of all US residents enrolled in degree-granting postsecondary institutions. (US Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2019). With the increased number of students of color on campus, colleges and universities provided minimal programs to support them. This led to the quality of their (i.e., Hispanic, Asian American, Black) experiences within academic performances, navigating resources, and persistence being significantly lower than White students (Castellanos et al., 2016). To address these concerns, institutions have developed programs to improve academic outcomes, such as peer mentoring programs, which have significantly impacted these communities (Crisp et al., 2017, Phinney et al., 2011, Strayhorn, 2019).

We both have seen the impact and transformation within our own lives and the catalyst for our research. Research indicates that students participating in peer mentoring programs have had a positive development in their academics, socially engaged, and transferable skills, to name a few. Peer mentoring programs have also positively impacted ethnic identity development (Kaplan et al., 2009; Kodama & Park, 2021; Gordon et al., 2009; Moschetti et al., 2018). Given the success of our peer mentoring programs in a PWI, this session will provide current research and the value of how peer mentoring programs transformed these students in terms of a sense of belonging, cultural capital, and ethnic identity development.

This session will provide tangible data, best practices, and stories of current students. The attendees will take away theories into their praxis. They will have the opportunity to ask and listen to students' lived experiences who are part of peer mentoring programs.

**Fany Hannon**, MA, Director, Puerto Rican/Latin American Cultural Center, University of Connecticut, Storrs, CT

**merz lim**, MA, Associate Director, Asian American Cultural Center, University of Connecticut, Storrs, CT

**5014** Room: C125–C126 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

**So You Want to Caucus: Bringing Intergroup Race Dialogues to your Campus**

Session Track: Student Affairs and Affiliated Professionals

This session will equip higher education professionals with the tools to implement thoughtful, race-based caucus groups within an educator division. Each caucus will provide intentional space for respective identity development while challenging employees to address institutional racism on campus via intergroup dialogue practices and opportunities for self-reflection.

In the fight toward racial equity on our college campus, Babson College's Student Life team has implemented race-based caucus groups, where white professionals and professionals of color work to dismantle structural racism, both separately and collectively. The idea of respective racial caucuses provides safe spaces for individuals to work within their own racial groups in healthy ways. For professionals of color, their caucus is a place to connect with peers to process the impacts of racism on campus while creating a safe space for healing to work towards individual and collective positive change for employees and students. For the white professionals, their caucus provides the time and space to work intentionally on understanding white privilege and white supremacy to increase awareness and begin dismantling systemic oppression. This space also allows the white individuals to put the onus on themselves to teach each other about race issues and strategize productive ways to support and care for colleagues of color rather than burden POCs. When caucuses are ready to come together, after setting expectations of the space, the two groups will meet to share, listen, learn, and identify areas for further growth for the division and individuals.

**Orquidia Paulino**, M.S., Assistant Director, Residence Education, Babson College, Wellesley Hills, MA

**Nicole Onofreo**, MEd, (USA), Assistant Director, Community Standards, Babson College, Wellesley Hills, MA

**5015** Room: D133–D134 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

**'And To Your Left': Challenging and Rupturing Historical Memory Through Multiplicative Campus Tours**

Session Track: Race and Social Justice in Higher Education

How can we disrupt campus histories that celebrate Whiteness? This session should particularly benefit any campus member (students, faculty, administrators, staff) who hopes to challenge, contextualize, and rupture the historical memory present on their campus. The Race and Ethnic Studies Institute (RESI) team at Texas A&M University will approach the campus tour as a site for understanding and promoting multiplicative perspectives. This practice allows for many diverse experiences and viewpoints to be recognized. It is an opportunity for singular historical narratives to erupt. We will virtually explore the 'Race and Space Tour' (a tour facilitated by RESI), which uproots, questions, and approaches various campus traditions, symbols, and monuments at Texas A&M. This tour acknowledges past, present, and ongoing political and racial controversies. Reflecting on how these controversies impact campus culture and identity. We will discuss the impact multiplicative perspectives have on on-campus space and memory during this presentation. For instance, the rejection of oppositional 'counter-histories' omits the presence of racist legacies, which contributes to ongoing equity conflicts. The RESI team will also discuss how this tour was developed, framed, and executed.

**Mariana Rodriguez**, MA, Graduate Assistant Researcher, Race and Ethnic Studies Institute, Texas A&M University, College Station, TX

**5016** Room: D135 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

**Call to Action: Inspecting What we Expect for Black Student Success**

Session Track: Race and Social Justice in Higher Education

Our Student Services Call to Action was a response to the senseless murder of George Floyd and the State Chancellor's challenge to take action against institutional racism at our campuses. Our Leadership Team charged departments with creating goals and action steps that would lead to removing barriers or creating programs and processes in support of Black student success. A review of our intentional, practical, and powerful goals, actions, and outcomes will inspire you to create conditions that matter for Black students to succeed.

**Ashanti Hands**, EdD, Vice President, Student Services, San Diego Mesa College, San Diego, CA

**Larry Maxey**, Dean, Student Success & Equity, San Diego Mesa College, San Diego, CA

# SATURDAY, JUNE 04

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**5017** Room: D136 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## **Equitable Responses to White Supremacist Student Grievance Processes**

Session Track: Race and Social Justice in Higher Education

Students weaponize not only student evaluations against Black, Indigenous, and other faculty of color but even file formal grievances against them. The stress presented by these ongoing equity challenges may contribute to a revolving door of Black, Indigenous, and other faculty of color in US higher education. In this chapter, I will (1) illustrate how women faculty of color's diminished political status as gendered and raced bodies in academia makes them especially vulnerable to systemic gendered racism disguised as singular events, (2) unmask student grievance processes that masquerade as racially neutral and expose their role in upholding white supremacy in US higher education, (3) invite reflection on cross-gender racial solidarity and white women's role in upholding white supremacy. (4) provide recommendations on how administrators can bring their student grievance processes in line with research on students' discrimination against women faculty of color, (5) provide suggestions for how women faculty of color can protect themselves against gendered racism from students, and (6) propose how institutions of higher education more generally and Student Life more specifically can provide substantive, equitable responses to white supremacist student grievance processes.

**Farhana Loonat**, PhD, Department Chair, Political Science and Philosophy, Skagit Valley College, Mount Vernon, WA

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**5018** Room: D137–D138 (OCC, Level 1)

8:30–9:45 a.m.

Beginner

## **Transforming Communities: A Campus - Community Approach to Racial Justice**

Session Track: Race and Social Justice in Higher Education

Many universities continue to struggle to build sufficient and sustainable community-campus collaborations. While most campuses have a plethora of community-based programs and initiatives, often, those partnerships tend to be one-time programs, localized within specific neighborhoods or a specific discipline or age demographic, or serve as one-way transactional programming where the institution does the work for the community as opposed to in partnership with the community. At San Jose State University, we sought to expand our already existing collaborations by centering racial equity and justice, highlighting the work of our students, faculty, staff, local government, and community-based organizations, services, and activists.

Transforming Communities: A Movement to Racial Justice serves as an annual event designed to catalyze change in our local community. SJSU seeks to bring together the community, non-profits, organizations, schools, and businesses for a 2-week event focused on creating a more racially just and equitable city and county. While we recognize that discrimination and injustice intersect with many identities, this movement placed race at the forefront of the conversation as we seek to ignite personal journeys, community conversations, and collective action to address racial justice. Each program addressed specific aspects of race and its many intersections to educate and engage the community to action.

In this session, participants will learn about the history and development of Transforming Communities and how an encompassing event like this can be replicated on their campus and within their local city and county. The presenters will take participants through the journey of concept conception through the end of the program debrief. Participants will be able to take away some of the best practices for engaging local municipalities and community organizations in collaborative racial justice work with their campus while also learning about the areas for growth, missteps, and challenges faced at San Jose State. We will discuss how to engage the wide range of expertise on your campus to share and connect their research and best practices with on-the-ground efforts in the local community.

This session fully invites participants to ask the presenters questions and discuss and explore creative ways to build on the success of Transforming Communities at SJSU.

**Edwin Tan**, PhD, Director of Advocacy and Community Relations, Community and Government Relations - Office of the President, San Jose State University, San Jose, CA

**Jahmal Williams**, MSW, Director of Advocacy for Racial Justice, Community & Government Relations - Office of the President, San Jose State University, San Jose, CA

**5019** Room: D139–D140 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

**Using Asset-Based Leadership Education Strategies to Address Complex Social Issues**

Session Track: Race and Social Justice in Higher Education

In this session, we will discuss how we designed an undergraduate leadership course to prepare future leaders to address complex social problems created and perpetuated by oppressive systems of power that have historically marginalized and continue to marginalize people of minoritized social groups. Despite the tendency of educators to rely on deficit-based pedagogies that perpetuate the narrative that People of Color, Women, Queer people, People with Disabilities, Indigenous Peoples, and Immigrants are in need of saving (Weiner, 2006), our approach to this leadership course presented students with the opportunity to critically analyze systems of oppression while also learning about perspectives of leadership that have emerged from populations of people who have been oppressed. Students are invited to de-center white, male, Eurocentric notions of leadership and instead consider how they can contribute to meaningful and lasting change by integrating leadership concepts developed by people often excluded from mainstream academia.

This session is geared towards higher education educators involved in the leadership development of students, staff, and/or faculty. While the session's content relates to a credit-bearing undergraduate course, there is transferable knowledge that can be applied to many areas of the academy. Session participants will leave a deeper understanding of the impact of asset-based teaching and one curricular model that challenges students, staff, and/or faculty to decenter whiteness, patriarchy, heteronormativity effectively, and other normative perspectives perpetuate oppressive realities.

**Mac Benavides**, MA, Graduate Teaching Assistant, Staley School of Leadership Studies, Kansas State University, Manhattan, KS

**Tess Hobson**, PhD, Post-Doctoral Fellow, Staley School of Leadership Studies, Kansas State University, Manhattan, KS

**5020** Room: E141–E142 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

**Using Data to Drive Cultural Shifts at PWI's**

Session Track: Race and Social Justice in Higher Education

During the 2020-2021 academic year, a team of four made up New York University's Office of Equity, Belonging, & Community Action- a team formed to promote the climate, culture, and commitment to intersectional identities, anti-racism, cultural proficiency, equity, social justice, and sense of belonging all while advancing strategic activities in partnership with communities throughout NYC and beyond. Overall, the office has organized a plethora of events designed to inform, educate, and connect minds committed to progress and love.

In this session, we will discuss the creation, implementation, and impact of two major strategies: the Community Climate Survey and the Ruth Bader Ginsburg Womxn & Work Taskforce. We believe that by sharing these strategies, other universities and organizations can leave with the tools and information necessary to drive cultural shifts at their university using data and community action.

Community Climate Survey

In February of 2021, NYU Steinhardt distributed their first inaugural Community Climate Survey. The primary intention of this survey was to have quantitative data that encompasses NYU Steinhardt's varying feelings of belonging among all of its students, administrators, faculty, and staff. Belongingness was measured through questions inquiring about participants' feelings of comfort in various situations. The survey includes a carefully constructed demographic section to collect individuals' gender identities and racial/ethnic background information as accurately as possible. Since the distribution of this survey, the community has had access to relevant and recent data to support the creation of new initiatives to support the NYU Community further.

Ruth Bader Ginsburg: Womxn and Work Taskforce

Implemented in 2020, the Ruth Bader Ginsburg Womxn and Work Taskforce comprises administrators, faculty, staff, and student employees of all levels at NYU Steinhardt. Open to the womxn and gender-expansive people at the school, this is a site of unity, discussion, and action as participants join to discuss gender inequities and propose solutions and policy changes to better support NYU Steinhardt's community. At this point, this task force has already advocated for change and conversations around increasing access and opportunity for NYU Steinhardt mothers, women, gender expansive people.

In this session, Maria Williamson Ramirez and Tiffany C. Martinez will speak about their direct involvement in these strategies, distribute relevant resources, and hold space to answer any questions for others to implement the same at their institutions.

**Tiffany Martinez**, MA, Adjunct Professor, Doctoral Student, Researcher, NYU Steinhardt School of Culture, Education, and Human Development & Metropolitan Center for Research and Equity, New York University, New York City, NY

**Maria Williamson Ramirez**, MA, New York University Steinhardt Equity, Diversity, & Inclusion Taskforce Chair, NYU Steinhardt School of Culture, Education, and Human Development, New York University, New York City, NY



# SATURDAY, JUNE 04

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5021

Room: E143–E144 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

## Who's Listening? Patterns in Social Justice Education Participation Among Higher Education Professionals

Session Track: Race and Social Justice in Higher Education

A renewed interest in social justice and anti-racist work has occurred during the last two years. This galvanizing period has been largely due to the combined impact of the high-profile police murders of BIPOC individuals, including George Floyd, Breonna Taylor, and Ahmaud Arbery, and a global pandemic that has shifted our collective attention towards human rights concerns. The resulting protests, social and political outcry, and increased awareness of oppressive forces and their impact have served to draw in many new, previously unaware, or uninterested individuals into equity, diversity, and inclusion work. This has led to an expansion of EDI education and outreach efforts and renewed interest in previous social justice work. This uptick in interest has been particularly pronounced within higher education institutions, as evidenced by the rise in online resources, workshops, webinars, book clubs, and other social justice efforts.

Participation in diversity training varies widely among university employees. This is partially due to this training generally being optional in nature. Although most college campuses require students to participate in diversity education activities, one national study found that only five percent of college campuses required faculty to attend similar activities (McCauley, Wright, & Harris, 2000). However, scholars continue to advocate for faculty participation in diversity-related activities as a key ingredient in effectively serving a diverse student population (Booker, Merriweather & Campbell-Whatley, 2016; Boysen, 2012; Caplan & Ford, 2014; Jones, 2017). Reports of the ineffectiveness and inadequacy of the time allotted for these training further problematize the current state of diversity training initiatives (Bezrukova, Spell, Perry & Jehn, 2016; Chrobot-Mason & Quinones, 2002).

Despite this increased demand for EDI education, little has been written about who exactly is choosing to participate in these educational opportunities and the resulting social justice work that is taking place. This study seeks to examine more closely not only the changes in commitment to EDI education but also the demographics of those participating and their motivations for doing so. Participant data at one higher education institution over the course of the last five years is analyzed to examine patterns in participation according to identity, prior education, institutional role, the path to engagement, and connection to primary responsibilities. The resulting discussion will provide insight into EDI work on college campuses and beyond into the future and insight into how we may consider new approaches to reach those not currently engaged in this vital work.

**Adam Foley**, PhD, Director- Diversity Education, Assessment, & Outreach, Office of Institutional Equity, University of Delaware, Newark, DE



5023

Room: E145 (OCC, Level 1)

8:30–9:45 a.m.

All Levels

### **Making HIPs (High-Impact Practices) Accessible: University Supported Student Employment Internship / Assistantship Programs to Increase Access and Outcomes for Underrepresented Students**

Session Track: Student Affairs and Affiliated Professionals

St. Catherine University's Center for Community Work and Learning (CWL) facilitates meaningful community and civic engagement through course-based work, scholarship, and student employment. CWL's work is part of the university's new strategic effort in creating an Office of Scholarly Engagement, which brings together community-engaged experiences, global studies/learning, collaborative research, fellowships, and our honors program.

CWL supports 80-100 service-learning courses each year and facilitates the university's community-engaged student employment programs geared towards undergraduate, traditionally aged students, and adult learners. Our Assistantship Mentoring Program (AMP) and Community Leaders program is cohort-based, offered to students interested in community-centered leadership positions that enhance their academic learning. Students have clear work parameters within this programmatic structure and receive professional development and mentoring guidance.

St. Kate's founding and commitment to social justice lend well to these programs, and our campus community is committed to serving our students. CWL's collaborative work with local nonprofits, many of which serve BIPOC communities, pairs well with our students' desire for meaningful work experiences. Therefore, many students participate in and benefit from these programs. Recent statistics from 2019-20 show the following demographic data for each program: AMP: 31% Pell recipients, 15% first-generation, and 23% BIPOC students; Community Leaders: 53% Pell recipients, 35% first-generation, and 50% BIPOC students.

This session should particularly benefit university/college staff, faculty, and student leaders working with student leadership and civic engagement programs looking to increase access for underrepresented students through building on existing campus and community partnerships. Participants will have the opportunity to reflect on their own campus leadership ecosystem and areas for collaboration with existing partners. This session offers unique insight into two highly regarded employment programs: The community Leaders (CL) program and Assistantship Mentoring Program (AMP).

We will be sharing our learning from facilitating these programs and how they serve underserved students and the broader community. Participants will be invited to discuss these models and reflect on their campus landscape and opportunities to grow student leadership and professional skill development utilizing cohort-based, collaborative models.

Some related articles include:

- Internships are a High-Impact Practice.
- High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter, by George D. Kuh (AAC&U, 2008).
- High-Impact Practices: Eight Key Elements and Examples
- Assessing Underserved Students' Engagement in High-Impact Practices
- Improving Outcomes of Underrepresented College Students through Community-Engaged Employment

**Juwayria Abdulkadir**, Graduate Assistant, Center for Community Work and Learning, St. Catherine University, St. Paul, MN

**Valerie Ponce Diaz**, Graduate Assistant, Center for Community Work and Learning, St. Catherine University, St. Paul, MN

**Yesica Salgado Palma**, Student Assistant, Center for Community Work and Learning, St. Catherine University, St. Paul, MN

**D'Ann Urbaniak Lesch**, MEd, Director, Community Work and Learning, St. Catherine University, St. Paul, MN

# SATURDAY, JUNE 04

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**5026**

Room: Columbia 2 (HYATT, Level 3)

8:30–9:45 a.m.

All Levels

## How Impactful are Peer Mentoring Programs for Student Success?

Session Track: Race and Social Justice in Higher Education

The focus on student success has been at the heart of colleges aiming to support minoritized and first generation college students. Across the nation, peer mentoring programs (peer leaders, peer advisors, etc) have surfaced as research has shown a strong correlation between student engagement and success and working with and receiving support from peers. This session aims to examine a case study of one peer mentoring program in southern California through the eyes of peer mentors who served this role from 2007-2021 and also explore who the peer mentoring programs are reaching and how they are supporting current undergrads.

**Talia Fernandez**, BA, Sociology, College of Letters, Arts, and Social Sciences, Cal Poly Pomona, Pomona, CA

**Victoria Torres**, Sociology, College of Letters, Arts, and Social Sciences, Cal Poly Pomona, Pomona, CA

**Mary Kunmi Yu Danico**, PhD, Director, Weglyn Endowed Chair, Cal Poly Pomona, Pomona, CA

8:45–11:45 a.m.

**5101**

Room: F151 (OCC, Level 1)

8:45–11:45 a.m.

All Levels

## Teaching Social Justice Research in Minority-Serving Institutions: An Approach to Transformative Pedagogy

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

How do we move from simply discussing or studying social justice topics and themes in academic courses to empowering minoritized students to see themselves as participants, actors, or activists in current and ongoing movements and debates? If you work at a minority-serving institution, should you be teaching introductory “research” to your students the same way you would at a predominantly white institution?

In this workshop, we explore these questions as we engage participants in dialogue around what counts as “good research” in the context of introductory courses. We examine how traditional models of research and citational practices uphold white supremacist structures and values and marginalize voices that may reflect the experiences and communities of minoritized students. We provide alternative examples of curricula, research projects, and methods that situate students’ own lived experiences in research and resist prioritizing the perspective of an “objective” researcher or an “expert” over the communities they write about. Leaning into the works of bell hooks, James Baldwin, and also the ACRL Frameworks for Information Literacy, participants will learn to identify and ultimately take steps to deconstruct power structures inherent in curricular and research methodologies. This workshop will be of particular interest to faculty and educators interested in teaching or supporting introductory courses at minority-serving institutions.

**Stacy Brinkman**, MA, MLIS, Head of Education and Outreach, University Libraries, University of California - Irvine, Irvine, CA

**Rachael Collins**, PhD, Academic Coordinator, Argument & Research (39C), Composition Program, English, University of California - Irvine, Irvine, CA

**5102**

Room: F152 (OCC, Level 1)

8:45–11:45 a.m.

All Levels

**Culturally Responsive Advising for Faculty Members**

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

Advising plays a critical and under-appreciated role in student persistence and success, especially for students from underrepresented and minoritized groups. Faculty members serving as advisors at predominantly White institutions and many minority-serving institutions are majority White, high SES, non-immigrant, and non-1st generation to college. These faculty members are charged with advising students holding marginalized identities along some or all of these axes. The disconnects between the lived experiences and cultural perspectives of faculty advisors and students can impede the development of a relationship of trust critical to an effective advising relationship. Faculty advisors often receive little or inconsistent training and no training specifically addressing the frequent disconnects between advisors holding dominant group identities and advisees having marginalized group identities.

Through a series of reflections, small group work, and role-playing activities, participants will explore how their own embodied, and positional identities affect their interactions with their advisees, particularly those who hold embodied and positional identities different from their own. We then offer strategies for faculty members to work from a framework of cultural humility in which understanding and appreciating the identities, lived experiences, and perspectives of their advisees is essential to developing the mutual understanding and trust necessary for a successful advising relationship.

Participants will:

- become aware of their own contingent identities relevant to the advising relationship.
- uncover their unconscious presuppositions about students that can impair the advising relationship.
- learn strategies to approach advising from a place of inquiry and humility.
- learn strategies to approach advising as a faculty/student partnership.
- acquire enhanced cross-cultural fluency in working with advisees.

Faculty development professionals will leave with a toolkit for holding similar workshops on their home campuses. This workshop will be useful to faculty members, department chairs, academic deans, chief diversity officers, and others involved in faculty professional development.

**Mary James**, PhD, Dean for Institutional Diversity and A.A. Knowlton Professor of Physics, Office for Institutional Diversity, Reed College, Portland, OR

**Cameo West**, PhD, Associate Dean for Institutional Diversity, Office for Institutional Diversity, Reed College, Portland, OR

**5104**

Room: Regency Ballroom D (HYATT, Level 2)

8:45–11:45 a.m.

All Levels

**To Me, My X-Men: Cultural Exploration and Social Change Through Comics and Superheroes**

Session Track: Intersectionality, Identities and Discussions

Since at least Superman's 1938 premiere in comics, superheroes have symbolized the society we live in, while comics have reflected broader societal issues, both providing inroads to studying issues of identity, adversity, activism, and our contemporary cultural climate. However, comics have been inclusive of diverse creators, characters, narratives, and representations in recent years. This session will show how comics and superheroes, through creative projects, are used in college courses as unique art forms, accessible entrance points for considering broader cultural and social issues, and counternarratives to elevate diverse identities and voices. Attendees will gain insight on pedagogical approaches to use in classrooms and beyond, critically analyze how superheroes and comic narratives are a means of exploring our own stories and identities in a cultural and socio-political context and contribute to the discourse of comic studies through the lenses of critical race theory and social justice. Additionally, attendees will explore "What is a superhero?"; examine their cultural background and social justice interests; and design an original superhero reflective of their identities, values, and desired impact on the larger community. Attendees are recommended to bring their own mobile devices (phones, tablets, or laptops) or creative tools (crayons, colored pencils, or markers) and be ready to be part of the truth, justice, and a better tomorrow! Attendees are invited to share out their superhero creations on social media using: #NCOREsuperhero.

**Mark Martell**, PhD, Director, Asian American Resource and Cultural Center, University of Illinois at Chicago, Chicago, IL

# SATURDAY, JUNE 04

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**5105**

Room: Regency Ballroom C (HYATT, Level 2)

8:45–11:45 a.m.

All Levels

## **Veterans, Resisters and Allies: Examining Archetypes From the Japanese American Incarceration**

Session Track: Intersectionality, Identities and Discussions

Join us to discuss, gain insight into, and broaden your and potentially your students' understanding of the Incarceration of Japanese Americans during the Second World War. We will explore the historical choices made by Japanese Americans and others to join the war effort, resist incarceration, or become upstanders against it. Utilizing the graphic novel series published by the Wing Luke Museum and Chinn Music Press, participants examine distinct stories of Nisei veterans, No-No Boys, and other resisters, and a fictionalized account of Americans who stood against the wave of racism and constitutional infringement. Authors include Larry Matsuda, Ken Mochizuki, Tamiko Nimura, and Frank Abe. Art by Ross Ishikawa, Matt Sasaki and Kiku Hughes.

Many parts of the Japanese American Experience in World War II have been discussed, presented, and taught for decades. Since 9/11 and again with the 2016 presidential election, we have lived with the specter of history repeating itself. A renewed interest in the subject of the prison camps has opened up students, and adults, to analyzing the era through multiple perspectives- including those that have remained controversial.

We uncover the US policy of deporting Japanese Americans from Tule Lake; we witness the government campaign to denationalize the incarcerated and induce them to repatriate, expatriate, and even renounce their US citizenship; we hear the personal voice of Mitsuye Endo and the complexity of reasons young Japanese American men joined the military.

Through each, we see the devastating impacts of mass incarceration based solely on race and expose the depth and breadth of the long-suppressed story of camp resistance.

**Rahul Gupta**, MPA, Director of Education and Tours, Education and Tours, Wing Luke Museum, Seattle, WA

**5106**

Room: F150 (OCC, Level 1)

8:45–11:45 a.m.

Advanced

## **How Do We Know What We Know? Embodied Classroom Assessment for Racial Equity**

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

How do we know what we know? A Euro-American worldview demands objectivity, that is, that we distance ourselves from what we intend to know and then measure it. Implicitly, this worldview demands separation and disembodiment. In this session, participants are invited to critique the idea of objectivity in assessment and expose it as a myth created and sustained, in part, to perpetuate racially-predictable educational outcomes.

Now, how do we know what we know? An African worldview asks us to embrace subjectivity and connect with what we intend to know. Implicitly, this worldview demands connection and embodiment. Through mindfulness practice and group discussion, participants in this session are invited to envision and then begin the shift toward an embodied, equity-minded classroom assessment practice that embraces subjectivity and re-establishes human connection within the instructor/student relationship.

The panelists, a cis-queer Black woman teaching Psychology and a cis-hetero White man teaching Mathematics, both instructors at an open-access community college in California, will share some of the knowledge gained and created during their collegial seven-year thought-partnering on assessment.

The session will include short informational presentations and an unscripted discussion between the panelists with questions invited from session participants.

Panelists will share current versions of their own classroom assessment practices for participants to freely use, modify, and share alike to create a community of embodied classroom practitioners of assessment for racial equity.

And as embodied practitioners ourselves, we're intentional about taking sufficient breaks during a long conference session.

**Patrick Morriss**, MS, Instructor, Mathematics, Foothill College, Los Altos Hills, CA

**Tiffany Rideaux**, PsyD, Instructor, Psychology, Foothill College, Los Altos Hills, CA

**5107**

Room: E146 (OCC, Level 1)

8:45–11:45 a.m.

All Levels

**DEIJ 2.0: Understanding Power and Effecting Change**

Session Track: Race and Social Justice in Higher Education

Effecting change around issues of diversity, equity, inclusion, and justice (DEIJ) is about more than knowing what needs to change. Effective change leaders need to understand how change happens at the individual, organizational, and systems levels. This means understanding one's role as a change agent and leader, understanding and leveraging one's power, anticipating and managing resistance, and building support and buy-in. This interactive workshop will help higher education leaders (formal and informal leaders; students, faculty, staff, and administrators) better understand the change process and work strategically with others to effect change from wherever they are in the system.

Through interactive, experiential exercises, participants will have the opportunity to:

- (1) Learn evidence-based, time-tested, and promising new change management frameworks and tools;
- (2) Identify and analyze what kinds of power they hold - formally and informally in their system;
- (3) Practice key skills for leveraging their power effectively in service of the changes they want to see.

Participants are encouraged to bring a change goal to the session or a real-world change initiative they are working on or considering for their campus. The last part of the session will allow them to apply all they have learned to their real-world scenario and get feedback from peers and the session facilitators. They will leave with a greater understanding, new tools and skills, and concrete ideas for effectively moving their work forward.

**René Castro**, MSW, Adjunct Faculty, Social Work, California State University, Long Beach, Long Beach, CA

**Jarrod Schwartz**, MSOD, Founder & Principal, Equity Praxis Group, Santa Barbara, CA

**5108**

Room: Multnomah (HYATT, Level 1)

8:45–11:45 a.m.

All Levels

**Engineering an Implicit Bias Conscious Mindset**

Session Track: Race and Social Justice in Higher Education

Everyone has implicit bias, and it can be managed. In this session, using an interdisciplinary framework, participants will conceptualize implicit bias by engaging in brain exercises and discussing brain function. They will identify the prevalence of implicit bias while understanding the continuum of impacts resulting from unchecked implicit bias (specifically features-based implicit bias, derivative discrimination, stereotype threat, social identity threat, implicit dehumanization). Participants will discuss evidence-based strategies to recognize and address implicit bias at individual and systemic levels for sustainable change. Participants will receive a workbook and a resources packet for continued learning after the session. This session will benefit anyone interested in exploring and addressing the influence of implicit bias in their work and life. It will particularly benefit individuals who want to engage in inclusive and equitable leadership.

**Yashwant Prakash Vyas**, MPA, Diversity Education and Strategic Initiatives Director, Division of Diversity and Community Engagement, The University of Mississippi, Oxford, MS

# SATURDAY, JUNE 04

10:15–11:45 a.m.

**5201** Room: Regency Ballroom A (HYATT, Level 2)

10:15–11:45 a.m.

All Levels

## **“The Minute You Start to Drive the Train, You’ve Missed the Boat”: Universities in Allyship With Communities of Color**

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

“UNLEASHED: Equity Fellowship” resulted from a collaboration among nonprofit, philanthropic, educational, and municipal partners to provide advanced education and professional development. The Center for Public Life @ OSU-Tulsa, engaged with the Met Cares Foundation, the Mayor’s Office for Resilience and Equity, and the George Kaiser Family Foundation, to leverage the expertise of university-trained researchers and policy analysts, intentionally connecting place-based participants with the larger movement toward equity-informed policy and systems change. Equity Fellows are oriented to effect change at a systems level using tools typically reserved for the so-called experts who hold university credentials. The result was a cadre of individuals who brought a deep, lived understanding of the public problems in exercising sophisticated analytical tools to advance systemic change in North Tulsa.

Leading practitioners and scholars in community health call on coalitions and collaborations to take up a “new way of engaging with communities that leads to transformative changes in power, equity, and justice” (Wolff et al., 2016, p. 2). Tulsa community leader Greg Robinson said, “As soon as it becomes a university initiative, everything we are trying to do is ruined because it’s no longer a community initiative.” From this perspective, the success of the Equity Fellowship reflects the willingness of university faculty and administrators to step back, follow community leaders, build trust, and look for opportunities to build use to the unfolding work. Rather than teaching community members to identify and solve problems, the Center for Public Life (CPL) at OSU-Tulsa first sought to understand what community leaders need and then navigate administrative structures to assist community leaders in leveraging the reputation, capacity, and skills of university-based experts.

The proposed session - with community and university partners as presenters - emphasizes opportunities for faculty and centers for community engagement to assist communities in leveraging the academy’s language as intellectual capital in organizations characterized by white supremacist culture. The target audience for this session includes faculty and university administrators interested in place-based community engagement and committed to uplifting community-driven initiatives. As a result of participation in the session, audience members will understand the importance of trust-building and relationships in community-university engagement and the alignment between community organizing traditions prominent in community spaces and community-based participatory research, assessment, and evaluation practices. Presenters will provide resources related to curriculum planning, partnership development, and approaches for assessing/evaluating community-led initiatives.

**Lindsey Abernathy**, MBA, Research Associate, Center for Public Life @ OSU-Tulsa, Oklahoma State University, Stillwater, OK

**Dionne Lambert**, MDiv, PhD, Program Manager, Center for Public Life @ OSU-Tulsa, Oklahoma State University, Tulsa, OK

**Tami Moore**, PhD, Associate Professor and Co-Director, Center for Public Life @ OSU-Tulsa, Oklahoma State University, Tulsa, OK

**Greg Robinson**, PhD, Founder, Consultant, Standpipe Hill Strategies, Tulsa, OK

**Mike Stout**, PhD, Associate Professor and Co-Director, Center for Public Life @ OSU-Tulsa, Oklahoma State University, Tulsa, OK

**5203**

Room: B110–B112 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

**BIPOC Mentoring: Importance, Barriers, and Possibilities**

Session Track: Race and Social Justice in Higher Education

This session begins with an overview of recent research conducted by one of our panelists on the important role that faculty and staff mentoring has in the success of BIPOC students at our institutions. The first study shows that faculty mentoring had a significant and unique impact on ERM student satisfaction over and above the individual and combined contribution of financial support, ethnic minority curriculum, and academic socialization. The second study demonstrates that staff mentoring had a significant and unique impact on ERM student satisfaction over and above the individual and combined impact of ethnic minority curriculum, academic socialization, and faculty mentoring. The findings support and extend previous research. ERM students may prefer and report more satisfaction with ERM homogenous mentors (Chan et al., 2015).

The vital mentoring work of staff and faculty requires time, energy, and resources. However, there are insufficient ERM staff and faculty to serve as mentors, contributing to a higher unaccounted workload. Higher education leaders must create and facilitate environments where healthy faculty and staff activities and mentoring may be pursued, acknowledged, and rewarded (e.g., promotion, tenure). It is crucial to ensure that our institutions of higher learning are responsive and adequately support the diverse students, staff, and faculty in our care.

An overview of this research will be followed by a panel discussion with BIPOC faculty and staff currently employed at predominantly white institutions. The panel discussion seeks to illuminate the experiences of BIPOC individuals at the various institutions they have worked, explore the ways BIPOC have (not) been supported in their work, and make the unseen labor of BIPOC faculty and staff visible. The session aims to name these experiences, open up a conversation about them, and help session participants identify how we can build more inclusive and equitable institutions of higher education.

**Daniel Eisen**, PhD, Associate Professor of Sociology/Department Chair, Sociology, Anthropology, Criminal Justice, Law and Society, Pacific University, Forest Grove, OR

**LaKesha Kimbrough**, Special Projects Manager, Center for Community Engagement, Seattle University, Seattle, WA

**Sang-hyoun Pahk**, PhD, Assistant Professor of Sociology, Sociology, Pacific University, Forest Grove, OR

**Jane Tram**, PhD, Associate Professor of Psychology, School of Professional Psychology, Pacific University, Forest Grove, OR

**5204**

Room: A105 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

**Third Thing Systems of Oppression to Deconstruct Them: A Theory of Being Skill**

Session Track: Race and Social Justice in Higher Education

This session will introduce “third thinging” as a skill to facilitate process-oriented anti-oppression dialogues in higher education. Third, Thinging allows facilitators of difficult dialogues to reposition themselves and dialogue partners to the systems they intend to deconstruct without reproducing these very systems embedded in various institutionalized ways of schooling that rely on telling people what to do rather than inviting their exploration of the ideas. Third, Thinging helps shift the environments for teaching and learning, particularly when participants may feel uncomfortable because of dissonances that they experience when confronted with information that questions their worldviews. Our team has successfully used “third thinging” in classroom practices, organizational change efforts, and a toolkit for various personal and professional dialogues that center on Difference. While most of our work centers on anti-racism, we introduce third thinging as a tool for facilitating difficult dialogues around any other difference that comes to happen because of a conflict in worldviews, identity, and construction of self that have sociopolitical roots in various systems of oppression. Participants will have the opportunity to practice third thinging and think of applications for their own professional settings as teachers, faculty, administrators, and students.

As part of this session, participants will be able to a) what the Third Thing is, b) what Third Thinging is for c) how Third Thinging matters to creating environments for engaging productively in difficult dialogues across differences to deconstruct systems of oppression.

**Jeff Lai**, MA, PhD Student, Higher Education and Student Affairs, University of Iowa, Iowa City, IA

**Milad Mohebbali**, MSc, PhD Candidate, Higher Education and Student Affairs, University of Iowa, Coralville, IA

**Amira Nash**, MS, Associate Director, Baker Teacher Leader Center, University of Iowa, Iowa City, IA

**Chris Patterson**, MA, PhD Student, Evaluation, Assessment, & Research, James Madison University, Harrisonburg, VA

**Aralia Ramirez**, MA, Lecturer, Sociology, California State University Chico, Chico, CA

**Sherry Watt**, PhD, NCC, LPC, Professor, Higher Education & Student Affairs, University of Iowa, Iowa City, IA



# SATURDAY, JUNE 04

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**5205**

Room: A106 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## **Black Greek Letter Fraternity/Sorority Growth for the 21st Century**

Session Track: Student Affairs and Affiliated Professionals

One of the great experiences attending college is going Greek! However, there are challenges in finding historically Black Greek-letter Organizations (BGLOs) on some campuses, where African American students are not the majority. This challenge is compounded by a culture in BGLOs that generally promotes the strategy that “they should come to us” and “we don’t recruit.”

Thus, it is incumbent upon BGLOs to develop a recruitment plan that not only promotes and highlights chapters to the campus community but overcomes this misconception that “we don’t recruit.” A chapter recruitment plan can be fun, effective, and efficient, but it has to be seen as a necessary tool for your chapter’s growth, stability, and success. The only way to ensure that you induct strong members is to become more strategic and focused with your recruiting efforts. Collectively, in doing so, the National Pan Hellenic Council (NPHC) can demonstrate to its campus that BGLOs are relevant and that the best and the brightest students find membership in BGLOs desirable. This pre-conference session will empower campus-based professionals (such as Directors of Greek Life and Multicultural Affairs), chapter advisors, and undergraduate members with practical tips and strategies to sustain and grow BGLOs in the 21st Century.

**Rasheed Ali Cromwell**, Esq, Educational Consultant and Attorney, President, The Harbor Institute, Washington, DC

**5206**

Room: A107–A108–A109 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## **‘I Can’t Unsee What I’ve Seen:’ Doing Social Justice Pedagogy in the Research Methods Classroom**

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

This presentation aims twofold: 1) to share qualitative research findings from our study about faculty members’ experiences with implementing social justice pedagogy (SJP) practices in undergraduate research methods courses, and 2) to model critical reflexivity as social justice pedagogy researchers. Through attending this presentation, participants will: a) learn about specific SJP strategies to implement in the classroom; b) engage in dialogue about the challenges and joys of doing social justice pedagogy; c) identify personal, educational experiences in which a social justice lens would be beneficial to develop; and d) create a framework for using qualitative methodology to assess the process of integrating SJP into new or already existing courses.

**Nicole Bolter**, PhD, Associate Professor, Kinesiology, San Francisco State University, San Francisco, CA

**Sherria Taylor**, PhD, Assistant Professor, Family, Interiors, Nutrition, & Apparel, San Francisco State University, San Francisco, CA

**Maria Veri**, PhD, Professor, Kinesiology, San Francisco State University, San Francisco, CA

5210

Room: B117–B119 (OCC, Level 1)

10:15–11:45 a.m.

Beginner

## Daughter of a Lost Bird Film Screening and Discussion

Session Track: Intersectionality, Identities and Discussions

Daughter of a Lost Bird is a feature documentary directed by Brooke Pepion Swaney (Blackfeet/Salish). This session includes a screening of the film and a discussion with the filmmaker Swaney and protagonist Kendra Mylnechuk Potter.

“Lost birds” is a term for Native children adopted from their tribal communities. Right after the Indian Child Welfare Act of 1978 became the law of the land, Kendra Mylnechuk Potter was adopted into a white family and raised with no knowledge of her Native parentage. This intimate film follows Kendra on her journey to find her birth mother, April, a Native adoptee, and return to her Lummi homelands in Washington State. With a sensitive yet unflinching lens, director Swaney documents Kendra and April as they connect with relatives and navigate what it means to be Native and to belong to a tribal Nation from the outside looking in. Along the way, Kendra uncovers generations of emotional and spiritual beauty and pain and comes to the startling realization that she is a living legacy of U. S. assimilationist policy. By sharing a deeply personal experience of inherited cultural trauma, the film opens the door to broader and more complicated conversations about the erasure of Native people and culture and questions of identity surrounding adoption.

The film and discussion explore the political identity of Native American people in America, where Indigenous ethnicity and nationality are often confused and conflated with “race.” The filmmakers discuss how this misunderstanding has led to the current challenge of the Indian Child Welfare Act in the SCOTUS case, *Brackeen v. Haaland*. Through a personal case study in Kendra’s story, the conversation will dive into the concepts of sovereignty and how it applies to the unique status of Indian children. An additional session takeaway will understand the deeper systems of white supremacy and how the federal government has utilized policy to affect cultural genocide, to “kill the Indian and save the man” through Native adoption efforts and Indian boarding schools. Swaney and Potter also discuss the collaborative approach to the film, in which the main character is also a producer and in control of how her story is told. This session is for educators in the fields of history, American studies, Indigenous studies, anthropology, law, media production, and studies, or for anyone seeking to understand the personal impact of Federal Indian Law and Policy.

**Brooke Swaney**, MFA, (Blackfeet/ Salish), Screenwriting Faculty Mentor, Creative Writing MFA, Institute of American Indian Arts, Santa Fe, NM

# SATURDAY, JUNE 04

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**5211**

Room: C120–C121–C122 (OCC, Level 1)

10:15–11:45 a.m.

Beginner

## **Design Inclusive Communities with Intention and Belonging**

Session Track: Intersectionality, Identities and Discussions

The events of 2020 led to an increased need to examine how the pandemic, social injustices, and limitations to access impacted our students, staff, and faculty. When developing the strategic plan for our Office of Educational Equity, we examined our student population and how we could meet their needs. With nearly 60% of students identifying as Black Indigenous People of Color (BIPOC), we needed to design programming to address the human need for belonging through conversations that highlight intersectionality. This session will describe how we developed The Inclusive Café, a virtual community chat. These conversations are intended to cover critical issues relating to equity and inclusion and how they show up in the classroom, workplace, and our communities. The cafe incorporates cultural and personal awareness to cultivate connection and community. This was created with an understanding that once an individual embarks on the journey of becoming more self-aware, they can take the next step towards personal development by committing to understand and acknowledge differing perspectives.

This model provides a facilitated forum for participants to objectively assess personal values and feelings through reflection and introspection. We will explain how the impact of the model garnered the attention of the university president and other leaders within our institution. Subsequently, the intentional design of The Inclusive Café has provided visibility to faculty, alumni, and staff who have related expertise as well as collaboration on various programs and initiatives. Some examples include facilitating the adaptation of the 21-Day Equity Habit Building Challenge (Irving & Moore, 2014) for all faculty and staff and in-depth monthly webinars focused on critical topics such as the 1619 Project (“The 1619 Project (Published 2019),” 2021), an inclusive curriculum review, faculty training, etc.

Following this session, participants will understand the fundamental components needed to foster a practical model’s psychological safety for faculty and staff. In addition, learn how to address the human need for belonging through conversations highlighting intersectionality within the community’s multidimensions of identity.

This session should be of particular interest to:

- Faculty, staff, administrators, executive leadership
- Students, leaders of student organizations and clubs
- DEI Practitioners, consultants
- Leaders in roles impacting culture, engagement, campus climate

### Bibliography

Irving, E., & Moore, E. (2014). 21-Day racial equity habit building challenge. America & Moore Diversity Education, Research & Consulting. <https://www.eddiemoorejr.com/21daychallenge>

The 1619 Project (Published 2019). (2021). The New York Times. <https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html>

**Saray Lopez**, MBA, Director, Student Diversity & Inclusion, Office of Educational Equity, University of Phoenix, Phoenix, AZ

**Tondra Richardson**, MBA, HRM, CDDP, CIM, Director, Student Diversity & Inclusion, Office of Educational Equity, University of Phoenix, Phoenix, AZ

**5212**

Room: C123 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## Decolonizing Data Practices With Storytelling Elements Session

Session Track: Race and Social Justice in Higher Education

This session highlights the importance of equitable data practices led by communities who are doing the work, who can identify the data needs, where success is defined with students as subjects and centered on the experience, and outcomes are mutually aligned toward student success. Examining equitable data practices through the lens of storytelling can allow educators and institutions to intentionally capture the narratives of our students and correct data practices that lead to misinterpretation, skewed, or missing pieces of the stories being told about student outcomes and the institution's support of Black student academic success.

The session will center around, "How do we begin to decolonize and deconstruct the data storytelling framework used at our institutions to compare and assess our student's success? What could an alternative data storytelling framework look like?" This is an open invitation to all practitioners to take a proactive role in collecting, interpreting, and reporting on data to make sure the experiences, challenges, and successes of our students are centered.

Participants will examine how the Umoja Community uses data to measure student success and program impact and fully captures our students' experiences in ways that affirm Black students' humanity as subjects and agents of their educational success. Attendees will understand shared data language and concepts, build collective knowledge on data engagement approaches, effective practices for asking the right data questions, and collecting, critically analyzing, and reporting on data.

**Anita Bailey**, MS, Program Director, Higher Education, Umoja Community Education Foundation, Sacramento, CA

**Trelisa Glazatov**, PhD, Curriculum Developer, Higher Education, Umoja Community Education Foundation, Sacramento, CA

**5213**

Room: C124 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## Reconciliation on Campus: Taking Concrete Steps Down a Sandy Path

Session Track: Race and Social Justice in Higher Education

Talking about racial discrimination on campus often can be quite challenging despite the overarching "American Dream" narrative whereby one can come as they are, work as hard as possible, and enjoy all the fruits of their labor without apology. Thus, theory and practice can be difficult to bridge in the daily grind to create a more inclusive campus. Despite numerous policy changes over the years, many university environments continue to struggle with data suggesting a disproportionate number of students, staff, and faculty of color do not share the same inclusive experiences as their white colleagues. Therefore, this session brings to light the critical thinking tools necessary to rupture such cycles of racialized marginalization, which ultimately is inefficient insofar as marginalized individuals can rupture optimal productivity.

By using a practical approach, learn the five principal components of any successful university's plan for racial reconciliation: 1) research, 2) report, 3) dissemination, 4) discussion, and 5) determination.

For, when it comes to the historical context behind racial tensions on any university campus, tensions often latently simmer because the same historical moment can be simultaneously experienced differently. In other words, it is possible for members of a shared university community to share a racialized moment, but not necessarily the same specific racialized memory of its significance.

Therefore, attendees of this session will be asked to consider the potential limitations of our attempts to approach the past "perfectly," as not everyone will remember shared historical moments in the same manner. As perfect is the enemy of the good, attendees will learn how leveraging their efforts with a multiplicity of voices at the table supporting principles of reconciliation will be most helpful.

Unlike many "anecdotal" presentations on race, participants will leave with concrete concepts and a uniform vocabulary to recognize and further analyze these opportunities for influencing change and better assist their campuses in fostering racial reconciliation. This session will induce attendees to reflect upon their campus practices and consider additional ways in which they can provide welcoming and culturally relevant institutionalized experiences for both their current and future students.

**Frederick Gooding, Jr.**, PhD, Dr. Ronald E. Moore Professor in Humanities, John V. Roach Honors College, Texas Christian University, Fort Worth, TX

# SATURDAY, JUNE 04

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**5214** Room: C125–C126 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## **Let's Talk About Power: Realigning Perceptions with Faculty and Students**

Session Track: Ongoing Doctoral Research

This session is composed of three parts. In the first part, participants will be asked to reflect on a time when they felt unsupported, insulted, and abused. During this time, participants will also be asked to remember whether there were any power dynamics involved in their experiences and situations and to keep it in mind for the second part of the session.

The second part of the session will be a showing of seven brief clips from the Netflix show, *The Chair*. Since its release, many conversations regarding *The Chair* have mainly been around the accuracy (or inaccuracy) of faculty experiences. Instead of continuing that conversation, this session explores the media representations of the Teaching Assistant and her interactions with the department chair and her dissertation chair. During this time, I identified the spoken and unspoken power dynamics and mismatched perceptions that put the student in a difficult situation in her relationship with both chairs and her academic progress.

The third part of this session will discuss potential power dynamics between the student and faculty in the context of *The Chair*. The session then opens to have a conversation with the participants on the current conditions of academia and the treatment of students and how *The Chair* reflects on those issues.

Some takeaways and resources that participants can gain are a conceptual understanding of the nuances of power dynamics between faculty/staff and student and identifying academic traditions that contribute to the current conditions of power dynamics between students and faculty.

**Shine Kim**, BA, PhD Student, School of Educational Studies, Claremont Graduate University, Claremont, CA

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**5215** Room: D133–D134 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## **I Can't Believe These Books are Still in Our Library: Looking at a Campus Library With an Equity Lens and Taking Strategic Action for Diversity, Equity, Inclusion and Student Success**

Session Track: Race and Social Justice in Higher Education

This virtual session presents an innovative equity model for examining campus library collections, collection development policy, student engagement procedures, and collaborative efforts with faculty to promote student success. The presenters will share insights relative to discoveries made among resources in the library at San Diego Mesa College. Mesa College librarians discovered the existence of resources in the library collection that was racist, sexist, and homophobic. A decision was made to collaborate with the campus Committee on Diversity Action Inclusion & Equity to strategize ways to ensure that all library resources are accurate, inclusive, and useful as tools for promoting information literacy and lifelong learning. This session will seek to address issues surrounding the following question: Does your library Collection Development Policy include criteria to address diversity and equity? Does your campus have an Equity Librarian? How does your campus library ensure books and other resources are accurate, updated, racially sensitive, and culturally appropriate? Presenters will suggest strategies for appropriate actions regarding these findings and discuss implications for diversity, equity, inclusion, and student success. This session will particularly benefit those who serve the research needs of students, develop curriculum, and provide support to students at all levels.

**Edeama Onwuchekwa**, PhD, Assistant Professor/ Equity & Engagement Librarian, Library / Learning Resource Center, San Diego Mesa College, San Diego, CA

**Judy Sundayo**, PhD, Professor, Counseling Department, San Diego Mesa College, San Diego, CA

**5216** Room: D135 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

**Building and Implementing Student Focused Design: Addressing Intervening Factors in the GP Framework**

Session Track: Race and Social Justice in Higher Education

Have you heard the phrase “building the plane as you fly it”? Well, this plane holds nearly 2 million students, and the blueprint faces ongoing changes. While the purpose for this work stays constant, this extensive system has to navigate the turbulence of institutional change/improvement, climate and worldly pandemics, racial reckoning, the labor market “great reset,” and the various intervening factors. In this session, Regional Coordinators from the Foundation for California Community College system will take participants from theory to action by operationalizing models and theories of action that support the change process during considerable challenges with a student-centered, racial equity lens.

As California Community Colleges focus intently on increasing student academic achievement and socioeconomic attainment for underserved and racially minoritized communities, a significant challenge in rolling out the system-wide Vision for Success, and its Guided Pathway (GP) redesign framework, is the numerous intervening factors impacting the capacity of 116 colleges across the state. Factors include but are not limited to leadership and staff transitions, new funding model, declining enrollments, climate catastrophes such as wildland fires and natural disasters, accreditation, impact process, and momentum of Guided Pathways implementation.

The Regional Coordinator (RC) model was created to bridge all 116 community colleges’ unique needs with the coordination of support and resources to reach system-wide equity goals of increasing student academic achievement and socioeconomic attainment across the nation’s most extensive community college system.

Through extensive partnerships & effective collaborations, as a system, the Regional Coordinators advance practitioners’ countless endeavors in improving student achievement and closing equity gaps. The RC model bridges the connection between support and resources through an adaptive learning ecosystem: direct just-in-time support, communities of practice, rapid webinars, online learning sessions (Vision Resource Center & Canvas), and multiple communication modalities. This collaborative plan of support works in concert with local, state, and national partners and existing regional infrastructure (workforce, K14/16, and consortiums). Join Regional Coordinators in this session to explore adaptation opportunities of the strategies, concepts, and structures that aim to effectively and successfully implement Guided Pathways in California in the fight for anti-racist/anti-bias andragogy and school systems.

**Katherine Bergman**, JD, Guided Pathways Regional Coordinator, Success Center, Foundation for California Community Colleges, Sacramento, CA

**Angelica Ibarra**, BA, Guided Pathways Regional Coordinator, Success Center, Foundation for California Community Colleges, Sacramento, CA

**Amal Amanda Issa**, MEd, Guided Pathways Regional Coordinator, Success Center, Foundation for California Community Colleges, Sacramento, CA

**Laura Lara-Brady**, PhD, Guided Pathways Regional Coordinator, Success Center, Foundation for California Community Colleges, Sacramento, CA

**Tim Morehouse**, BA, Lead Guided Pathways Regional Coordinator, Success Center, Foundation for California Community Colleges, Sacramento, CA

**Natalie Nagthall**, EdD, Lead Guided Pathways Regional Coordinator, Success Center, Foundation for California Community Colleges, Sacramento, CA

**5217** Room: D136 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

**Building Social Justice Pedagogy Into First-Year Experience Courses**

Session Track: Race and Social Justice in Higher Education

This workshop welcomes instructors, advisors, and anyone who is involved in designing first-year experience courses for their institution. This workshop will examine the instructional design of a first-year experience course centered in social justice pedagogy. The goals of this course was to actively participate in the process of social justice by engaging learners in the critical consciousness of understanding their lived experiences in a broader context within the systems of oppression both at Emporia State University (ESU), as well as nationally and globally. The courses objectives were to intentionally create space for students to reflect, participate in dialogue, share experiences, learn from others’ experiences, and, as Bell (2013) suggests, work collaboratively to create change. Participants should expect to leave this session with tools and resources to build a social justice framework into their first-year experience courses.

**Nyk Robertson**, PhD ABD, Senior Director of Diversity, Office of Diversity, Equity, and Inclusion, Emporia State University, Emporia, KS

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**5218**

Room: D137–D138 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## **Creating Brave Spaces for Racial Healing and Inspired Activism Based on Rhonda Magee’s ColorInsight Approach**

Session Track: Race and Social Justice in Higher Education

“Race is the child of racism, not the father.” Inspired by the clarity of Ta-Nehesi Coates’ words and grounded in the power of community, a faculty developer and law professor collaborated to create a faculty and staff development experience centered on critical themes for our time: racial literacy and healing, cultivating joy, and sustaining activism. In this session, facilitators will share their innovative model, the lesson learned, and the outcomes of the experience, including their use of Professor Magee’s work, “The Inner Work of Racial Justice: Healing Ourselves and Transforming Our Communities Through Mindfulness,” as a foundational resource for faculty and staff development.

Facilitators will guide session participants through Professor Magee’s ColorInsight approach while engaging participants in the process of critical self-reflection and contemplative practices that support faculty and staff racial healing, self-care, and activism.

From this learning experience, participants will (1) explore and articulate a role for ColorInsight in racial justice work; (2) experience the value and the challenges of employing contemplative practices for racial healing; and (3) identify potential partners within their educational and professional contexts with whom they may collaborate to offer similar development opportunities.

**Erica Caton**, PhD, Director of Educational and Faculty Development, Center for the Advancement of Teaching, Florida International University, Miami, FL

**Rosario Lozada**, JD, Director of Well-Being in Law; Professor of Legal Skills & Values, College of Law; Provost’s Office for Faculty Leadership & Success, Florida International University, Miami, FL

**5219**

Room: D139–D140 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## **Historical Strategies of Faculty of Color: Disrupting, Emerging, and Thriving at a PWI**

Session Track: Race and Social Justice in Higher Education

This session documents and describes a faculty of color academic senate committee at MiraCosta Community College that historically provides a faculty retention model within cultural proficiency/humility. As the college has increased efforts to diversify the faculty over the past ten years, the campus climate at this predominantly white institution (PWI) has not been conducive to retaining its faculty of color. This session will take you on a 16-year journey of the Diversity, Equity, Cultural Competency (DEqCC) committee that has been the catalyst for changing the organizational structure and campus climate to be more inclusive and responsive to the local community and student demographic changes. It particularly benefits faculty of color whose goal is to lead efforts to change PWI institutional oppressive systems and become more responsive to equity and inclusion. A timeline of activism within the institutional governance structure, campus programming, and pedagogical innovation will be shared.

**Edward Pohlert**, PsyD, Faculty Director, Retention Services, MiraCosta College, Oceanside, CA

**Alicia Robles López**, MA, Professor of Sociology and Chicana and Chicano Studies, Sociology, MiraCosta College, Oceanside, CA

**Violeta Sanchez**, PhD, Composition & Literature Professor, Letters, MiraCosta College, Oceanside, CA

**5220**

Room: E141–E142 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## **Student Diversity Orgs Aren’t Your DEI Team: Breaking Down the Balance of Student Advocacy and Administration Action**

Session Track: Race and Social Justice in Higher Education

This session will particularly benefit higher education students who struggle to find where accountability, responsibility, and longevity fall on the spectrum of first-year undergraduate students to the university president. The presenter, a student heavily involved in the diversity, equity, and inclusion initiatives on her campus, will carry a workshop designed to help understand and find the balance between student diversity organizations and college administrations in the climb to create diverse, equitable, and inclusive campuses. The session will be PWI-centered with a series of interactive activities to encourage attendees to have conversations between students and admin, where to place footstools of accountability, and how to shift responsibilities for institutional change off the backs of students of color. Multiple real-life and fictional scenarios will be presented to work through. Members of all backgrounds in higher education are encouraged to attend and participate; no voice in the fight for equity is ever too small.

**Shilei Bell-Lipsey**, BS, Student Ambassador, Office of Undergraduate Admissions, Saint Mary’s College of California, Moraga, CA



**5221**

Room: E143–E144 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

**Teaching Students About White Identity Development Theory: Reflecting on Practices as a Black Faculty in a PWI Classrooms**

Session Track: Race and Social Justice in Higher Education

This interactive presentation benefits faculty, trainers, and facilitators working to address the social construction of whiteness and identity development. The session focuses on the pedagogical tools for teaching complex aspects of identity development and shares a practice-based review of courses taught by a faculty of color at a predominantly white institution and workshops for professionals.

**Sherwood Smith**, EdD, Senior Executive Director for Inclusive Excellence and Faculty Engagement, Office of the the Vice Provost for Diversity, Equity & Inclusion (DEI), Univeristy of Vermont, Burlington, VT

**5222**

Room: E145 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

**Developing a Social Work Case Management Model for Undocumented, Foster Youth and System-Impacted Students**

Session Track: Student Affairs and Affiliated Professionals

Recently, Colleges and Universities have gained more traction in developing programs and services to serve specialized student populations. They have begun to explore how to serve better-undocumented students, current and former foster youth, and system-impacted students. These students' experiences are informed by their unique social, political, and economic positionings in society. These factors create complex challenges and barriers as they progress in their academic journeys. Often, these challenges and barriers are well beyond the training and specialization of staff, resources, and services available in higher education spaces. The addition of social workers to specialized programs has enhanced the continuum of care that the DREAM, Reach Guardian Scholars, and Rising Scholars programs provide for undocumented students, current and former foster youth, and formerly incarcerated students in the Equity Center at Mt. San Antonio College (Mt. SAC). Utilizing a case management approach, the social workers receive referrals from program staff that identifies students who might benefit from additional support and services, including off-campus. Students receive one-on-one case management support through an individualized, person-centered model to address their holistic needs.

Attendees will learn about the evolving social work case management model at the Mt. SAC Equity Center and the first-year outcomes and best practices that enhance key aspects of the delivery of program services.

**Dario Fernandez**, Med, DREAM Program Director, Student Equity, Mt. San Antonio College, Walnut, CA

**Julyssa Guevara**, LCSW, Equity Center Social Worker, Student Equity, Mt. San Antonio College, Walnut, CA

**Jeze Lopez**, MPA, REACH Guardian Scholars Director, Student Equity, Mt. San Antonio College, Walnut, CA

**Lindsey Perino**, ACSW, Equity Center Social Worker, Student Equity, Mt. San Antonio College, Walnut, CA

# SATURDAY, JUNE 04

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**5224** Room: E147–E148 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## Community Reflections Into Action: Collaborative Approaches Uniting Students, Practitioners, and Researchers to Inspire Change

Session Track: Student Interest and Engagement

Our collaborative team engaged Participatory Action Research (PAR) as a guiding framework to improve the Renaissance Scholars Program (RSP), an access and retention program at the University of California, Santa Cruz. The program serves independent students who have faced significant challenges or hardships within their family networks, including but not limited to foster care, incarceration, homelessness, and abuse. Our presentation will describe our process for engaging community members in framing and investigating the barriers they experience along their educational trajectories to develop meaningful programming and advocate for institutional changes that would positively impact their community. A primary goal of our PAR project was to center Renaissance Scholar narratives, expertise, and engagement at all levels of research, reflection, and action. This session should particularly benefit students, practitioners, and researchers of any experience level in gaining perspectives and concrete strategies for collaborative program evaluation and development to implement data-driven and equity-based student success programs for historically minoritized students at their institutions.

**Ruby Hernandez**, PhD, Researcher, Third Plateau, Third Plateau, Santa Margarita, CA

**Ángel Jesús Mora**, BA, Counselor, Short Term Residential Treatment Program, Encompass Community Services, Santa Cruz, CA

**Elizabeth Moya**, MSW, Renaissance Scholar Program Counselor, Services for Transfer and Re-entry Students, University of California Santa Cruz, Santa Cruz, CA

**Sara Radoff**, MA, Director, Services for Transfer and Re-entry Students, University of California, Santa Cruz, CA

**Joshua Solis**, BA, Underground Scholars Program Coordinator, Service for Transfer and Re-entry Students, University of California, Santa Cruz, CA

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**5225** Room: F149 (OCC, Level 1)

10:15–11:45 a.m.

All Levels

## Reinforcing Resiliency: A Journal Club Created to Support Biology and Biomedical Students Navigating Individual and Institutional Challenges

Session Track: Student Interest and Engagement

This session will focus on the Resiliency Journal Club created and implemented by the Diversity, Equity, and Inclusion and Student and Alumni Affairs Team for the Division of Biology and Biomedical Sciences at Washington University in St. Louis. The Journal Club was hosted in the summer of 2020 to better support PhD students in biology and biomedical sciences amid the COVID-19 pandemic. Additionally, the program had a purposefully intersectional approach in its incorporation of conversations around social justice movements happening during the summer of 2020 (e.g., Black Lives Matter protests after the murder of George Floyd). The Journal Club was hosted on Canvas in nine different modules covering the following topics: 1) Welcome/Creating Community Intentions; 2) Introduction to Resiliency; 3) Building Your Resiliency Skills; 4) Mindfulness; 5) Resiliency in Science; 6) Taking Risks in Science; 7) Resiliency on the Job Market; 8) Resiliency: You and Community; and 9) Personal Identity and Resiliency. Each module comprised components that underscored active learning, community engagement, and deepening understandings of the self, while all underpinned by analyzing social constructions of identity and power. A total of 38 PhD students registered to participate in the Journal Club.

All modules included videos and resources from foundational institutions in the scientific community (e.g., the National Institutes of Health), a recorded video from a content-matter expert at Washington University in St. Louis, and an experiential learning opportunity. While modules were ultimately self-paced, students were encouraged to complete one module per week to foster community engagement. Students participated in discussion board assignments to form comradery and submitted personal reflections for meaningful feedback. Over the nine weeks, there were two opportunities to Zoom with fellow participants and leaders synchronously.

Session attendees should have a passion for providing student programming that seeks to recognize students' full humanity and multiple, intersecting identities. While designed for PhD students, the concepts of the Resiliency Journal Club are easily translatable to a diverse range of student populations.

Session facilitators will provide the nine module topics that guided the Journal Club, including all associated materials, assignments, assessments, and outcomes. All materials from the Journal Club will be available to session attendees, with suggestions for customization for different student populations (e.g., undergraduate business students or international populations). Finally, presenters will facilitate an activity from the Journal Club for session attendees to reflect on and build their personal resiliency tool kits.

**Joel Dalton**, MA, Director of Diversity, Equity, and Inclusion and Student and Alumni Affairs, Division of Biology and Biomedical Sciences, Washington University in St. Louis, St. Louis, MO

**Rosie Jones**, MPPA, Coordinator of Diversity, Equity, and Inclusion and Student and Alumni Affairs, Division of Biology and Biomedical Sciences, Washington University in St. Louis, St. Louis, MO

**5226** Room: Columbia 2 (HYATT, Level 3)

10:15–11:45 a.m.

All Levels

## **Nuanced Experiences of LatinX and Asian American MilleniGenZ in Southern California**

Session Track: Race and Social Justice in Higher Education

Millennials make up the largest workforce segment today, and it is estimated that by 2025, 75% of the global workforce will comprise this emerging generation. Significantly, Gen Z's are expected to surpass Millennials as the most diverse generation as they constitute more than a quarter of the US population. Thus, organizations and business leaders must understand the current work values and expectations of Millennials and Gen Zs to attract and retain these future workers. The Generation Study (2017) is an interdisciplinary, longitudinal study that collects data on Millennials and Gen Z college students to investigate family and work values that matter most to their generations. We assess how Latinx and Asian American MilleniGenZ college students imagine their careers post-college and explore the influence that family, socioeconomic status, and work experiences have on their perceptions of their future careers. This study captures the nuanced experiences of these two unique generations, which provide a snapshot of how organizations can actively support MilleniGenZ employees and meet their workplace needs.

**Kelly Nguyen**, BA, Doctoral Student, Psychology, Baruch College & The Graduate Center, New York, NY

**Faye Linda Wachs**, PhD, Professor of Sociology, Cal Poly Pomona, Pomona, CA

**Beverly Teresa Cotter**, BA, Graduate Student Researcher, Department of Psychology, University of California, Davis, Davis, CA

**Peter Hanink**, PhD, Assistant Professor of Criminology, Cal Poly Pomona, Pomona, CA

11:45 a.m.–1:00 p.m.

**5300** Room: Exhibit C-D (OCC, Level 1)

11:45 a.m.–1:00 p.m.

## **CONFERENCE CLOSING LUNCHEON**

Please join friends, colleagues, and the community of NCORE to break bread and enjoy a keynote address by Kip Fulbeck. We look forward to sharing the final moments of the conference with you!

1:00–2:15 p.m.

**5400** Room: Exhibit C-D (OCC, Level 1)

1:00–2:15 p.m.

## **CONFERENCE CLOSING GENERAL SESSION: Featuring Kip Fulbeck**

Defining Yourself: Identity and Telling Your Story in a New America

Kip Fulbeck traveled the US photographing thousands of people and asking them to handwrite their responses to the question “Who are you?” He began these projects searching for the America never covered in history books – for the millions of people like himself that fell between race categories. He found a powerful and universal drive within individuals to share their stories and connect. In our contemporary world of social distance, overwhelming social media, Zoom meetings, and clickbait, Fulbeck believes our need to identify ourselves – our need to be really seen – is now more necessary than ever before. Join him as he shares images and stories from his projects ... some hilarious, some tragic, but all ultimately American.

Kip Fulbeck has been featured on CNN, MTV, The New York Times, The TODAY Show, and National Public Radio. He is a Distinguished Professor of Art at UCSB, where he is the recipient of the Faculty Diversity Award and the Distinguished Teaching Award and has been named an outstanding faculty member five times. A complete overachiever despite being only half-Chinese, he is also an avid surfer, ocean lifeguard, and multiple-time national champion in U.S. Masters Swimming.