

# Friday, June 11 — NCORE 2021 Concurrent Sessions

(Listing Does not Include Invited Breakout Sessions under Development)

10:30 am – Noon *CDT*

## **Positioning the Small Liberal Arts College to Institutionalize Diversity, Equity, and Inclusion Through Strategic Planning** **anPositioning the Small Liberal Arts College to Institutionalize Diversity, Equity, and Inclusion Through Strategic Planning and Eng**

The session is for individuals or teams who have the responsibility to bolster and advance diversity, equity, and inclusion (DEI) at their institution through a diversity strategic plan and engagement. During the session, participants will gain insight into a) essential components of a diversity strategic planning process and implementation, b) suggested frameworks or paradigms that lend themselves to guiding and understanding the strategic planning process, and c) the types of engagement needed to make DEI sustainable. Exploring DEI strategies and engagement is timely given the growing number of diversity roles opening in higher education along with the need for institutions to be more intentional, effective, and proactive in understanding and addressing organizational issues affected by internal and external circumstances and conditions. For example, attending to systemic oppression and bias, increasing diversity of students and employees and the accompanying salience of intersecting identities, the demand for more culturally relevant experiences, mandates, legislation, and the level of scrutiny applied to diversity efforts are significant aspects of diversity strategic planning. However, the challenges to these efforts have been exacerbated by the COVID-19 global pandemic and intensified social and civil unrest.

This session should particularly benefit administrators, faculty, and academic leaders at small institutions charged with establishing an institutional diversity strategy or plan.

Presenter(s):

**Tamara Stevenson**, Ed.D., Vice President, Diversity, Equity, & Inclusion/Chief Diversity Officer, Diversity, Equity, and Inclusion, Westminster College—Salt Lake City, Utah

**Melanie Agnew**, Ph.D., Dean, School of Education, Westminster College—Salt Lake City, Utah

**Marco Barker**, Ph.D., Vice Chancellor, Diversity and Inclusion, University of Nebraska-Lincoln—Lincoln, Nebraska

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## **Student assessment and application of findings during the COVID-19 pandemic: A focus on race, discrimination, and mental health**

University student experiences during the COVID-19 pandemic continue to vary. It is important to explore and address how mental health and discrimination among campus communities may be impacted by the larger social environment during a pandemic. This presentation will provide findings from two different cross-sectional studies conducted on the same midwestern campus, one during summer 2020 and the second in early 2021. Undergraduate and graduate students completed anonymous electronic surveys including questions related to individual demographics, experiences of discrimination related to the pandemic and/or recent police brutality and systemic racism in the U.S., as well as mental health needs and services utilized during the COVID-19 pandemic. Research findings will be stratified and compared between racial groups for both study samples. Evidence-based recommendations and additional steps for future research and application will be discussed. Examples of campus efforts, including a health campaign implemented fall 2020, will be provided and connected to research and evaluation findings. This session should particularly benefit individuals interested in research among college students and how findings may be applied and connected to health promotion programming among diverse campus communities.

Presenter(s):

**Kathryn Barnhart**, PhD, Assistant Professor, Public Health, Grand Valley State University—Grand Rapids, MI

**Katie Jourdan**, MPH, Student Health Promotions Coordinator, Recreation & Wellness, Grand Valley State University—Allendale, MI

**Rodrigo Mata**, MPH, Graduate Student, Public Health, Grand Valley State University—Grand Rapids, MI

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## **"Ok, I Know Better. How Do I Do Better?": Applying Critical Consciousness in Higher Education While Simultaneously Holding the Roles of Student and Employee**

In this panel discussion, we will explore the dynamics of being both a doctoral student and an employee within higher education institutions. The panel represents individuals in a variety of full-time positions within higher education, including advising, residence life, student activities, research, and academic affairs at Texas A&M University who are simultaneously pursuing PhDs in Education at the same institution. We will unpack the ethical and personal dilemmas that arise as one learns about the histories, gaps, and shortcomings within higher education and how those injustices continue to show up within our own professional spheres. This session should particularly benefit current students, faculty, and staff and prospective students, faculty, and staff within higher education. Discussion topics will be most relevant to individuals who currently identify as students and higher education employees, and/or people looking to be social justice advocates within their places of employment.

Presenter(s):

**Patrice French**, MSW, Manager, Organization Development & Diversity Initiatives, Texas A&M University—College Station, TX

**Billy Pugliese**, M.S.E., Doctoral Candidate, Educational Administration and Human Resource Development, Texas A&M University—College Station, TX

**Neil Golemo**, MSED, Director, Campus Living & Learning, Texas A&M University Galveston Campus—Galveston, Texas

**Rafael Almanzar**, M.S., Academic Advisor III, Office for Student Success, Texas A&M University—College Station, TX

**Lauren Meyer**, M.S., Student Organization Recognition Specialist, Department of Student Activities, Texas A&M University—College Station, Texas

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## **Examining Culture Wealth and Identity as Risk and Protective Factors of Resilience Among Minority Students**

Mental health has remained a concern within higher education (Kroshus et al., 2020) with minority students being especially vulnerable to feelings of isolation and lack of social support (Harper & Quaye, 2007; Pike & Kuh, 2006). Causadias and Cicchetti (2018) assert that "culture plays a pivotal role in adaptive and maladaptive development" (p. 1549). Further, Latinx and Black students, in particular, continue to lag behind their White peers in terms of enrollment and degree attainment in higher education in American (NCES, 2020), which may be attributed to their mental health, coping, and resilience. Thus, the current study aims to investigate the relationship between culture and resilience among minority students using the newly developed Cultural Wealth Coping (CWC) scale and Cross Ethnic-Racial Identity Scale-Adult (CERIS-A) measure. The CWC showed promising results in a validation study and is the first of its kind to quantify cultural wealth (Kanagui-Muñoz, 2014). Likewise, the CERIS-A showed sound psychometric features in a validation study and is the first of its kind to produce an attitude-based measure intended for all minority groups (Worrell et al., 2019). These two measures will be used alongside a highly validated measure of resilience - the Connor Davidson Resilience Scale (CD-RISC 10; Kuiper et al., 2019). To address the previously mentioned persistent issues, the goal of this study is to assess what components of ethnic-racial identity development and cultural wealth contribute to or hinder resilience among these two minority populations. It is hypothesized that both scales will serve as a reliable tool to identify protective and risk factors to resilience, providing invaluable knowledge for educators, administrators, and policymakers to better support these student populations. Multiple regression analyses will be used to illuminate risk and protective factors to resilience among Latinx and Black students. Moderated and first stage moderated-mediated regression analyses will be used to further investigate the relationship between CERIS-A subscale, CWC domains, and resilience. Findings will be discussed with the intent to advise diversity, equity, and inclusion (DEI) initiatives on college campuses, inform curriculum and policy development and potentially serve as a guide for understanding others.

Presenter(s):

**Stephanie Cuellar**, M.A., Higher Educational Leadership Doctoral Student, College of Education, Texas Christian University—Fort Worth, Texas

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## **Recontextualizing Whiteness in Education: The Role of Racial Awareness**

This session should particularly benefit K-12 educators, university faculty and staff, and early-career graduate students from all areas of social science who are interested in examining Whiteness. While this session is focused on how educators develop racial awareness, the overarching conceptual framework is built on Critical Whiteness Studies (CWS). CWS provides a nuanced framework for understanding the contextual and subtle ways that White people "learn" to be White. While this research is focuses on racial awareness in educators, this work is applicable to many contexts and systems - from education to law to healthcare. This session is accessible to all levels of experience and will provide a historical and contextual description of how Whiteness functions as a social construct, as well as the differing ways that Whiteness is understood both academically and colloquially.

Presenter(s):

**Megan Deutschman**, PhD Candidate, PhD Candidate, Comparative and International Development Education, University of Minnesota - Twin Cities—Minneapolis, MN

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## **Beyond Anti-Racism Rhetoric: Embodied Anti-Racism in Higher Education Professionals Informs Long-term, Purposeful Anti-Racist Action**

As a nation in the middle of battling a deadly pandemic that is disproportionately affecting people of color and where, in response to the murder of George Floyd and other Black women and men by law enforcement, Black Lives Matter protests have swept the nation demanding for the dismantling of systemic racism throughout societal structures, the United States education system is being called to examine and undo its racism. In higher education, ignited both by the mass racial justice uprising and student activists' racial justice demands, university leaders, faculty, and staff have been relaying messages of solidarity, support, and commitment to fighting racism institutionally. Some have offered actionable steps to achieving these promises that are actively being implemented or developed, and others have offered statements and intentions for forming better practices against racism. Yet, we must move beyond words. In truly aiming to dismantle racism, particularly anti-Black racism, in higher education, institutional leaders, faculty, and staff must understand what this commitment truly entails; informed action through embodied, visceral anti-racism.

In creating anti-racist higher education institutions, people working within those institutions must be willing to participate in the continuous process of becoming anti-racist, centering Blackness in this process, and developing and viscerally internalizing anti-racist values that will then inform anti-racist action within their institution. This session will offer perspective on embodied, somatic anti-racism versus rhetorical anti-racism as well as reflection exercises and practices that aim to tap into how deep racism, particularly anti-Black racism, runs within us, how to uproot it, plant seeds of anti-racist values and principles, and allow action to flourish. This session should particularly benefit higher education administrators and policymakers, as well as faculty and staff who are deeply dedicated to truly understanding what it means to dismantle racism within themselves and at their institution and thus what their role is in achieving this work. Ultimately, all higher education professional would greatly benefit from this session.

Presenter(s):

**Laura Arias**, MPS, Doctoral Student, Community Research and Action, College of Community and Public Affairs, Binghamton University- Binghamton, NY, Doctoral Student, Community Research and Action, College of Community and Public Affairs, Binghamton University—Binghamton, New York

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## **Disrupting White Scripts in Higher Education**

Whiteness is so embedded in our daily lives, it is the norm in which US society and educational systems are structured. The problem with whiteness lies within the dominant ideologies and hegemonic structures that exist to perpetuate White supremacy and racism. Stemming from original critical qualitative research, this session will introduce five archetypes, or white scripts, that represent the often hidden and unquestioned assumptions that maintain white power and privilege in higher education. These white scripts embody the approaches, emotions, and styles of the ten research participants and reveal the ideological racial scripts that create, control, and challenge whiteness in higher education and student affairs. Guided by Critical Whiteness Studies, the presenter will share findings of how the research participants' white racial identities impact their decision-making, personal development, and interactions with others.

This session will particularly benefit administrators working in higher education at all levels of the institution - administrators, faculty, staff, trustees, etc. - who make decisions about the institution's future including curriculum, finances, human resources, facilities, and co-curricular activities. Ultimately, this session offers insight into the development of institutional anti-racist policies and practices and will provide tools for higher education administrators to begin thinking about their work differently in relation to individual and structural whiteness.

Presenter(s):

**Dustin Evatt-Young**, EdD, Associate Director of Career Development, Career Development Center, Oberlin College & Conservatory—Oberlin, OH

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## **Reimagining Admission Application Evaluation: Opportunity for holistic, collaborative and equitable application review amid global pandemic**

This session should particularly benefit College Admissions and Recruitment Professionals, Enrollment Management Professionals and all folks with an interest in equitable higher education access.

Amid this current global pandemic, it is more important than ever for institutions of higher education to review admission applications using a holistic lens. COVID-19 has upended many aspects of life and application materials must be viewed using asset-based frameworks and look beyond traditional evaluation metrics. Using the University of Colorado's McNeill Academic Program and Office of Admissions partnership as a model, this session aims to provide practitioners with tools to conduct a holistic review of admission application materials as well as explore how the pandemic is allowing for a reimagining of College Admissions practices and policies.

Presenter(s):

**Paula Abitia Armendariz**, MA, Academic Program Coordinator, Student Academic Success Center, University of Colorado Boulder—Boulder, Colorado

**Damontá Madden**, MS, Admission Counselor, Office of Admissions, University of Colorado Boulder—Boulder, Colorado

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## **10 Myths of Social Justice**

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 10 myths of social justice will be shared as well as a questionnaire that can be used to gain insights into your campus' commitment to inclusion, equity and social justice. "Injustice anywhere is a threat to justice everywhere!"

Presenter(s):

**Vernon Wall**, M.S., Director - Business Development, Business Development, LeaderShape, Inc.—  
Washington, DC

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## **#WhoAmI?: Impact of Social Media on Gen Z**

This session explores the impact social media has on identity development and racial identity development of Black, Brown, Indigenous, people of color (BBIPOC) and white people in the context of theory, including bias development through micro and macro socialization; Erikson's Eight Stages of Psychosocial Development and Arnett's Emerging Adulthood. The session is fueled by my dissertation research findings including three major themes: social media as education; social media as validation; and deepened understanding of self for mixed race, biracial, and multiracial individuals. The session will conclude with practical knowledge to better understand ourselves, our formation of bias and how we as educators can relate to upcoming generations.

Presenter(s):

**Victoria Verlezza**, PhD, Adjunct Professor, Human Development & Family Sciences, California State University, Monterey Bay—Seaside, CA

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## **Moving Beyond Bias: A University of California and California State University Day-Long, Evidence-Based Implicit Bias Pilot Program**

Moving Beyond Bias is an interactive, evidence-based implicit bias training being piloted throughout the University of California and California State University system as a result of a one-time appropriation from the California legislature. While typically a full-day experience, the lead trainers of Moving Beyond Bias have modified the training for NCORE attendees interested in participating in an introductory and interactive implicit bias training. The training includes opportunities to practice evidence-based strategies for disrupting individual-level and institutional-level impacts of unintended implicit bias in various higher education contexts. This session should particularly benefit faculty and staff interested in developing an implicit bias training for departments and/or employees that is grounded in research and designed for higher education audiences such as search committees, admissions officers, EDI professionals and senior administrators responsible for creating and implementing university policies and procedures.

Presenter(s):

**Tae-Sun Kim**, Ph.D., Strategic Diversity Initiatives Manager, Graduate, Undergraduate and Equity Affairs, University of California Office of the President—Oakland, CA

**Carmel Saad**, Ph.d., Associate Professor of Psychology, Psychology, Westmont College—Santa Barbara, California

**Jarrod Schwartz**, MA, Founder and Principal Consultant, Equity Praxis Group, LLC, Equity Praxis Group, LLC—Santa Barbara, CA

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## **DiY: Creating Sustainable Spaces for Student Affairs Professionals to Explore Race and Identity**

Representation and conversations on race and identity benefit staff morale, advisor retention, and student comfort. At this session, participants will learn how, through grassroots efforts, a group of advisors started an Exploratory Committee on Race and Identity, initiating dynamic conversations to educate and empower staff to better understand themselves, their coworkers, and their students. Utilizing quantitative results from surveys and qualitative data brought to the forefront through consciously facilitated workshops, presenters will share best practices and tangible next steps for professionals hoping to start the conversation on their campuses with their colleagues and teams. Participants will be able to develop confidence in embarking on this work even if they identify as a beginner in this field.

Presenter(s):

**Bradley Heikes**, LMSW, Academic Advisor, Student Affairs, Columbia University—New York, NY

**Mydashia Hough**, M.Ed., Academic Advisor, Student Affairs, Columbia University—New York, NY

**Rachel Nieves**, BS Global Studies and International Relations, Student Affairs Assistant, Student Affairs, Columbia University—New York, NY

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## **Navigating Triggering, Difficult Situations in Racial Justice Work as White Leaders and Change Agents**

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 well-managed, difficult triggering situations can result in greater understanding, communication, and organizational change. If mismanaged, however, 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.

The ability to effectively navigating difficult situations and triggering moments is a fundamental skill set for dismantling racism and creating an anti-racist campus. In this very interactive session, participants will identify their common triggers and less effective reactions during discussions about race, racism, whiteness ,and white supremacy culture as well as practice tools to navigate their own triggered reactions so they can respond more effectively and use triggering events as teachable moments to advance learning outcomes as well as racial equity and anti-racism efforts on campus.

This session should particularly benefit white participants who are interested in strategies to facilitate meaningful dialogue among campus constituencies as well as increasing their capacity to respond effectively when they feel triggered, including: senior leaders, faculty, Senior Diversity Officers, members of Diversity Councils, Multicultural Affairs and student affairs staff, HR professionals, and other types of administrators.

Participants will receive a comprehensive packet of ready-to-use worksheets and tools as well as a recording of Kathy's webinar, Navigating Difficult Situations. In addition, they will have access to free copies of Dr. Obear's books, Turn the Tide: Rise Above Toxic, Difficult Situations in the Workplace, But I'm NOT Racist: Tools for Well-Meaning Whites, and It For the Long Haul: Overcoming Burnout and Passion Fatigue as a Social Justice Agent.

Presenter(s):

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

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## **Assessing Social Justice Education Workshop Curriculum: Learning Assessment for Practitioners.**

Assessing student learning within social justice education experiences is an essential part of improving our initiatives along with demonstrating their value to key stakeholders. As higher education budgets tighten and staff are asked to do more with less, assessing our educational efforts will be critical. This workshop will prepare attendees to create measurable learning outcomes for their co-curricular workshops and programs. Specifically, attendees will learn the basics of learning assessment and best practices for writing student learning outcomes, and different approaches to collecting student learning data within the context of social justice education. This workshop is very hands-on and will utilize mini-lecture and small group activities as participants develop learning outcomes and identify learning assessment tools that you can begin using when you return to campus. This session should particularly benefit staff with little experience regarding learning assessment who want (or need) to assess student learning within workshops or programs, as well as professionals who want to use learning assessment to inform and improve the design and implementation of your educational experiences.

Presenter(s):

**D. Scott Tharp**, Ph.D., M.S.W., Assessment & Effectiveness Specialist, Office of the Vice President for Student Affairs, DePaul University—Chicago, Illinois

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## **Pandemic, Precarity, and Planning: Advancing a DEI Strategic Action Plan During COVID-19**

While the University of Michigan somewhat famously embarked on its Diversity, Equity, and Inclusion (DEI) institutional change journey in Fall of 2015, these widely heralded efforts were primarily confined to the elite research university in Ann Arbor, Michigan. The University of Michigan also consists of regional comprehensive campuses in Dearborn and Flint that are governed by some of the same policies and procedures, but also enjoy relative autonomy and are generally financially independent. As regional comprehensive universities, driven by enrollments in a state with a shrinking population of college-aged students, and compounded by a famous water crisis and other negative publicity for the Flint campus, enrollment decline has contributed to financial precarity and insecurity at the university.

This presentation will discuss the challenges, obstacles, and successes of creating and implementing a DEI Strategic Action Plan during a global pandemic, and provide opportunities for dialogue and brainstorming as other universities pursue remedies to systemic racism and injustice.

Presenter(s):

**David Luke**, Ph.D., CPA, Interim Campus Diversity Officer and Director, Intercultural Center, University of Michigan-Flint—Flint, MI

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## **Student Consultants on Teaching: Faculty Development Based in Diverse Student Experience**

It can be difficult to move beyond what has worked for oneself and innovate to meet the needs of the students who attend today's classrooms, especially marginalized and underrepresented students, in order to strive for educational equity. This session presents an overview and case study of the Student Consultants on Teaching (SCoT) initiative at Portland Community College. SCoT is an innovative program that introduces a fresh perspective on teaching excellence: it elevates diverse student perspectives and their lived experience. These essential components of learning are crucial for advancing teaching excellence and building partnerships between students and faculty members. Students receive training in best teaching practices, then partner with faculty members to observe and evaluate their classes for an entire term. Their feedback is then shared in a setting that is no-stakes for the faculty member regarding formal contractually obligated evaluations. Students are paid for their time participating in the program at a rate that is comparable to the stipend that faculty receive. Since student participants are not taking the class for credit, and since their training also includes inquiry on the topics of microaggressions, racism, sexism, universal design, as well as information on the bias that surrounds customary forms of teaching evaluations, the quality of student feedback is enhanced. Through relationship building, counternarrative, and frame-shifting, teaching practice improves.

The approach and lessons introduced in this session should be of benefit to students, faculty, faculty developers, and student affairs professionals who are working to improve instruction from a student-centered perspective, especially to benefit students from marginalized and/or underrepresented communities.

Presenter(s):

**Heather Mayer**, PhD, Director of Educational Technology, Center for Transformative Teaching, Everett Community College—Everett, Washington

**Lisa George**, MA, Multicultural Student Success Coordinator, Office of Student Life and Civic Engagement, Mount Hood Community College—Gresham, Oregon

**Alexander McPherson**, BA, Program Manager, Black Resilience Fund, Brown Hope—Portland, OR

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## How to Prepare for Conversations About Anti-racism as Womxn of Color at Historically White Institutions

Anti-racism and anti-bias practitioners often refer to Kimberlé Crenshaw's intersectionality in an attempt to expand our understanding of power, privilege, and positionality; specifically regarding womxn of color and gender expansive BIPOC folks. The concept is incredibly important in faculty development and higher education administration, as social justice educators and practitioners endeavor to drive cultural change at their institutions and improve the experiences and outcomes of faculty, students, administrators, and staff. Literature review of this concept will reveal many resources and perspectives of systemic oppression and intersectional racial justice - but often lacks resources for practitioners of color themselves. Dr. Chandani Patel and Maria Ramirez of NYU seek to push scholarship even further shifting the goal from educating non-BIPOC or White individuals about racism, sexism, and oppression and instead offering support and guidance to womxn of color and gender expansive femmes that are navigating these realities in their workplaces while leading anti-racism or anti-bias dialogues, trainings, and interventions. We propose a theoretical model that includes key principles centered on self awareness, self preservation, and learning and development for individuals who hold marginalized identities and also seek to facilitate this work. This interactive session will provide participants with an overview of concepts related to intersectionality and how power and positionality may affect womxn of color practitioners professionally and personally while engaged in anti-racism work, strategies from both the presenters and colleagues to successfully navigate the unique challenges of doing this work while holding marginalized identities, and resources for ongoing learning and development. This session should particularly benefit womxn of color and gender expansive femmes in the DEI space or individuals that hire, train, manage and support them.

Presenter(s):

**Maria Ramirez**, MA, Director of Equity Initiatives, Dean's Office, NYU Steinhardt—New York, NY

**Chandani Patel**, PhD, Director, Global Diversity Education, Office of Global Inclusion, Diversity, and Strategic Innovation, NYU—New York, NY

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## **Navigating Uncharted Territory: Women of Color Managing It All**

In this session, Women of Color panelists will discuss how and what drives them to continue navigating uncharted territory in their personal, educational, and professional lives. Each panelist supports themselves and their families while pursuing doctoral degrees. Additionally, all balanced or are balancing a full-time job in higher education while obtaining a graduate degree. Literature indicates the impossibility of managing it all and the burden of finding success in a world where Women are often expected to balance multiple roles (Espinoza, 2010; Loder, 2005; Napholz, 2000; Turner, 2002). Against the odds, the Women of Color panelists are choosing to stay the course and follow through with their goals and aspirations across multi-layered identities and pressures. We hope to encourage and empower others to navigate their own uncharted territories.

Presenter(s):

**Reyna Flores**, M.Ed., Program Coordinator, Student Success Initiatives, The University of Texas at Austin—Austin, TX

**Cierra Campbell Bridges**, M.Ed., Assistant Director of Admissions, Office of Admissions, The University of Texas at Austin—Austin, TX

**Jinane Sounny-Slitine**, LMSW, Undergraduate Programs Coordinator, Steve Hicks School of Social Work, The University of Texas at Austin—Austin, TX

**Tiffany Hughes**, M.Ed., Graduate Research Assistant, College of Education, Dean's Office, The University of Texas at Austin—Austin, TX

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## **Building Bridges Across Differences: Centering Coalition Building and Collective Liberation in the Context of Online Intergroup Dialogues**

This experiential, interactive workshop is a dynamic introduction to the complexities of facilitating and engaging in Intergroup Dialogues on race and ethnicity with students in in-person and, especially, online settings. Led by co-facilitators of a collegiate Intergroup Dialogue Program (IGD), this presentation will explore the theoretical frameworks behind our unique approach to dialogic pedagogy and praxis, an approach that recognizes and values the subjectivities of participants and facilitators and seeks to build on individual embodied experiences to expand our understanding of dialogue to be both a relational and internal process. Rooting our work in our lived experiences as co-facilitators who hold visible and nonvisible privileged and marginalized identities, we will share personal anecdotes, critical reflections, and also specific dialogic strategies that can be utilized by conference attendees at their institutions of higher learning. This session should particularly benefit instructors in higher education seeking to learn about the possibilities of a dialogic model that fosters coalition-building across differences and provides tools for examining how embodied dialogic engagement illuminates our internalizations of and connections to systems of privilege and oppression. This presentation will, thus, broaden the framework of liberatory pedagogy via a dialogic praxis by planting the seeds of collective liberation within the complex, internally situated landscape.

Presenter(s):

**Easton Davis**, B.A. in Sociology from Randolph-Macon College; M.S. in Cultural Foundations of Education from Syracuse University, Doctoral Student in Cultural Foundations of Education and Intergroup Dialogue Program Graduate Assistant and Co-Facilitator, Cultural Foundations of Education, Syracuse University—Syracuse, NY

**Jersey Cosantino**, M.Ed. in High School English Education with Initial Licensure in Grades 5-12 from Lesley University; Graduate Certificate in Mindfulness Studies from Lesley University, Doctoral Student in Cultural Foundations of Education and Intergroup Dialogue Program Co-Facilitator, Cultural Foundations of Education, Syracuse University—Syracuse, NY

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## **Engineering Effective, Efficient, Educational Enterprise for Student Retention, Graduation, and Leadership Development Goals**

Peer leadership programs can be structured as culturally relevant retention programs to provide timely access to academic resources, outside classroom validation, and cultivate a sense of belonging for first-generation, underrepresented minority, 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 involved in student support, retention, and/or leadership development programming. It will particularly benefit individuals involved in student support and/or retention programming at large, historically, and/or predominantly white institutions with or without Minority Serving Institution designation(s) serving underserved students.

Presenter(s):

**Yashwant Prakash Vyas**, MPA, Assistant Director, Diversity Resources, Division of Diversity, Equity, and Inclusion, University of Iowa—Iowa City, Iowa

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## **For the Brothers': Redefining the Collegiate Experience**

Am I my brother's keeper? How do you know if you're keeping your brothers? This session is will focus on how to develop a Black male initiative similar to the Brother 2 Brother Initiative at the University of South Carolina. This presentation will highlight grassroot stages of creating a successful initiative specifically for Black male retention and engagement. You will also learn how to gain buy in from students, as well as building partnerships that will fulfill the needs of Black male student's on college campuses.

Presenter(s):

**Lashawna Edmond**, M.Ed, Assistant Director for Retention Programs, Student Life, University of South Carolina—Columbia, SC

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## **Interrupting Oppression in Everyday Situations: An Interactive Theatre Approach**

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.

Rehearsals for Life (RfL), a project of the University of Oregon Graduate School and the Office of the Dean of Students, aims to increase awareness, knowledge, and skills in multicultural competence, social justice, bystander intervention and conflict resolution. Through interactive theater, participants in RfL workshops take responsibility for their own learning and become empowered co-creators of knowledge. Rehearsals for Life draws much of its theory from the work of Augusto Boal and his Theatre of the Oppressed (T.O.). T.O. is a form of popular community-based activism based in part on the work of Paulo Freire and his landmark treatise on education, *Pedagogy of the Oppressed* (1970). T.O. invites critical thinking. It is about analyzing rather than accepting, questioning rather than giving answers. It is also about "acting" rather than just talking.

Join the NASPA award winning graduate student theater troupe "Rehearsals for Life" for a lively and interactive session about how we, as bystanders, can facilitate difficult conversations that often don't happen around issues of race, ethnicity, gender, sexual orientation, nationality and disability. When we hear statements or witness situations that bother us but don't know how to engage, we often walk away feeling bad that we didn't do something. We will explore the use of theater as a tool for addressing the complex challenges that face students, faculty, and staff across disciplines. This session will particularly benefit participants who are interested in exploring innovative and interactive ways to have difficult campus dialogues and those who want practice interrupting oppression in their personal and professional lives.

Presenter(s):

**Abigail Leeder**, MA, Director, Experiential Prevention Initiatives, Office of the Dean of Students, University of Oregon—Eugene, OR

# Friday, June 11 — NCORE 2021 Concurrent Sessions

(Listing Does not Include Invited Breakout Sessions under Development)

4:30 – 6:00 pm *CDT*

## Teaching and Learning for Social Impact: a Framework for Faculty Development

Teaching and learning in the last year has been challenging for many instructors and students. We are still living in the midst of a global pandemic that is particularly devastating in the US. The consequences of the pandemic are disproportionately impacting communities of color through health, economic, and educational outcomes, as well as xenophobic rhetoric and immigration policies. Our country is contending with racism and anti-Blackness as we continue to witness state sponsored and vigilante murders of Black Americans, and as the Movement for Black Lives resists, responds, and grows. The contentious and racist 2020 election cycle continues to have harmful ramifications in the United States and abroad. In addition to all of this, many faculty are still teaching, and students are still being asked to learn, using modalities that, while more familiar to them than a year ago, may still feel deeply uncomfortable and unsatisfying. For many, planning courses in the current social, political, and economic climate continues to feel like a weighty task. And while teaching in this context may feel burdensome it also has the potential to be hopeful, generative, and freeing. The presenters responded to this social moment by collaboratively creating a teaching "schema," which provides a framework for how faculty can teach in ways that have greater positive social impact in this current moment. In this session, we will share the teaching schema, Teaching and Learning for Social Impact: Resources for (Re)Designing your Course, and we will present a programing model for faculty development that we are implementing at our institution that emerged from our shared work. This session will also provide opportunities for others to share what they are doing at their institutions to promote equity pedagogy, teach about racial justice, and support students to develop the skills to make positive social change.

Presenter(s):

**Amanda Albert**, MSLIS, Instructional Specialist, Arts and Sciences, Washington University in St. Louis—St. Louis, MO

**Cathleen Power**, PhD, Associate Director for Faculty and Academic Engagement, Gephardt Institute for Civic and Community Engagement, Washington University in St. Louis—St. Louis, MO

**Denise Leonard**, PhD, Associate Director, Educational Development, Center for Teaching and Learning, Washington University in St. Louis—St. Louis, MO

# Friday, June 11 — NCORE 2021 Concurrent Sessions

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4:30 – 6:00 pm *CDT*

## **How The Change of Education Can Result in Ending Systemic Racism**

This session should particularly benefit people who do not share the same belief that "changing the curriculum in grades k-12 will help end systemic racism." I am aware this path of changing school curriculums may take some time and there may be bumps in the road, but I truly believe this is an important step towards change. Along with the curriculum, students and faculty can create clubs that invite positive discussions about race and identity. When these positive discussions are encouraged, they will bring inclusivity for BIPOC and step away from the critical theory of race which centers around whiteness. Within our nation, white students have not had to explore the counter-narratives of the BIPOC experience, leaving little compassion, empathy, and concern for the BIPOC experience in a systemic way. This is critical because so many people of any majority, have little concern for or desire to help people who are not considered "part of the majority," because it does not concern them. This concern must be given especially in institutions. I hope anyone who does not understand what I am saying, takes the time to listen to how this will create change.

Presenter(s):

**Faith Doherty-Unwin**, I am still in High School but I am taking college classes, Student, General Education Associates Degree, Cape Cod Community College—Barnstable, Massachusetts

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4:30 – 6:00 pm *CDT*

## **Radical Speculation, World-Building, and Social Justice: Reimagining Higher Education**

How might we utilize "radical speculation" (Gunn, 2019, p. 16) for social justice in higher education? How can we negotiate the competing legacies of higher education-of knowledge and oppression, of systemic exclusion and belonging-while working to enable and imagine possible futures? What happens when we endeavor to reimagine institutions as they currently exist? In this session, we will explore these questions by examining a syllabus for a speculative "Learning Design for Social Justice" course as a point of departure, gleaning lessons from the syllabus as an artifact as well as its framework for world-building. We will also discuss the broader necessity and implications of speculative design, radical speculation, speculative play, and Afrofuturism in higher education. Participants in this session will engage in an interactive world-building activity focused on using the speculative as a means to imagine better futures. The specific emphasis on world-building illustrates how arts and humanities can be-and sometimes must be-used as powerful powerful tools in shifting cultures of classrooms, institutions, and communities on social justice issues. This session should particularly benefit administrators, staff, and faculty who are seeking strategies and tools to engage campus community members on challenging work surrounding anti-racism and social justice.

Presenter(s):

**Sarah Chamberlain**, MA, Senior Program Manager, College Excellence Program, Aspen Institute—Washington, DC

**Noah Martin**, MA, Senior Program Designer, Designing the Future(s) Initiative, Georgetown University—Washington, DC

**Ijeoma Njaka**, MA, Senior Project Associate for Equity-Centered Design and Inclusive Pedagogy Specialist, Red House Designing the Future(s) Initiative & Laboratory for Global Performance and Politics, Georgetown University—Washington, DC

# Friday, June 11 — NCORE 2021 Concurrent Sessions

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4:30 – 6:00 pm *CDT*

## Strengthening Community and Closing Equity Gaps

In summer 2020, in the midst of the global pandemic, racial protests and social unrest, Queensborough Community College welcomed its sixth president, whose first actions included two inaugural appointments for the College. The first was the appointment of an Executive Advisor to the President for Equity, a Cabinet-level position dedicated to providing strategic leadership for the development and implementation of a comprehensive and integrated framework for equity at Queensborough. The second appointment was a Faculty Fellow for Diversity, Equity and Inclusion, charged with making recommendations related to developing curricula that are inclusive and anti-racist, and that reflect the rich cultural and socioeconomic diversity of our student population. This presentation will provide an overview of the year-long process Queensborough's used to strengthen the sense of community on campus while developing strategic and operational plans to close the equity gaps.

Key components of the process include:

1. Create shared understanding of the definition of equity and the roots of inequities
2. Foster awareness of disparities in student outcomes
3. Establish metrics that will be used to measure progress in closing equity gaps
4. Engage faculty in developing culturally responsive curricula and pedagogy
5. Build campus capacity to use data to develop programming to address equity gaps

Presenter(s):

**Amaris Matos**, MPA, Executive Advisor to the President, President's Office, Queensborough Community College—Bayside, NY

**Kerri-Ann Smith**, EdD, Faculty Fellow for Diversity, Equity and Inclusivity, Academic Affairs, Queensborough Community College—Bayside, NY

# Friday, June 11 — NCORE 2021 Concurrent Sessions

(Listing Does not Include Invited Breakout Sessions under Development)

4:30 – 6:00 pm *CDT*

## **The Warning Signs of Racial Reckoning and Nationalism Were Evident for Years: The Importance of Utilizing History for Proactive Measures and Ongoing Campus Action**

This session examines racial unrest and rising white nationalism beginning with an analysis of media coverage from 2010 through 2020. Through a decade-long examination of history-setting national movements, social and political activism, and campus demonstrations, this session will illustrate how the nation arrived at its current climate, indicating the impact of ongoing societal unrest and its implications for the future of higher education.

This session will provide evidence through a decade-long examination of bias-related incidents on campuses and communities across the nation, increased polarized political rhetoric, record-setting political and social demonstrations for and against marginalized populations and identities, all leading to the latest, the storming and breaching of the U.S. Capitol by violent insurrectionists. Through the historical analysis of increased racial unrest, the session will provide strategies to influence campus policy, curriculum, and social services, elements needed to ensure campus climate and inclusivity are prioritized.

Presenter(s):

**Nkenge Friday**, Ed.D., Assistant Vice Chancellor for Strategic Initiatives, Office of Diversity and Inclusion, University of Nebraska-Lincoln—Lincoln, Nebraska

# Friday, June 11 — NCORE 2021 Concurrent Sessions

(Listing Does not Include Invited Breakout Sessions under Development)

4:30 – 6:00 pm *CDT*

## **Beyond the Battlelines: From Debate to Dialogue**

This session should particularly benefit student affairs professionals who already have a basic understanding of how to facilitate intergroup dialogue. Based on the Theory of the Oppressed Framework (Adams, Bell, Goodman, and Joshi), there are two arenas of interpersonal dialogue this program is designed to discuss as it relates to fostering successful conversations around issues of race and ethnicity. The first arena focuses on the three critical areas needed to create a successful structured dialogue for groups. The second arena outlines how to use the communication tools of curiosity, humility, and empathy to effectively diffuse negative situations while allowing for authentic dialogue.

Presenter(s):

**Tiye Sherrod**, MSE, Founder, N/A, Tiye Sherrod Consulting—Bolingbrook, IL

# Friday, June 11 — NCORE 2021 Concurrent Sessions

(Listing Does not Include Invited Breakout Sessions under Development)

4:30 – 6:00 pm *CDT*

## **A Virtual Reckoning: Building and Maintaining Virtual Communities for Students of Color**

As we are all grappling with being a Student Affairs Professionals in in a Post-COVID-19 world, it is important that we think through how we must maintain our levels of student communities that our students depend on. The success of Students of Color on our college and university campuses largely depend on the success of the communities that we create. Despite COVID-19 breaking those communities down, our students still depend on us. Therefore, modifying our practice to still meet those needs are paramount.

Presenter(s):

**Wade Manora, JR.**, M.Ed. in Higher Education Administration, Assistant Director, Office of Multicultural Student Affairs, University of North Georgia—Gainesville, Georgia

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4:30 – 6:00 pm *CDT*

## **Scalable Equitable Student Engagement: No Longer an Enigma in Institutional Redesign**

California's 116 community colleges are in the midst of a comprehensive transformational effort to close equity and achievement gaps. At the heart of the process, built on the Guided Pathways framework, is cross-functional and data-informed teamwork that engages all constituent groups. In spite of many promising new practices, equitable stakeholder engagement has been an enigma of sorts. Design teams face challenges with staff or student availability, or grapple with dilemmas whether a small cohort of student leaders can truly represent the varied voices of thousands of students, particularly those who have been marginalized by long-standing institutional practices.

This presentation unveils a scalable, low-cost and effective design to gather input from a cross-section of students (or staff) on an ongoing basis. Such input has provided invaluable insight to the design of potentially all on-ground efforts, including academic and student services spaces. After experiencing the concept firsthand and seeing it deployed at community colleges in California, participants will have a chance to brainstorm and prototype such interventions in small teams. This session should particularly benefit college professionals engaged in student-centered (re)design efforts as well as student leaders interested in ways to amplify student voices.

Presenter(s):

**Boglarka Kiss**, DMA, Guided Pathways Regional Coordinator, Student Success Center,  
Foundation for California Community Colleges—Sacramento, CA

**Aurelius Gibson**, Ed.D., Guided Pathways Regional Coordinator, Student Success Center,  
Foundation for California Community Colleges—Sacramento, CA