



Pre-Conference Institutes

Aspire Women of Color Administrative Leadership Institute

Tuesday, May 30 — 9:00 a.m.–5:30 p.m., and continuing, Wednesday, May 31 — 8:45–11:45 a.m.

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.

Presenter(s):

Toby S Jenkins, PhD, Associate Dean of Diversity, Equity & Inclusion & Professor, University of South Carolina—Columbia, SC

Edwanna Andrews, PhD, Assistant Vice President Community Support, University of Central Florida—Orlando, FL

Avoid Being Gone in a Hot Minute: The Making of Centriarchal Decolonized WoC/Women Stealth Leaders

Tuesday, May 30 — 9:00 a.m.–5:30 p.m., and continuing, Wednesday, May 31 — 8:45–11:45 a.m.

Women of color (WoC) and women in the Academy experience many unspoken expectations and rules that require them to support hierarchical structures within their campuses. In order to not be 'gone in a hot minute' we must continue to decolonize our leadership styles, develop our centriarchal stealth strategies and deepen our collective agency with one another. The existing hierarchies have had us dodging missiles, being racelighted (Davis & Ernst, 2019, Woods & Harris, 2021), and forcing us all the while to pivot within a toxic system. Has the hierarchy become normalized as the air we breathe, the dreams we dream and the repetition of procedures without thought or reflection? We are constantly taught to teach in rows, have students work in silence and to simply replicate the schooling experience aka the "banking system of education" (Friere, 1970). Gladwell, (2002) expanded on Friere's work when he stated that "...every institution is exquisitely designed to replicate itself". This hierarchical replication and maintaining of the status quo is driving more of us to seek out alternative leadership approaches in and out of higher education.

In this day and a half Pre Conference Institute, we will conduct a hybrid paradoxical environmental scan focusing on decolonizing our minds, challenging traditional notions of leadership and honing our skills in order to counter the reality of the glass cliff (Payton, 2022). Our society is based on hierarchical systems which are designed to replicate themselves and to maintain the status quo in the communities where we live and work. In what ways have we been molded and wounded by this hierarchy? We did not design the system to begin with, nor can we cannot control enough of it to change the system writ large. What we have the power to do is develop islands of centriarchy within the larger hierarchical system. It is stealth and collusion - the contradiction and the paradox. This day and a half pre-institute will be of particular benefit to women of color and women faculty, mid to senior level administrators and individuals with administrative supervisory roles who are wanting to 1) lead from an empowering centriarchal place 2) filtrate the air we breathe (aka decolonize our dreaming and practices, Laenui, 2000) and 3) be catalysts for change.

Presenter(s):

Catherine Wong, M.Ed., Executive Director and Founder, Catherine Wong Consults: Education, Training & Research—Boston , MA

Patricia Lowrie, M.S. , Director Emeritus and Executive Consultant, Michigan State University—Miami , FL

Jacquelyn Reza, Ed.D. and MFT , Professor & Director of Professional Development, Emeritus, De Anza College & USF—Newark , CA

Designing and Assessing Social Justice Education Workshops

Tuesday, May 30 — 9:00 a.m.–5:30 p.m., and continuing, Wednesday, May 31 — 8:45–11:45 a.m.

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.

Presenter(s):

D. Scott Scott Tharp, PhD, MSW, Associate Director, University of Illinois at Chicago—Chicago, IL

Dismantling Racism and White Supremacy: Tools & Strategies to Lead White Accountability Groups on Co

Tuesday, May 30 — 9:00 a.m.–5:30 p.m., and continuing, Wednesday, May 31 — 8:45–11:45 a.m.

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 as well as every other 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. It is critical that white leaders and managers 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 in the process. 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 as well as open access sessions for members of the campus community. 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.

Presenter(s):

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

Unbound: Freeing the Self from the Conditioning of Racism A workshop for People of Color

Tuesday, May 30 — 9:00 a.m.–5:30 p.m., and continuing, Wednesday, May 31 — 8:45–11:45 a.m.

Note: 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 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.

Presenter(s):

Tanya Ovea Williams, EdD, Founder and Lead Coach/Consultant , Authentic Coaching and Consulting —Brooklyn, NY

Undoing Racism/Community Organizing Workshop Appetizer

Tuesday, May 30 — 9:00 a.m.–5:30 p.m., and continuing, Wednesday, May 31 — 8:45–11:45 a.m.

Through dialogue, reflection, role-playing, strategic planning and presentations, the Undoing Racism Community Organizing workshop challenges participants to analyze the structures of power and privilege that hinder social equity. This will be done by looking at class, power relationships, and our own socialization. It will help participants begin to develop a systemic analysis and its impact in the local and regional communities and who they over serve and under-serve. The workshop process will provide community leaders, providers and residents with a shared analysis of power as they develop, implement and participate in initiatives and programs established to help and make a difference. The process also explores how people, programs and organizations can work together to elevate humanity while developing leadership and accountability to the mission, values, of racial equity and anti-racist principles in both communities and institutions served. We will also explore the intersectionality of race and gender in social movements and organizing.

Presenter(s):

Ronald V Chisom, Co-Founder/Visionary Partner, The People's Institute for Survival and Beyond—New Orleans , LA

A Pathway to Empowerment and Racial Freedom

Tuesday, May 30 — 9:00 a.m.–5:30 p.m.

Do you ever wonder where the term "white people" even came from? How did this racial category turn into a way to oppress some people and elevate others? If you could use some tools for spotting practices and policies that elevate white people, and even for rejecting and replacing them, this is the institute for you.

It is divided into three sections:

FROM WHERE WE CAME: Upon a historical foundation of where, when, how, and why the human category called "white" people was first used in the colonies, the session explores the insistence on "white people" as a matter of foundational U.S. law. Learn to define and recognize whiteness as it shows up throughout American history - the same history that is the footprint of our present moment. Consider how whiteness lives in us, regardless of one's race, and is such different ways depending upon race.

WHERE WE ARE: Next, we explore how whiteness manifests today, shaping our subconscious and impacting how we interpret and respond to a variety of people and situations in real time. We'll use interactive exercises to build our ability to spot those manifestations that may have seemed invisible before.

WHERE WE CAN GO: Finally, we build our action plans for change. First we define Whiteness Competency and its role in interrupting policies and practices that unfairly elevate white people. Then we draw upon proven methods to alter otherwise taken-for-granted assumptions and create intentional practices for transforming ourselves and society from the twisted inhumane distortions of whiteness.

TAKEAWAYS:

- a historical narrative of a social construction of race
- 4-tiered concept of whiteness to help identify it and its seamless reproduction
- tools for implementing a practices that disentangles us from it

Presenter(s):

Jacqueline Battalora, Ph.D., J.D., M.T.S., Professor of Sociology and Criminal Justice, Saint Xavier University—Chicago, IL

A Whole New World...Teaching Tools and Strategies for International Students

Tuesday, May 30 — 9:00 a.m.–5:30 p.m.

Pursuing higher education in a foreign country can be challenging and present a plethora of potential stumbling blocks students have to navigate. Unfamiliarity with American pedagogical practices, such as classroom participation and active and collaborative learning, as well as lack of awareness of American social rules, norms and skills, may further isolate our international students. This Institute will help participants gain a more complex understanding of the needs of international students in their classrooms and how these students' diverse backgrounds and cultures interface with the classroom learning environment. We will provide tools and strategies that can help faculty and those who work with international students provide support to help students adapt, reduce their stress and help them succeed, and in the process, help all students succeed.

Presenter(s):

Kristina M. Marshall, JD, Director of Diversity, Equity, Inclusion and Justice, Oakland Community College—Auburn Hills, MI

Li-Chen Chin, PhD, Dean of Student Life, Bennington College — Bennington, VT

Advancing Anti-Racism Strategies on Campus: A Framework for Strategic Change

Tuesday, May 30 — 9:00 a.m.—5:30 p.m.

Nearly three years removed from the murders of George Floyd, Ahmaud Arbery, and Brianna Taylor; and in an environment with persistent racial injustice/inequity, rapid demographic shifts, and continued violence against Black, Indigenous, and people of color communities, institutions of higher education across the nation and globe continue to grapple with the challenge of achieving racial equity and making racial justice a reality on their campuses. Diversity practitioners, scholars, students, activities, and community members are confronted with the challenge of mapping out strategies for impact in a hyper-partisan political environment. Now more than ever the attacks on Critical Race Theory, research to support racial equity, and the funding to support diversity, equity, and inclusion programs/initiatives are under vigorous attack. Equity leaders and social justice champions must prioritize systemic and institutional change strategies that are designed for long-term impact and sustainability. Leaders must recognize the need to advance strategy to impact policy and practice that influences accountability, assessment, and outcomes.

This interactive pre-conference session invites participants to explore relevant application of NADOHE's Advancing Anti-Racism on Campus Framework. In this workshop, attendees will review relevant areas of the Framework designed to impact the change agenda. Participants will hear from some of the authors of the Framework including seasoned senior diversity officers and practitioners driving change, on their experiences advancing anti-racism strategy across different institution types. Attendees will explore relevant questions that they should consider as they implement anti-racism strategies across their organizations.

Participants in this session will:

- Gain a deeper understanding of the Advancing Anti-Racism on Campus Framework
- Explore the impact of how the Framework is applied to various institutional contexts
- Consider strategies that address racial inequities and advance racial justice and examine their broader application to other minoritized communities
- Engage in a community of practice where they will learn from others and share their own experiences advancing anti-racism on their campuses
- Develop a plan for their respective institutions focused on the use of the priority areas

Presenter(s):

Clyde Wilson Pickett, EdD, Language, Literacy, and Culture, Vice Chancellor for Equity, Diversity, and Inclusion/Chief Diversity Officer, University of Pittsburgh—Pittsburgh, PA
Kimberly Truong, PhD, Higher Education, University of Pennsylvania, Philadelphia, PA, Chief

Equity Officer, MGH Institute of Health Professions—Boston, MA

David Garcia, MEd, ASSISTANT DEAN FOR HEALTH EQUITY AND INCLUSION, Washington State University—Spokane, WA

James Felton, MEd, Vice President for Inclusive Excellence , The College of New Jersey—Ewing, NJ

After Five: The University of Michigan's Strategic Plan for Diversity

Tuesday, May 30 — 9:00 a.m.—5:30 p.m.

This session will benefit any academic institution developing a strategic plan for Diversity. Participants should have a basic knowledge of the strategic planning process, and experience with developing campus-wide programs. This Pre-Conference Institute will provide an overview of the development process used by University of Michigan's senior leadership to assist the units in developing their plans. These unit plans were incorporated into the institution's 5-year strategic diversity plan.

The attendees to the Institute will also work in groups to develop a template that can be used to start the strategic planning process for their campuses. Attendees will leave the Institute with the framework for a Campus Wide Diversity Plan. This is the fifth year of the plan and this session will include evaluation of the first five years.

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

Presenter(s):

Charles Gregory Ransom, BA; MLS, Multicultural Studies Librarian, University of Michigan—Ann Arbor, MI

Deborah Willis, PhD, Assistant Vice Provost for Equity, Inclusion and Academic Affairs, University of Michigan—Ann Arbor, MI

Marlanna Landeros, MSW, Program Manager - Diversity, Equity and Inclusion and Student Programs, and Adjunct Lecturer in Social Work, School of Social Work, University of Michigan—Ann Arbor, MI

Kellyn Mackerl-Cooper, MCS Masters of Communication Studies, Associate Director at the Trotter Multicultural Center, University of Michigan—Ann Arbor, MI

Tabbye Chavous, PhD, Vice Provost for Equity and Inclusion and Chief Diversity Officer, Professor of Education, University of Michigan—Ann Arbor, MI

Katrina Wade-Golden, PhD, Director of Evaluation and Assessment for the Office of the Vice Provost for Equity, Inclusion, and Academic Affairs at the University of Michigan, University of Michigan—Ann Arbor, MI

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

Tuesday, May 30 — 9:00 a.m.–5:30 p.m.

Hispanic-Serving Institutions (HSIs) are public and private, two-year and four-year colleges and universities that enroll at least 25% Latinx students. There are over 550 HSIs in the U.S., yet they lack a historical mission to serve Latinx students. This has led campus administrators, staff, and faculty wondering 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 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, job placement) and liberatory (e.g., critical consciousness, racial identity development) outcomes. Then they will move into describing what servingness looks like in practice, providing examples.

The program will include guided lectures, panel discussions, and breakout sessions that are intended to increase participants' knowledge and skills for transforming their institutions into spaces of justice and liberation for all minoritized students. Topics include: conceptualizations of servingness, examples of transforming the structures for serving, ways to utilize HSI funds, and examples of how HSIs can respond to and interact with external influences, including the federal government and advocacy organizations.

This session should benefit both novices to HSIs and servingness and those who have already begun thinking about servingness. This includes student support practitioners, advising and counseling professionals, classified staff, faculty, and administrators. 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.

Presenter(s):

Gina Ann Garcia, PhD, Associate Professor, University of Pittsburgh—Pittsburgh, PA

Ann Endris, MA, Title V Director, Cabrillo College—Aptos, CA

Marla A. Franco, PhD, Assistant Vice Provost, HSI Initiatives, University of Arizona—Tucson, AZ

Beginning Your Native American Student Affairs Professionals Career

Tuesday, May 30 — 9:00 a.m.–5:30 p.m.

This workshop will provide new Native American Student Affairs professional with tools, skills development and networking opportunities to enhance their success in their career. The workshop will administer the "Strengthfinders" assessment tool, which identifies professional strengths and assets. Participants will be exposed to Native Student Affairs professional who have successfully implemented programs for their students on major university campuses.

Participants will develop their own professional introductory statements and have an opportunity to practice interacting in various scenarios representative of campus real life scenarios. These enactments will be directed by nationally-known Native Student Affairs Professionals. Participants will be provided resources to support their work as Student Affairs practitioners.

Presenter(s):

Michelle Villegas-Frazier, MA, Executive Director, UC Davis—Davis, CA

Cori Bazemore-James, PhD, Assistant Vice Provost, University of Minnesota-Twin Cities—
Minneapolis, MN

Coming Undone: Addressing and Transforming Embodied Whiteness in the Service of Racial Justice Work

Tuesday, May 30 — 9:00 a.m.–5:30 p.m.

Abstract: 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 ways that are not easily identifiable. 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 in order 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.

Presenter(s):

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

Confronting White Supremacist Culture in the Workplace for Asian Americans

Tuesday, May 30 — 9:00 a.m.–5:30 p.m.

Whether we realize it or not, work experiences of Asian Americans are heavily shaped and mediated by white dominant culture. Understanding how we have been socialized in a white supremacist culture in the U.S., reveals the ways internalized racism manifests, divides Asian Americans, and prevents us from authentically showing up at work. For AAs, what is the cost to ourselves, our humanity, and our communities within these complex power dynamics and racial hierarchies that has resulted in internalized whiteness and symbolic violence? How do we grant ourselves the freedom to shape our identities and experiences as professionals as Asian Americans? How do we reconnect with what white supremacist culture has disconnected from us?

Throughout the session, we will practice co-creating a liberatory space together, as Asian Americans. We will explore the ways in which systems of oppression divide Asian Americans - within ourselves, within our communities, and with other communities of color. In order to do so, we must first understand the diversity of perspectives and experiences, because Asian Americans are a wildly diverse group. We will explore how White Supremacy impacts our relationships to other racial groups. We will then assess the role of white dominant culture in their professional contexts, use embodiment exercises to explore parts of ourselves we have been taught to discard, hide, or ignore, and develop personal strategies to decenter and disrupt internalized racism. Lastly, we will practice co-creating a space that centers a regenerative and liberatory culture.

This session was designed for Asian Americans who are willing to participate in an experiential process towards learning about how white dominant culture has shaped their definition of work and a strong desire to seek liberation and greater freedom to exist as Asian American. The learning objectives are:

See ourselves and affirm our experiences; consciousness building

Build a community of support

Identify possible strategies for action

Note: This session occurs in collaboration with two other AA/PI pre-conference sessions: Oceania and Supporting AAPI Students.

Presenter(s):

Dawn Lee, PhD, Founder, Consultant, and Coach, Abundant Strategies Collective—South San Francisco, CA

Emily Roh, M.Ed, ACC, Coach, My Invisible Knapsack, LLC—Alhambra, CA

Pamela Chao, MA, Professor & Chair, American River College—Sacramento, CA

Creating Ocean: Navigational Resources for The Journey of Pacific Islander Communities in Higher Ed

Tuesday, May 30 — 9:00 a.m.–5:30 p.m.

Description: Creating Ocean: Navigational Resource 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 who are 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."

Presenter(s):

Makerusa Porotesano, M.Ed, Director, Portland Community College—Portland, OR

Designing a Social Justice Peer Facilitation Program

Tuesday, May 30 — 9:00 a.m.–5:30 p.m.

Tulane University has spent the last decade training more than 100 students as Community Engagement Advocates (CEAs) to facilitate workshops that empower participants to explore issues of equity, justice, and liberation. Each year CEAs facilitate workshops for more than 4000 students on campus. They are compensated, receive course credit, and develop a deep analysis of systems of oppression. In addition to educating their peers, CEAs go on to become changemakers who hold their institutions accountable for advancing equity on campus and in the local community.

In this session the leadership of the Tulane Community Engagement Advocates Program will equip participants with the skills and resources to design a dialogue based social justice program on their campus or in their organization. Using the CEA Program as a model, participants will collaborate to develop their own program unique to their organizational needs. They will engage in an interactive process focused on program management, the training process, curriculum design, and program assessment. By the end of the session, participants will be able to take their plan back to their organization for implementation.

Presenter(s):

Sienna S Abdulahad, M.A. Ed., Director, Tulane University—New Orleans, LA

Abi Mbaye, M.A, Senior Program Coordinator, Tulane University—New Orleans, LA

Developing an Engaged Pedagogy using the Social Justice Syllabus Design Tool

Tuesday, May 30 — 9:00 a.m.—5:30 p.m.

The Social Justice Syllabus Design Tool (SJSDT) is JCSCORE's #1 most read article. Much of that is due to the fact that educators are seeking to discover meaningful ways in which love and justice can be centered in the spaces that we co-create with our students... spaces in which we and our students can show up fully and experience the content as relevant to our lives and communities. The SJSDT has been recognized as a leading resource by many higher education institutions in how to do just that and has been used in faculty orientations and faculty development trainings across the country. Training in the SJSDT not only provides educators and staff with an in-depth understanding of what it means to "do" social justice in the classroom, but what it means to "be" social justice in the classroom and through various strategies and activities co-create counterspaces with students where personal and community transformation can occur. Using critical reflexivity techniques, we will not only explore what social justice educators do in the classroom but also who social justice educators are and can be. We will take a collective deep dive, and engage in strategies that promote the embodiment of 1) relationship, 2) community, 3) a growth mindset process, and 4) radical self-care in the classroom. Educators will leave armed with a transformed syllabus and tools for radical engagement. All educators are welcome and will benefit from this training. Staff who facilitate educational workshops on campus would also benefit from this workshop as well.

Presenter(s):

Sherria D. Taylor, PhD, Associate Professor & Director of Healing Circles, San Francisco State University—San Francisco, CA

Developing, Implementing, Incentivizing, and Assessing Institution-Wide Diversity and Social Justice

Tuesday, May 30 — 9:00 a.m.–5:30 p.m.

Diversity trainings can be effective in empowering individuals with the knowledge, skills, and attitudes needed to foster a climate of equity and inclusion. In this interactive session, using an interdisciplinary framework, participants will [1] conceptualize training and development in Organization Development [OD] context, [2] recognize diversity trainings as a separate branch within training and development, [3] identify the goals of diversity trainings, [4] identify three sets of moderators that determine the effectiveness of diversity trainings, [5] identify methods of instruction and engagement, and [6] discuss four levels of assessment to evaluate training and development programs. Participants will explore the model, tools, and strategies that were utilized for the Leadership for Equity and Inclusive Excellence Institute - an evidence informed, skill building focused, application based, extended diversity education program. This session will benefit administrators who supervise diversity and social justice education training and development efforts. It will particularly benefit practitioners who design and facilitate diversity and social justice education training and development. Participants will receive a workbook for reflective learning and synthesis of information during and a resources packet for continued learning after the session.

Presenter(s):

Yashwant Prakash Vyas, MPA , Director, Aulbani J. Beauregard Center for Equity, Justice, and Freedom , University of New Hampshire—Durham , NH

Dismantling the 'U.S. versus International' Dichotomy: Creating Synergy between International Education

Tuesday, May 30 — 9:00 a.m.–5:30 p.m.

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 U.S. 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 U.S. and International work that typically lacks such focus.

As the trend of 'globalizing' higher education continues, there are many missed opportunities due to the lack of synthesis of these approaches. This dichotomy often prevents us from understanding the relationship between local and global factors that impact our ability to engage constituencies holistically. For example, by engaging issues related to immigration and more specifically undocumented people in only one of these approaches, it prevents us from understanding the relationship between local and global factors impacting diverse contextual realities around the world. In addition, the integration of these approaches better highlights the historical context and inequities created from power dynamics that must be considered in order to effectively navigate intercultural realities in our world today.

This institute offers a critical 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 U.S. DEI and Global educational efforts in higher education. Through the exploration these concepts, participants will bring theory to practice by applying theory into practical administrative applications within their respective institutions.

Presenter(s):

Amer F Ahmed, EdD, Vice Provost for Diversity, Equity, and Inclusion, University of Vermont—
Burlington, VT

Empowerment through Art & Story: A Multiracial, Mixed-Race, and Transracial Adoptee Community Space

Tuesday, May 30 — 9:00 a.m.–5:30 p.m.

With constant state of change, layered by racial injustice and human dignity issues at every turn, it essential for Multiracial, Mixed Race, and Transracial Adoptee peoples to center joy as a practice. This interactive pre-conference institute will be a space of restoration, story sharing and creative reflection. At the core, we will focus on the complexities of multiraciality and mixedness across a wide range of racial, ethnic, transracial adoptee and intersectional identities through arts exploration and embodiment practices. Prospective participants can be of any learning level, though will get the most out of the session if they are aligned with the goals of interactive engagement and identify as multiracial, mixed+ or transracial adoptee.

The first part of the institute will highlight frameworks of our arts praxis and engage participants in reflection and story sharing about their lived experiences and contexts. Participants will learn about 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. The second segment will feature artists and educators engaged in creative change work. Participants will draw connections between their stories and how multiracial experiences can be amplified through arts-based methods such as theater and film. This section invites participants to deepen their understanding through embodiment exercises and critical reflection. Using interactive arts-based activities to share stories about belonging and not belonging, and by engaging with practicing Multiracial artists we will develop tools and connections to support our efforts on better understanding the contexts shaping and complicating our identities and experiences and how we show up for racial justice work.

Presenter(s):

Charlene Cecilia Martinez, MEd, Consultant, Independent—Corvallis, OR

Sabrina Kwist, EdD, Associate Vice Provost, ADEI, University of San Francisco—San Francisco, CA

Eli Jacobs-Fantauzzi, MA, Director and Filmmaker, FistUp—Oakland, CA

Rebecca S'manga Frank, MFA, Actor and Writer, Independant—New York, NY

Engaging Institutional Resistance

Tuesday, May 30 — 9:00 a.m.–5:30 p.m.

This institute is designed for those who understand why we need to talk about race on campus, but often feel unsure of how to respond to community members who are questioning or resisting curriculum and programming designed to address racism. By understanding how change happens, we can be better prepared to anticipate, embrace, and engage resistance. We will consider many of the systemic issues that become more visible as we hone our own strategies and become clearer about our sphere of influence in advocating for change. Too often the burden of addressing this resistance falls on the shoulders of people of color, and white educators need to refine their skills for disrupting racism and white-dominant culture in colleges and universities. We will provide materials to help diagnose what is actually going on and how we can best address resistance in productive ways that move us towards racial justice. Participants will have the opportunity to apply our shared learning and develop strategies as well as an action plan for their particular institution. While applicable to educators of all racial backgrounds, we will put a particular emphasis on white identity development and the role of white educators in dismantling systems of racial oppression.

Presenter(s):

Elizabeth Denevi, PhD, Professor, Lewis & Clark Graduate School of Education and Counseling—Portland, OR

Jenna Chandler-Ward, MEd, Co-Director, Teaching While White—Cambridge, MA

How Black Leaders Can Reconsider Their Loyalties to the Plantation of Higher Education

Tuesday, May 30 — 9:00 a.m.–5:30 p.m.

Institutions of higher education were not designed for Black people to thrive. This pre-conference 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). The goal of this sacred space is 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 to institutions that were not designed with them in mind but designed initially to exclude them

By centering a collective healing ethic, this pre-conference will involve three movements: (1) Sankofan 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 the work" for Black liberation; and (3) Collective strategizing 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.

Presenter(s):

Nicole J Johnson, MA, Dean of Students, Goucher College—Baltimore, MD

David L Humphrey Jr., Ph.D., Assistant Vice Chancellor, University of Colorado, Boulder—Boulder, CO

Monica Johnson, Ph.D., Assistant Vice President, Diversity Education and Cross-Cultural Engagement, Indiana University—Bloomington, IN

Identity-Conscious Supervision: A Model for Equity

Tuesday, May 30 — 9:00 a.m.–5:30 p.m.

Higher education professionals often supervise in their career, but rarely receive training around supervision and management. 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.

Presenter(s):

Robert Brown, MA, Director of Diversity, Equity, Inclusion & Outreach, Northwestern University
- Medill School—Evanston, IL

Shruti Desai, EdD, Associate Vice President of Student Affairs, Duke University—Durham, NC
Craig Elliott, PhD, Vice Chancellor for Student Affairs, Montana Tech University—Butte, MT

Interrogating Racial/Ethnic Demographic Data Collection and Representation Practices

Tuesday, May 30 — 9:00 a.m.–5:30 p.m.

Demographics are collected on college students from admissions to graduation, and everywhere in between. What was a common dilemma around "which box(es) should I check?" for multiracial college students is now being observed in other groups and identity dimensions. And some critics question whether demographic questions should even be asked/answered. It is clear that many issues exist with current demographic data collection processes. From documenting sexual orientation identities to the "ban the box" movement around criminal records, there continue to be debates about the need to identify students while also not wanting to "box" students into categories that do not reflect the complexities of lived experiences. Yet, some categories are necessary for federal designations (like Hispanic-Serving Institutions and Asian American Native American Pacific Islander-Serving Institutions). While "post-racial" fantasies might envision a time when racial and ethnic data questions would not be necessary, we know their importance for continuing to document and track racialized disparities in access and outcomes. This session interrogates issues surrounding "box-checking" for multiple identities and backgrounds, with a central case being students of "two or more races." Moreover, this session highlights various ways to deal with the representation of those data, including on institutional reports or websites. We examine these issues from multiple institutional and theoretical perspectives, while inviting audience members to engage and share their lived experiences. Throughout the session, participants will have the opportunity to engage in critical conversations toward interrogating different racial, ethnic, and other demographic data collection and representation practices. The preconference will be most valuable to institutional researchers, faculty, and other scholars who work closely with and make decisions about demographic data.

Presenter(s):

Marc P. Johnston-Guerrero, PhD, Associate Chair and Associate Professor, The Ohio State University—Columbus, OH

Karly Sarita Ford, PhD, Associate Professor, Pennsylvania State University—State College, PA
Jacob Campbell, , Retention Specialist, California Polytechnic State University—San Luis Obispo, CA

Intersectional Interventions: Supporting Queer and Trans Students of Color

Tuesday, May 30 — 9:00 a.m.–5:30 p.m.

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, 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

Presenter(s):

Nathan Nguyen (he/his/him), MEd, Director, , Western Michigan University—Kalamazoo, MI
Mycall Akeem Riley (any pronouns), MS, Director, University of Minnesota Twin Cities—
Minneapolis, MN

Vanessa Gonzalez-Siegel (she/her/hers), , Associate Director, Columbia University—New York City, NY

Romeo Jackson, MEd, Political Education Coordinator, BYP 100—Chicago, IL

Intersectionality Theory and Practice: Tenets, Tensions, and Take Away Strategies

Tuesday, May 30 — 9:00 a.m.–5:30 p.m.

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, because intersectionality has been described as a theory that "travels" across spaces steeped in power (Cho, Crenshaw, & McCall, 2013; Collins, 2015), scholars and practitioners who wish to employ it are called to regularly reflect on the questions: "What is intersectionality and What does it do?". This highly interactive pre-conference program centers these main questions and invites participants to actively engage with the presenters and each other to explore: 1) foundational and enduring tenets of intersectionality, 2) tension points and questions raised by intersectionality as a theory and a guide for practice, 3) specific strategies for integrating intersectionality into teaching, research, strategic planning, and areas of co-curricular campus life such as student organizations and residential life, 4) ways to address forms of resistance and push back when incorporating intersectionality into campus change efforts, and 5) our personal readiness to engage in intersectional work.

Alternating between presentation, reflection, and small and large group work we will center intersectionality's core tenets to increase our understanding of social identities and locations, power and privilege, and social justice. We will wrestle with the complexities and dilemmas involved when intersectionality moves from theory to revolutionary practice. As a community, we will develop concrete strategies for applying the material and insights gained from the program at our institutions. And as individuals we will assess our comfort, knowledge, and readiness to apply intersectionality in our work. The presenters welcome participants with a range of knowledge and experience with intersectionality who wish to actively explore the promises and challenges of intersectional work on campus. Because the program draws heavily on participation and segments build on each other, the presenters assume that participants have a basic knowledge of intersectionality and that they are committed to attending the entire full day session.

Presenter(s):

Charmaine L. Wijeyesinghe, EdD, Consultant and Author, Independent—Delmar, NY

Nina Tissi-Gassoway, PhD, Professor of Practice and Program Coordinator of Social Justice Education, University of Massachusetts, Amherst—Amherst, MA

NCORE: Mid-Level Manager Institute: Preparing for Personal and Professional Development

Tuesday, May 30 — 9:00 a.m.–5:30 p.m.

This session will benefit mid-level professionals who are interested in pursuing advanced leadership roles within institutions of higher education. The pre-conference institute is designed to provide professionals with competencies, skills, and practices to help plan their career trajectory.

This session facilitated by senior administrators and thought leaders from both public and private practice will allow for participants to explore topics such as: professional development and growth, advancing topics of equity, diversity, inclusion, and social justice through your work, navigating institutional culture and politics, and preparing materials for job searches, interviews, and on-campus presentations.

It is the goal of this institute to be a live-workshop in which participants are able to engage in dialogue, review documents, and articulate goals and practices for their next career step.

Presenter(s):

Quanta Taylor, EdD, Executive Director, University of Louisville —Louisville, KY

Jim Norfleet, EdD, Practice Leader and Senior Consultant , Spelman and Johnson — Philadelphia, PA

Redefining the Role of the Strong Black Woman: Balancing Healing, Rest and Resistance

Tuesday, May 30 — 9:00 a.m.–5:30 p.m.

Being a "Strong Black Woman" has received growing attention. Originally used to dehumanize Black women, women have reappropriated the phrase as a source of cultural pride, strength, independence, and resilience. However, internalizing the Strong Black Woman (SBW) schema can also lead to adverse mental and physical outcomes, including depression, anxiety, stress, binge eating, and substance use. With mounting pressures to perform, produce, and compete, it is even more necessary for women of color to be intentional about their personal and professional roles and responsibilities.

The purpose of this session is twofold. First, this session will conceptualize the Strong Black Woman schema, examining its paradoxical nature of having both positive and negative impacts. Concepts related to the Superwoman Ideal, a similar experience but inclusive of all racial categories, will also be explored. Second, the session will suggest potential strategies to aid in realigning the role of the Strong Black Woman schema in participants' lives. The proposed strategies will be rooted in Black Feminist Thought, positive psychology, racial healing, and self-care and will promote community and empowerment. This session should benefit women of color who are passionate about prioritizing themselves over external demands and pressures.

Presenter(s):

Shayla Walker, LCSW, Assistant Professor of Social Work, Longwood University—Farmville, VA

Strategies to Support Students Targeted by White Supremacist Networks and Structures

Tuesday, May 30 — 9:00 a.m.–5:30 p.m.

Students of Color (including Arab and Southwest Asian and North African (SWANA) students, Asian American, and Latinx), indigenous students, black students, LGBTQIA+ students and those occupying multiply excluded identities face tremendous challenges on a college campus in this current political climate. Those who are active in student organizations, collectives, leadership positions, or other forms of organizing face additional challenges not only from inside campus but also external to it. While their counterparts in decades past also faced challenges as they spoke up about injustices, held sit-ins and hunger strikes, and organized protests and demands, the level, degree, and complexity of targeting of students today has grown over the years. Aided by social media strategies, the intensity of those attacks and their lasting ability to impact students' lives have multiplied. Several studies have indicated an increase in the targeting of students by external entities that either have the capacity to pressure university administration, create digital campaigns and/or threaten students, and mobilize other students within campus to target activists. This workshop will focus on outlining the different ways heteropatriarchal white supremacist structures and groups impact the experiences of students on campus creating at times a culture of fear and hatred. This will allow participants to examine not only outside groups and entities, but also university policy and structures that contribute to white supremacy. It will also work collectively to identify strategies of support to enable our students to thrive and work towards social change creating more just societies and institutions. Participants in the workshop will explore, role play, and share a number of different strategies. We envision those to include: 1) legal and juridical strategies, 2) storytelling and shifting narrative strategies, 3) advocacy and policy strategies, 4) mobilization/organizing/solidarity strategies, and 5) healing strategies and their intersections. Participants will share their own experiences, hear from various organizations actively working to support students, and assess concrete areas of intervention on their own campuses that they can contribute to shifting.

Presenter(s):

Zeina Zaatari, PhD from University of California at Davis, Director, University of Illinois at Chicago—Chicago, IL

Lina Assi, Advocacy Manager, Palestine Legal—New York, NY

Supporting Asian American Students: Crafting the Narrative

Tuesday, May 30 — 9:00 a.m.–5:30 p.m.

Participants will be introduced to current debates, movements, and issues affecting Asian American students in higher education.

This session should particularly benefit those interested in gaining a deeper understanding of the Asian American community. We will address the specific needs of Asian American students in higher education through interactive history timelines and data. Together, the group will create a network of support as they advocate for Asian American students on their respective campuses.

Presenter(s):

Dear Aunaetrakul, Senior Program Manager, Oakton Community College —Des Plaines, IL

Eva Long, Assistant Director for Leadership and Advocacy, Loyola University Chicago—Chicago, IL

Janet S Oh, PhD, Senior Director of Institutional Research , California State University, Northridge —Northridge , CA

The Fundamentals of Social Justice Education

Tuesday, May 30 — 9:00 a.m.–5:30 p.m.

Many people on their campuses and in their community work on issues of diversity, equity, inclusion and belonging. Some even use the language of social justice. However, many people do not have a clear understanding of what social justice means nor ways to clearly communicate the concepts to others. In this institute, I review some of the key concepts and frameworks for using a social justice educational approach and provide opportunities for participants to increase their own awareness and knowledge. This highly interactive workshop will use a mix of presentation, media, individual reflection, pairs, small and large group discussion, and experiential activities.

Going beyond "diversity" and "inclusion", we will explore what it means to educate for social justice. We will consider topics such as social identities, dominant and marginalized groups, commonalities and differences among different forms of oppression, intersectionality, power and privilege, levels of oppression, cumulative advantage and disadvantage, and what it means to be an ally/advocate for social justice. We will consider some pedagogical principles for doing social justice education. Since we will discuss various social identities and forms of oppression and their intersections, this institute is relevant for people who work in range of capacities with different populations. Previous participants have said that although they were familiar with some of the content, this institute put it together in clear, organized, and accessible ways, and provided them with approaches they could use to share this material with others.

This institute will provide a foundation for doing social justice education and attending more advanced trainings. While the focus of the institute is on concepts not activities, participants will nonetheless leave with some activities they can do on their own campuses and a bibliography of additional resources. This session should particularly benefit those who are new to doing social justice work, have not had formal training in social justice issues, want to move their diversity work to a new level, or incorporate social justice content into their work.

Presenter(s):

Diane J. Goodman, Ed.D., Equity and Social Justice Trainer/Consultant, Diane Goodman Consulting—Nyack, NY

Using a Theory of Change Methodology to Develop a, Transformational, Campus-wide Diversity Plan

Tuesday, May 30 — 9:00 a.m.–5:30 p.m.

The purpose of this presentation is to share how a comprehensive public university leveraged a racial incident on its campus in 2015 to address systemic issues focused on diversity and inclusivity by developing robust, transformational, outcomes-based strategic plans using a Theory of Change (TOC) methodology. (This conceptual framework provides a roadmap to help groups logically articulate their long-term goals and then backward map these to desired outcomes, which allows stakeholders to understand necessary actions to effect changes). This approach is outcomes-based and avoids groups falling victim to activity traps.

We know that the work of diversity and inclusivity is complex. However, to achieve the desired outcomes, this work must be systemic, involve a critical mass of stakeholders, and focus on institutional change. Dr. Belinda Biscoe, a council member, proposed undertaking a "TOC Process" to help frame the university's strategic agenda. She led and facilitated this work for two years partnering with faculty, staff, and administrators. This approach allowed the campus to have common goals, outcomes, and metrics but did not preclude units from including different goals and outcomes to meet their objectives.

Four committees were created to develop TOCs and aligned strategic plans focused on 1) undergraduate students, 2) graduate students, 3) faculty, and 4) staff and administrators. Each committee developed a TOC and a strategic action plan addressing the unique needs of historically underrepresented groups and other marginalized groups at the university within these four categories.

Objectives- To:

1. Equip participants with information about how and why a Theory of Change methodology can support diversity strategic planning to identify and achieve more meaningful and measurable outcomes.
2. Introduce participants to the following terminology in effective planning: backward mapping, collaboration, activity traps, plausibility, feasibility, testability, accountability line, strategy, preconditions, and outcomes-short-term, intermediate, and long-term.
3. Introduce participants to TOC components.
4. Discuss the importance of a needs-sensing process to guide the planning process.
5. Discuss the benefits and challenges of developing and implementing campus-wide or organization-wide strategic plans.

Participants will be given the opportunity to work in teams to develop a simple TOC and given feedback.

Presenter(s):

Belinda Biscoe, PhD, Senior Associate Vice President, The University of Oklahoma—Norman, OK

White Supremacy as a Hyperobject: Identifying How to Actually Disrupt it in Higher Ed

Tuesday, May 30 — 9:00 a.m.–5:30 p.m.

In David Wallace-Wells book, *The Uninhabitable Earth*, he speaks of global warming as a "hyperobject," using philosopher Timothy Morton's term for a conceptual fact so large and complex that it can never be fully comprehended... given "its size, scope and, brutality" ... and that "time is perhaps the most mind-bending feature, the worst outcomes arriving so long from now that we reflexively discount their reality." (Wallace-Wells, 2019, p. 13) This dangerous denial leads us to concentrate on feel-good but ineffective responses to global warming while avoiding strategies to stop it. In this Institute, we will consider white supremacy as a hyperobject and will examine how white supremacy meets the five criteria necessary: 1) Viscosity - stickiness, you can't get away from it; 2) Non-locality - one event in front of you does not contain it; 3) Temporal Undulation - events link both forward and backward in time; 4) Phasing - It can't be seen all at once; and 5) Interobjectivity - because it is interwoven in the culture, it can be tempting to believe it does not exist or that small changes affect it. We will chart timelines for both global warming and white supremacy, and identify a) the forces that strengthen them, b) what is likely to happen if nothing is done to disrupt these forces; and, c) feel-good but ineffective responses to each. Together, we will look at how the work of colleges and universities could disrupt white supremacy as a toxic force harming all members of the campus community, by discussing work already being done, or that could be done, by presenters and participants. There is real danger in spending limited resources on ineffective approaches. Together we will discuss how to recognize people doing effective work (often already on your campus, but perhaps unrecognized), as well as strategies, and approaches that can have more comprehensive, long-term effects. We will examine together questions we should be asking to assess our efforts. All participants will receive a detailed resource manual that will include some current research in these areas, as well as exercises and case studies that can be adapted and used on their own campuses. This session will be of particular interest to those seeking to understand both how and why unified and comprehensive efforts on campus, if they are effective, can help build sustainable and continuing work toward educational equity now and into the future.

Presenter(s):

Cristine Clifford Cullinan, Ph.D., national consultant in anti-racism and actual equity in higher education, ALiVE: Actual Leadership in Vital Equity—Wilsonville, OR

Emma J. Coddington Brown, Ph.D., Independent Scholar, Artist and Equity Consultant, self employed—Corvallis, OR

Carla D. Gary, JD, Principle Consultant, Consulting by Design—Eugene, OR

Kalyan ali Balaven, JD, Head of School, The Dunn School—Los Olivos, CA

Ruth Jurgensen, MA, Chief Executive Officer (CEO), Prepforprep—New York City, NY

Unequivocally Pro-Black: The Remix-Black identity & cultural aesthetics as navigational tools at PWIs

Tuesday, May 30 — 9:00 a.m.–5:30 p.m.

Unequivocally Pro-Black: The Remix - Black identity and cultural aesthetics as navigational tools at predominantly and historically White institutions (PHWI), focuses the experience of Black students, educators, leaders, and administrators, at the center of their experience, analyzing the interrogation of higher education with a lens towards solutions designed and driven by the Black community.

This highly interactive institute first takes participants through a historical examination of the Black identity, cultural aesthetics and the methodology by which Blackness is a sanctuary and navigational strategy inside higher education. Second, the session will dissect how anti-Blackness, and White supremacy culture impact student, staff and faculty engagement, belongingness, academic development, and persistence at PHWIs. Finally, it provides salient long term solutions to transforming campuses for the Black community and allies.

Those who attend and participate in this session will:

- gain a deep knowledge of the historical phenomenon of Black education and the long journey of Black identity;
- be able to assist Black students in co-constructing a resilient sense of self and identity particularly in a hostile or seemingly unsupportive place by designing a healthy and sustainable environments;
- learn how to create an unequivocal pro-Black student campus that supports successful pathways for Black students through intentional dialogue, leadership behaviors, and institutional practices and policies that elevate the environment of support;
- learn and be able to utilize practical and effective tools that can create transformative experiences for their campus's Black community; and,
- be given examples of how to strategically articulate to their campus influencers and decision-makers strategies that uplift student access, belonging, and achievement.

Presenter(s):

Nzingha S Dugas, M.A., Doctoral Student, Education Doctoral Student, Executive Director/CEO-higher education consultant, adjunct faculty, Contra Costa College—San Pablo, CA

The [R]Evolution of Hip Hop: Celebrating and Critiquing the first 50 years of Hip-Hop Education

Tuesday, May 30 — 9:00 a.m.–5:30 p.m., and continuing, Wednesday, May 31 — 8:45–11:45 a.m.

Rooted in the late '70s and early '80s as a form of resistance to oppressive conditions, Hip Hop has shaped and informed the values and ideas of many educators. In many ways, Hip Hop culture has recently, more than ever, managed to permeate and exert its way into the soul of education and helped cultivate a collective of students and educators alike to conceptualize Hip Hop as a tool for teaching, learning, engagement, and action. Given that Hip-Hop is celebrating its 50th birthday, and the global rise in interest and use of Hip Hop in education, this session will provide diverse perspectives on the intersections of Hip Hop culture, the academy, and activism and how it can be effectively utilized as an educational pedagogy both in form and content. In this session, participants will be engaged in critical dialogue through different Hip Hop related interactive and heuristic activities, including spoken word and poetry, music, photography, art, dance, and multimedia analysis to explore issues of oppression, privilege, equity, and knowledge representation in education. Join Hip Hop artists and scholars alike who will discuss and reflect on Hip Hop music and culture over the last 50 years. Together, they will highlight the ways in which Hip Hop has been both a cultural expression as well as a tool to disrupt oppression. Collectively, we will explore the evolution of Hip Hop through an interactive dialogue with a social justice lens.

Presenter(s):

Jasiri X, MC/Activist, Co-Founder and CEO of 1Hood Media—Pittsburgh, PA

DJ Kuttin Kandi Tan, DJ/Organizer, Author/Editor, Co-Founder and Executive Director of Asian Solidarity Collective and The Asian Advocacy, Community, & Action Center—San Diego, CA

Professor Davey D Cook, Professor, Journalist, DJ, Hip Hop Historian—Oakland, CA

Dawn Elissa Fisher, Associate Professor of Anthropology, Affiliate Faculty, Educational Leadership Doctoral Program, Former Chair Africana Studies—San Francisco, CA

Michael Benitez, Activist-scholar, Vice President for Diversity and Inclusion, Associate Professor of Multicultural Education, School of Education—Denver, CO

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

Tuesday, May 30 — 9:00 a.m.–5:30 p.m.

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.

Presenter(s):

Paul Buckley, Ph.D., Vice President and Chief Diversity & Inclusion Officer, Fred Hutchinson Cancer Center— Seattle, WA

Christopher Weiss, M.A., M.Ed., Academic Counselor, Syracuse University—Syracuse, NY

Genyne Royal, Ph.D., Assistant Vice President of Student Life and Engagement & Assistant Dean, Michigan State University—East Lansing, MI