

# Wednesday, June 9 – NCORE 2021 Concurrent Sessions

(Listing Does not Include Invited Breakout Sessions under Development)

10:30 am – Noon *CDT*

## **Building a Diverse Faculty, One Search at a Time**

If successful in gaining tenure, the tenure-track faculty hired in 2021 will serve at their institutions until approximately 2050. Thus, universities and colleges are already hiring the institutional leadership of the mid 21st century. No project is more urgent in our institutions of higher education than improving search protocols to consistently build a diverse tenure-track faculty. In this workshop, we present a practical guide to conducting tenure-track faculty searches that dramatically increase the likelihood of hiring faculty from historically underrepresented groups in any discipline. We begin by examining the tacit ways in which conventional faculty searches are strongly biased to deliver the same outcome search after search, the hiring of faculty from already over-represented populations. We then break the search process into six key phases. We describe the tools a department, program, or search committee needs at each phase to promote a more diverse applicant pool, finalist pool, and ultimately a diverse hire. This workshop will be especially useful to those working at selective, predominantly white institutions and other institutions with a predominantly white faculty. This session should particularly benefit chief academic officers, academic deans, chief diversity officers, faculty members, and career counselors for graduate students and post-docs.

Presenter(s):

**Mary James**, PhD, Dean for Institutional Diversity and A. A. Knowlton Professor of Physics, Office for Institutional Diversity, Reed College—Portland, Oregon

**Jessika Chi**, MA, Assistant Dean for Institutional Diversity, Office for Institutional Diversity, Reed College—Portland, Oregon

10:30 am – Noon *CDT*

## **Cultivating Inclusive Excellence in the Classroom, the Department, and Beyond: The CSU Faculty Institute for Inclusive Excellence**

How can we best engage in meaningful faculty development for Diversity, Equity, Inclusion, and Justice (DEIJ)? How might such training equip faculty to not only cultivate inclusive pedagogies, but also empower them to engage inclusive excellence and transformation across the institution? What can we learn from researching a year-long immersive program that was designed to address these goals? How can this information inform our own practices for inclusive excellence and attain our DEIJ goals? These questions guide our 90-minute workshop for DEIJ trainers, Chief Diversity Officers, university faculty and administrators, and anybody interested in empowering faculty to engage in inclusive excellence in the classroom, in their department, and beyond.

Presenter(s):

**Louise Jennings**, PhD, Professor, School of Education, Colorado State University—Fort Collins, CO

**Shannon Archibeque-Engle**, PhD, Assistant Vice President for Diversity, Office of the Vice President for Diversity, Colorado State University—Fort Collins, CO

**Ria Vigil**, MS, Assistant VP for Diversity, Office of the Vice President for Diversity, Colorado State University—Fort Collins, CO

**Rachel McKinney**, MEd, Program Coordinator, Office of the Vice President for Diversity, Colorado State University—Fort Collins, CO

**Katherine Hartmann**, MEd, Research Assistant, Office of the VP for Diversity, Colorado State University—Fort Collins, CO

10:30 am – Noon *CDT*

## **"We Believe it is Possible to Create the Next World": The Multicultural & Dream Center at College of San Mateo as Model for Multicultural Centers at Community Colleges**

Community colleges are relatively new in establishing multicultural centers, and the majority of the literature on multicultural centers focuses on four-year institutions. The Multicultural and Dream Center (MCCDC) at College of San Mateo provides a unique model for community colleges wishing to establish spaces that affirm students' intersectional identities and create opportunities for student-led anti-oppression work. In this presentation, we will highlight the MCCDC Scholar Internship Program which was designed to foster the continued development of student leaders around issues of social justice to help them develop and implement projects of their choosing. This session should particularly benefit student leaders, staff & faculty allies that wish to establish multicultural centers and/or social justice internship programs at community colleges.

Presenter(s):

**Jackie Santizo**, MA, Coordinator, Multicultural & Dream Center, College of San Mateo—San Mateo, CA

**Paola Mora Paredes**, MA, Retention Specialist, Multicultural & Dream Center, College of San Mateo—San Mateo, CA

10:30 am – Noon *CDT*

## **40 Acres and a Plot: Black Greek Banners, Memorials and Gardens at PWIs and HSIs**

Alternative physical markers provide a sense of pride, history and mattering for members of these organizations. This interactive and engaging workshop outlines comprehensive social-ecological factors to address while pursuing these spaces on campus.

Additionally, it provides a historical context that traces the evolution of these unique spaces and identifies future trends to be aware of when exploring these opportunities for PWI and HSI communities. Learn how to apply this historical framework to meaningful intra and inter departmental partnerships between fraternity and sorority life (FSL), Multicultural Affairs and the Office of Diversity, Equity and Inclusion (DEI). This powerful blend of information provides short and long term best practices for bringing some of these physical markers to their campus communities.

Presenter(s):

**Rasheed Ali Cromwell, Esq.**, Attorney and President, Educational Consulting, The Harbor Institute—Washington, DC

10:30 am – Noon *CDT*

## **Surgir, No Sufrir: Identifying the Impact of Emerging HSIs on Latinx Student Experiences**

Latinx are the largest ethnic group in the United States (Latin American Association, 2020) and current trends show Latinx students are enrolling in college at higher rates than other ethnic groups (National Center for Education Statistics, 2019). In fact, 67% of Latinx undergraduates are enrolled at Hispanic-Serving Institutions (HSIs) (Excelencia in Education, 2019). While HSIs are defined as post-secondary institutions with an enrollment of at least 25 percent full-time equivalent Latinx students (White House Hispanic Prosperity Initiative), emerging HSIs (eHSIs) are post-secondary institutions with 15-24% Latinx enrollment (Excelencia in Education, 2019).

Over the last 25 years, eHSIs had an increase of 141% (Excelencia in Education, 2020). Though research provides an insight on students' experiences at eHSIs and ways to best serve them (Cuellar, 2014; Franco and Hernandez, 2018; Garcia and Cuellar, 2018), some argue that HSIs continue to operate as traditionally White institutions (Garcia, 2017). As eHSIs move toward becoming an HSI, eHSIs need to proactively consider what it means to be Latinx-serving.

The presenters of this session are doctoral students at a large public research eHSI in Texas and identify as Latinx. Texas is the state with the second largest Latinx population (Pew Research Center's Hispanic Trends Project, 2014) and had the second largest increase in HSIs in 2019 (Excelencia in Education, 2020). About one-third of Texas post-secondary institutions are eHSIs (Texas Higher Education Coordinating Board, 2020; U.S. Department of Education, 2020). Presenters will share their experiences at an eHSI and provide resources for navigating institutional barriers. The session benefits Latinx students and professionals in roles supporting Latinx students and requires active participation to discuss efforts to create inclusive higher education environments. Participants will understand the impact of emerging HSIs on Latinx student experiences and gain insights into navigating eHSIs.

Presenter(s):

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

**Diana Cervates**, MA, Project MALES Graduate Research Assistant, Educational Leadership and Policy, The University of Texas at Austin—Austin, TX

**Jackie Pedota**, M.Ed., Graduate Research Assistant, Educational Leadership and Policy, The University of Texas at Austin—Austin, TX

**Gabriel Rodriguez**, M.S., Graduate Research Assistant, Educational Leadership and Policy, The University of Texas at Austin—Austin, TX



10:30 am – Noon *CDT*

## **The Debate Workshop Remix: Cultivating Powerful Debate Voicess**

This highly interactive session should particularly benefit educators, administrators as well as undergraduate and graduate students who boldly dream in action by remixing the familiar (e.g., traditional ways of learning) with novel approaches that intertwine art, theatre, spoken word poetry and research to promote liberation pedagogy that challenges traditional educational systems to value the transformative power of privileging the student participants' voice. Session participants will be offered a robust set of tools and technologies to learn how to design, run, and participate in Parliamentary debate and Policy debate lessons centered on social justice and racial justice. Through engaging theater-based, spoken word poetry, and Hip-Hop focused activities, participants will engage in a unique mock parliamentary debate with elements of policy debate that emphasize, teamwork, argumentative speaking, critical research, and creativity. After attending, NCORE session participants may replicate, administer and conduct their own Debate Workshop/Remix at their home academic institutions to implement debate-centered strategies and skills into their school classroom curricula either or as practical application to inform their praxis. Student participants can utilize their imagination, knowledge, and skills, forged during The Debate Workshop/Remix, to learn different ways of expression that transcend the traditional classroom norms and expectations.

Presenter(s):

**Chiara Fuller**, Ph.D student, MA, Ed.M, Debate and Public Speaking Education Specialist, English Education, Teachers College, Columbia University—New York City, New York

10:30 am – Noon *CDT*

## **What a Mask Can't Cover...the The effects of Food Insecurity on Mental health during the COVID 19 pandemic**

This study advances our understanding of the extent of food insecurity among community college students. I found a rate of food insecurity much higher than that of the general U.S. population. I found students of color and first-generation college students were much more likely to be food insecure. Findings were largely consistent with the literature on student food insecurity, especially the one previous study of community college students. Food insecurity can have a serious negative impact on student success-academic, behavioral, and social.

Campus administrators must work on assessing the number of students experiencing some level of food insecurity and developing responses to meet student needs. Educators must remember that many students attending community college experience poverty. Campus administration must develop processes that are both proactive and reactive to student food insecurity, work to fill gaps in the safety net for students, and provide a greater opportunity for students to be successful.

Presenter(s):

**Charise Breeden**, Ed.D,MSW, Adjunct Professor, Human Services and Social Sciences, Rowan University—Camden, New Jersey

10:30 am – Noon *CDT*

## **NU PLACE: Creating An Ecosystem of Identity and Career Development in Higher Education**

This workshop will discuss the intersections of marginalized identity and career on the basis of race, ethnicity, ability, gender identity, sexual orientation, country of origin, first-generation student status, socio-economic status, and other historically underrepresented identities in the workforce. Specifically, it will focus on the development of a campus-wide initiative called NU PLACE (Northeastern University Professional Leadership and Career Engagement) recognized in the University President's Anti-Racism Call to Action.

This initiative is a culmination of career engagement opportunities for students, alumni, faculty/staff, employers, and community partners intended to advance the professional networks and pathways of students and alumni, while also increasing the recruitment and retention of diverse talent for employer partners committed to diversity, equity, and inclusion.

In this workshop, we will discuss the initial stages of implementation of NU PLACE, as well as the hurdles encountered and the new initiative's current status. This session should particularly benefit higher education and talent acquisition professionals looking to expand their knowledge and programming to address identity in the workplace and how you can solicit buy-in from campus partners, institutional leadership, and employers.

Presenter(s):

**Anthony Wilder**, M.S., Program Coordinator, Office of Institutional Diversity and Inclusion, Northeastern University—Boston, MA

**Michelle Goldberg**, M.A., Assistant Director, Employer Engagement and Career Design, Northeastern University—Boston, MA

10:30 am – Noon *CDT*

## **POC Taking the L.E.A.D. to the Next Level: How People of Color are challenging traditions and taking leadership, education, and development to the next level in higher education**

### Session Abstract

Many of us are familiar with the opportunities and challenges facing students of color on college campuses; from reaping the benefits of mentorship and leadership opportunities to facing inequities among racial perspectives, socioeconomic status, resource accessibility, lifestyle identity, and cultural aptitudes. In this session, a panel from Texas A&M University-Texarkana will share how "People of Color (POC) are Taking Leadership, Education, and Development (LEAD) to the Next Level" on our campus. Program Managers from PATH and CROWN at TAMUT will share their varied experiences of successfully navigating through the bureaucracies of higher education while becoming agents of change on campus. The PATH (Personal Achievement Through Help) and CROWN (Creating and Reclaiming Opportunities for Women Nationally) Program are intrusive mentorship services for students of color at TAMUT. The program encourages and support students of color through guidance and engagement to enhance academic and personal success. The aim is to form positive bonds among our student body, faculty and staff that will promote a more diverse, equitable, and inclusive campus.

This session should particularly benefit others who are interested in learning how people of color can not only survive but also thrive in higher education and beyond. We'd like to discuss how this is working for us and we'd love to hear your ideas and experiences as well.

### Presenter(s):

**Elizabeth Patterson**, MS, Assistant VP for Student Success, Student Enrollment, Engagement, and Success, Texas A&M University-Texarkana—Texarkana, TX

**Toney Favors**, MS, Assistant VP for Recruitment and Admissions, Student Enrollment, Engagement, and Success, Texas A&M University-Texarkana—Texarkana, TX

**Brian Matthews**, PhD, Assistant Professor of Management, College of Business, Engineering, and Technology, Texas A&M University-Texarkana—Texarkana, TX

10:30 am – Noon *CDT*

## **The Academic Cypher: Towards Embodying Hip-Hop as Professional Praxes in Higher Education**

COVID-19 has shifted learning and engagement conditions for colleges and universities around the world, and specifically within the U.S., during the #BlackLivesMatter movement. With public and political demands for equitable access to virtual education and amongst heightened racial tensions rooted in White supremacy and police brutality, the shift towards a more technologically literate, socially distant, and social justice-oriented culture of students and educators is inevitable. What might this mean however, for student affairs professionals implementing co-curricular campus programs during a global pandemic, where language about "anti-racism" is embedded in national discourses about education policy, and spoken about by friends and families in their neighborhoods, schools and communities? This session will engage that question from three theoretical perspectives, which are all rooted in the emancipatory power of Hip-Hop culture in education: "Hip-Hop Educational Leadership" by Anthony R. Keith, Jr., PhD; "Cultivating Disruption with Spoken Word Poetry" methodology by Crystal Leigh Endsley, PhD., and; the "Hip-Hop Mindset" theoretical framework by Toby S. Jenkins, PhD. Attendees will all have an opportunity to participate in a creative writing activity inspired by Hip-Hop's fifth element, "knowledge of self", to both inspire and inform how they can embody Hip-Hop in their work as educators and college student development practitioners.

Presenter(s):

**Anthony Keith Jr**, PhD, CEO, n/a, Tony Keith Jr LLC—Washington, DC

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

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

10:30 am – Noon *CDT*

## **Building Today's Leaders: Student Employment as a High Impact Practice in the Office for Diversity Learning Community**

The Office for Diversity at Texas A&M University implemented the Office for Diversity Learning Community (ODLC) in Fall of 2018. The ODLC, composed of undergraduate and graduate student assistants, has been modeled as a high-impact practice to engage student workers and help them to build skills that will benefit them in both their academic and professional endeavors. The ODLC encourages innovative student research and through student learning outcomes addresses communication skills, cultural literacy, and social justice. Learning outcomes are further positioned to address higher levels of learning identified by Bloom's Taxonomy, including analyze, evaluate, and create. The ODLC encourages innovative student research and development specifically including student learning outcomes addressing communication skills, cultural literacy, and social justice. Based on their academic and professional interests, students have their own projects and assigned tasks. For instance, some broad areas of individual student expertise include social media, finances, leading meetings, facilitating discussion, creative projects, and written communication. During this presentation, we will discuss the impact the ODLC has had on the office as a whole, the university, and individually. This session should particularly benefit university student workers and their administrators, especially those within their respective diversity offices.

Presenter(s):

**Redeem Francis**, None, Master's Student and Student Assistant, Department of Public Service and Administration, Texas A&M University—College Station, Texas

**Darby Salge**, M.Ed., Doctoral Student and Graduate Assistant - Research, Department of Educational Psychology, Texas A&M University—College Station, Texas

**Lawren Walker**, None, Undergraduate Student and Student Assistant, Department of English, Texas A&M University—College Station, Texas

**Anthony Ramirez**, None, Doctoral Student and Graduate Assistant - Research, Department of Communication, Texas A&M University—College Station, Texas

2:30 – 5:30 pm *CDT*

## **How Did We End Up on a Plantation?!**

In this session, Dr. Amena Johnson-Georgetown Assistant Director of the LGBTQ Resource Center at Georgetown University and Dr. Tahtzee Nico- Director of the Q Center at University of Washington will discuss and interact with participants with a focus on : 1) How we got on the plantation of Higher Education and what are the insidious dynamics of the setting, 2) What we do to transform the plantation of Higher Education, and 3) What some options are to of operationalizing cultural shift on campus.

This session will be intersectional and focus on inter and intra community conflict and the cyclical nature of plantation politics and insurrection within these politics that lead towards liberation.

Presenter(s):

**Tahtzee Nico**, MA, EdD, Director, Q Center, University of Washington—Seattle, Washington

**Amena Johnson**, MS, EdD, Assistant Director, LGBTQ Resource Center, Georgetown University—Washington, DC

2:30 – 5:30 pm *CDT*

## **Let's Get Real: How to Have Authentic & Transformative Conversations About Racism**

There is so much that is unsaid in this country about race issues. In this retreat we will explore a variety of ways to have this dialogue on race and racism that will lead to a more intimate and honest conversation and relationship with each other. This retreat is about confronting some of the issues that keep us all from talking to one another about race/racism. It is also about discovering new ways to begin that conversation, how to create a bridge to talk about our differences, exploring what opens us up and what closes us down, and finally, 101 ways to become Culturally Competent in our relationships and workplaces.

Before we can truly become a multicultural nation, we must have a relationship based on respect and understanding, reflection and curiosity; where our differences and our similarities are embraced, valued and integrated into the very fabric of our workplaces, communities, schools and governmental institutions. It also means coming to an understanding that awareness and holidays are just the beginning.

What is required is an on-going dialogue and relationship with each other. I hope that you will join us in making this not only a better world for our children, but for ourselves - not by starting tomorrow, but by beginning that conversation today.

Presenter(s):

**Lee Mun Wah**, M.A., M.S., Executive Director, Master Diversity Trainer, N/A, StirFry Seminars & Consulting—Berkeley, CA

2:30 – 5:30 pm *CDT*

## **Responding to Microaggressions with Microresistance for Institutional Change**

Whether an observer, target, or unintentional perpetrator of microaggressions, we often don't know how to respond to them in the moment. This session should particularly benefit anyone who has ever been in any of these positions, who has felt uncomfortable or unclear on how to respond. This interactive training will offer participants a deeper understanding of microaggressions and their impacts on students, colleagues, and ourselves, considerations to make when responding to microaggressions, and microresistance strategies to use when they occur. This session should particularly benefit anyone wanting to feel more comfortable responding to microaggressions with microresistance. We will provide various opportunities to practice microresistance, which are small-scale individual or collaborative efforts that empower targeted people and allies to cope with, respond to, and/or challenge microaggressions with a goal of disrupting systems of oppression as they unfold in everyday life, thereby creating more inclusive institutions. Microaggressions, though they usually unfold in small interactions, are firmly situated in broader systems of oppression; they are micro-level manifestations of these systems. Hence, we believe that employing microresistance to counter microaggressions can not only contribute to individual well-being, but also serve as one part of a systemic approach to transforming oppression on our campuses.

Presenter(s):

**Tasha Souza**, PhD, Director of BUILD (Boise State Uniting for Inclusion & Leadership in Diversity)/Prof. of Comm., BUILD, Boise State University—Boise, Idaho

**Cynthia Ganote**, PhD, Visiting Assistant Professor, Sociology, University of Louisville—Louisville, KY

**Floyd Cheung**, PhD, Vice President, Office for Equity and Inclusion, and Professor, Department of English and American Studies Program, OEI, Smith College—Northampton, MA

2:30 – 4:00 pm *CDT*

**What does this have to do with me? How administration and staff support student activism through participation in a 20 year history of the NCORE-ISCORE Project**

This presentation will provide insight into how staff and administrators can support student activism on college campuses. The NCORE-ISCORE Project at Iowa State University will be used as a model to identify ways staff and administrators can increase their multicultural competencies to advocate for student leadership and engagement. Staff and administrators will share their experiences with the NCORE-ISCORE Project, how it influenced their work with students, and student success. This session should particularly benefit staff and administrators that want to support their students' in positively impacting campus climate.

Presenter(s):

**Japannah Kellogg**, M.A., Director, NCORE-ISCORE Office, Iowa State University—Ames, Iowa

**Jowelle Mitchell**, M.Ed., Assistant Director, NCORE-ISCORE Office, Iowa State University—Ames, Iowa

**Ashley Garrin**, Ph.D., Assistant Director, TRIO Ronald E. McNair Postbaccalaureate Program, Iowa State University—Ames, Iowa

2:30 – 4:00 pm *CDT*

## **Empowering Diversity and Inclusion: A Multicultural Approach to Improve Teaching Practice for Historically Marginalized Students in Higher Education**

Minority-group members are becoming an increasingly large proportion of the U.S. population and student population in colleges and universities (Schofield, 2004). Thus, the increasing diversity in students' linguistic, racial, and cultural backgrounds not only changes demographic components and features of American education, but also challenges the current educational beliefs, teaching practices, evaluation, and teacher preparation about students' academic involvement, performance and achievement. This research study addressed this knowledge gap by examining faculty teaching practice and college student learning in a culturally and linguistically diverse academic environment by using a qualitative case study to explore the racial and cultural dimensions of historically marginalized students' learning and how faculty respond to them in a university setting.

Presenter(s):

**Huanshu Yuan**, PhD, Associate Director, Multicultural Services, Texas A&M University—College Station, TX

2:30 – 4:00 pm *CDT*

## **"A Day, a Week, in a Month During a Year of Covid-19... The Pandemic of Racism Yet Still Serving Community Needs in Higher Education"**

Throughout 2020 we lived and survived the best we could in times of continuous national strife, stress and conflict in the context of current times. As lead facilitator has presented at NCORE across several years presenting on social justice issues in higher education settings. For me, as it has likely been for each person, it has been a day in a week across a month and year of unique events relevant to the theme of the conference. In this didactic, interactive and dynamic experiential workshop during a year of "A Pandemic of Racism" with guest presentations and interactive discussion, the lead facilitator, with presenters, will share their experiences in psychology education stimulated by events surrounding Covid-19; the deaths of George Floyd and Breanna Taylor at the hands of police; social protests with calls for justice; fires and restrictions of breathing; post U.S. elections representing discrimination, prejudice and oppression and ultimately challenges to equity and social justice within our society. There have been difficult dialogues, conversations, exchanges related to the aftermath of events after the presidential elections across the country. We will also facilitate special awareness and insights of how attendees have spent their year confronting the pandemic of racism while also standing up for social justice in small as well as larger ways.

Presenter(s):

**Matthew Mock**, PhD, Professor of Psychology, College of Psychology, John F. Kennedy University—Pleasant Hill, California

2:30 – 4:00 pm *CDT*

## **Accusing Any Black Person Will Do: Exploring Anti-Blackness in Institutional Policy**

Higher education policies, such as the Clery Act, have been presented as being race-neutral, despite the fact, Black students feel continued harm as a result. Utilizing the framework *Afterlife of Slavery*, presenters critique and theorize the ways policies both reproduce and preserve white hegemony, simultaneously harming Black students. Participants will be invited to reflect on the ways in which the university causes violence as well as get a deeper understanding of their individual roles in this cyclical process.

Presenter(s):

**Lane Washington**, Ph.D., Director of Strategic Initiatives, Student Affairs, The University of Florida—Gainesville, FL

**Fatoumata Bah**, Ph.D., Diversity, Equity, Inclusion Consultant, Multicultural and Equity Studies in Education, Mosaic Education Network—Columbus, OH

2:30 – 4:00 pm *CDT*

## **Allyship and Solidarity: Aligning Our Intentions with Our Actions**

People often talk about wanting to be a good ally/accomplice/co-conspirator or someone from a privileged group who works against the oppression of a marginalized group. But what does it really mean to be engaged in meaningful allyship? How can we be sure our good intentions match our actions and impact? How can we show up in a way that is useful and appropriate? This interactive workshop will allow participants to self-reflect on their allyship and consider how they can increase their capacity to work in solidarity with people from oppressed groups or other marginalized groups for social justice (whether students, faculty, staff, or community members). We will explore some of the characteristics and behaviors of effective allies as well as common pitfalls. We will discuss how to maintain accountability, assess risk, and best use our skills and positionality to advance equity and inclusion. Participants can use the concepts and tools we share to support others in their allyship. This session will particularly benefit people who want to be more reflective, intentional, and effective in their allyship/solidarity work and who want to foster others' ally development.

Presenter(s):

**Ann Marie Garran**, PhD, MSW, Associate Professor, School of Social Work, University of Connecticut—Hartford, Connecticut

**Diane Goodman**, EdD, Diversity and Social Justice/Consultant, Independent Consultant, Diane Goodman Consulting—Nyack, New York

2:30 – 4:00 pm *CDT*

## **Braces and Laces: Navigating Social Justice, Diversity, and Inclusion in Everyday Situations**

In our work, presentations on social justice, diversity, and inclusion tend to be common; however, the impact of these sessions rarely consider marginalized individuals. It seems that little attention is given to the reality that marginalized individuals have to "adjust" their truth to support the opinions, feelings, emotions of those in dominant groups. This presentation explores when to be a Brace, and stand in your truth as means to help others see a different point of view, and when to put on your Lace gloves, and call people into the conversation by playing "nice". How can the different styles both be beneficial when engaging in courageous conversation? The challenges that face people of color are real and require exploration into how to process these difficult interactions, make meaning of your experiences, and cope with the -isms you experience day to day in a healthy way. With what is happening in the nation to and folx of color, it is now more important than ever for folx to gain the skill set in order to have conversations with others and balance multiple truths. This session should particularly benefit individuals who are interested in discussing the costs advocating for underrepresented individuals and impact fighting oppression has on the health of people of color. Individuals should be interested in exploring identity development, how to manage and navigate the -ism in our daily while dismantling white supremacy.

Presenter(s):

**Jason Timpson**, MS, Director of Multicultural Student Affairs, Student Engagement and Success, Ohio Wesleyan University—Delaware, Ohio

**Stephanie Zee**, M.Ed, Coordinator of Well-Being, Health Network, Colorado State University—Fort Collins, CO

2:30 – 4:00 pm *CDT*

## **In the Aftermath of Breonna Taylor & George Floyd: A Comparative Examination of Association of American Universities' (AAU) and Historically Black Colleges and Universities' (HBCU) Statements of Solidarity**

In the first 6 months of 2020, already dealing with consequences of a global pandemic that saw colleges and universities shut their doors prematurely for the remainder of the semester, university leadership faced another ongoing national pandemic—racism. In particular, the killings of unarmed Black men and women such as Ahmaud Arbery, Breonna Taylor, and George Floyd due to police violence sparked protest across the country over police brutality and fostered a broader discussion about racism in America. As a result of the racial tension in America, many college presidents and other university leaders shared statements and videos pledging to address issues of diversity, equity, and inclusion on their own campuses. Statements by colleges and universities can be largely ineffective when they fail to articulate the issues and provide concrete actionable steps to move forward. A previous study of past university president statements revealed that statements can fail to address the racist incidents that caused the statement to be needed and fail to address the systemic and institutional issues that need to be changed to support an inclusive campus. While statements released this year have operated with a different tone than previous years, it had remained to be seen if these statements articulated a greater understanding of the issues surrounding the support of marginalized and minoritized communities. The purpose of this study was to examine the statements of solidarity sent out by Association of American Universities (AAU) and Historically Black Colleges and Universities (HBCUs) in the aftermath of the Ahmaud Arbery, Breonna Taylor and George Floyd protests to determine what aspects race, systemic racism, anti-racism, and racial justice are mentioned in these statements. Additionally, this study examined differences in how AAU institutions and HBCUs craft their statements of solidarity. A scorecard was developed to assign a score on university statements based on several elements that indicate accountability and growth in their production of statements following racial incidents in the United States. For data collection, this study was informed by Critical Content Analysis and Critical Discourse Analysis. Though this study is currently concluding, we anticipate the findings will identify which universities responded to the protest across the country, identify what incidents universities addressed in their statements, and if statements go beyond empty gestures of support and provide initiatives and strategies to address the ongoing problem of racism in academia and the broader societal implications.

Presenter(s):

**Brandon Allen**, PhD, Adjunct Professor, Organizational Equity and Inclusion, Widener University—Chester, PA

**Levon Esters**, PhD, Professor/Director of the Mentoring@Purdue Program, Agricultural Sciences Education and Communication, Purdue University—West Lafayette, Indiana

2:30 – 4:00 pm *CDT*

## **A Decade of Service to Men of Color: Research, Mentorship, & Partnerships**

For the past 10 years, Project MALES (Mentoring to Achieve Latino Educational Success) has worked to advance equitable educational outcomes for boys and young men of color at all levels of the educational pipeline. As a multi-faceted research and mentoring initiative based within the Division of Diversity and Community Engagement (DDCE) at The University of Texas at Austin, Project MALES continues to enhance the success of male students of color through three initiatives with local, state, and national impact—the Texas Educational Consortium for Male Students of Color (Consortium), Mentoring Program, and Research Institute. Participants should expect an overview of the initiatives and how each implemented effective use of virtual platforms to continue serving and engaging Consortium partners, affiliates, students, and mentors through the COVID-19 pandemic. A special emphasis on lessons learned and best practices from the transition to virtual platforms will be shared, in addition to the most current data regarding Latino men in higher education. Furthermore, participants will also learn how Project MALES develops and sustains research-informed programming through collaboration with local and state partners. This session should particularly benefit faculty, administrators, and practitioners committed to increasing efforts to support the academic and personal pursuits of Latino men. Participants will be encouraged to take action, share their experiences, and discuss best practices.

Presenter(s):

**Diana Cervantes**, M.A., Graduate Research Assistant, Project MALES, Department of Educational Leadership and Policy, The University of Texas at Austin—Austin, Texas

**Gabriel Rodríguez Lemus, Jr.**, M.S., Graduate Research Assistant, Project MALES, Department of Educational Leadership and Policy, The University of Texas at Austin—Austin, Texas

**Emmet E. Campos**, Ph.D., Director of Project MALES and Texas Education Consortium for Male Students of Color, Division of Diversity and Community Engagement, The University of Texas at Austin—Austin, TX

**Jase K. Kugiya**, M.S.W., Graduate Research Assistant, Project MALES, Department of Educational Leadership and Policy, The University of Texas at Austin—Austin, TX

**Rodrigo Aguayo**, M.Ed., Program Coordinator, Project MALES, Division of Diversity and Community Engagement, The University of Texas at Austin—Austin, TX

**Celine Norman**, B.A., Mentoring Site Coordinator and Graduate Assistant, Project MALES, Department of Curriculum and Instruction, The University of Texas at Austin—Austin, TX



2:30 – 4:00 pm *CDT*

## **Moment of Clarity: How CBFOs Bridge the Gap as Support Mechanisms for Students of Color**

In this time of upheaval and controversy in higher education around the behavior and continued relevance of fraternities and sororities on college campuses Culturally-Based Fraternal Organizations (CBFOs) must differentiate themselves within the collegiate fraternal world. These organizations must refocus on the positive role they play in the educational experiences of students of color, and demonstrate how they assist higher education institutions (HEIs) in improving positive outcomes for these students by offering support that leads to academic success and graduation. To do this CBFOs must first take a long look at their traditions and purpose in order to continue to remain relevant to millennial and centennial college student. This presentation will explore the often-overlooked changing perspectives of current and future CBFO members, especially from underrepresented groups, as they find their ways at today's universities. It will also look at the positive outcomes of CBFO membership; how CBFOs support their members, and the minority student community, both academically and socially; and best practices for student affairs staff and advisors on how to best leverage these support benefits across campus.

Presenter(s):

**Eric Simeon**, PhD., CBFO Ambassador, Researcher and Consultant, NA, The Harbor Institute—  
Washington, DC

4:30 – 6:00 pm *CDT*

## **Cultural Wellbeing Index: Measuring and Bridging the Gap between Organizational Culture, Inclusion, Creativity, Individual Wellbeing and Innovation**

In 2021, America's cultural wellbeing is at a precarious place. What is happening in society also is impacting the ability of our educational and business institutions to prepare for critical Future of Work needs such as creative ideation, inclusive innovation, and employee wellbeing. Recent reports from leading business organizations all found that culture is key to innovation output and market performance. However, traditional approaches for connecting organizational culture to enterprise performance are lacking in their design. Both business and higher education require a replicable, scalable, data-driven cultural framework which can support strategic decision making across a diverse range of organizational typologies and context. This session will explore how a new scientific instrument called the Cultural Wellbeing Index (CWI), created through a National Science Foundation-sponsored program, is being used to guide the strategic planning of a major R1 university and igniting new forms of innovation and growth. The three panelist will discuss the unique opportunities being surfaced by the CWI for the university's CDO to support wellbeing across disciplines and business units while bolstering cultures of inclusion and innovation. Panelists will also discuss how the CWI's decision matrix is being integrated with university priorities ranging from developing anti-racist operations to creativity and the arts.

Presenter(s):

**Faye Jones**, MD, PhD, MSPH, Senior Associate Vice President for Diversity and Equity Associate Vice President for Health Affairs/Diversity Initiatives Professor of Pediatrics Vice Chair, Department of Pediatrics - Inclusive Excellence, Office of Diversity and Equity, University of Louisville—Louisville, KY

**Theo Edmonds**, JD,MHA,MFA, Asst Pro & Director, Center for Creative Placehealing, University of Louisville—Louisville, KY

**Cameron Lister**, MPH, Lead Data Scientist, Center for Creative Placehealing, University of Louisville—Louisville, KY

4:30 – 6:00 pm *CDT*

## **Embodying Racial Healing: Becoming Antiracist Educators in a Virtual Learning Community**

How does embodied practice inform the learning process of becoming an antiracist educator? How does racial healing necessitate a contemplative yet action-oriented learning community to help transform our educational environments? Based on a collaboratively designed virtual learning community offered to university faculty and staff in Fall 2020, this session will offer a theory-to-practice model orienting participants to three key aspects of becoming an antiracist educator:

- (1) facilitated firsthand immersion in a contemplative group practice to directly experience the embodied nature of becoming antiracist educators in a collective context;
- (2) the opportunity for critical reflection around racial identity inspired by what educators in the learning community shared as being most valuable in their understanding and furthering of racial healing; and
- (3) an overview of research and resources intended to offer participants a toolkit for action-oriented next steps for integrating antiracist pedagogy into their educational contexts to help transform their institutional communities.

Presenter(s):

**Karin Firoza**, MBA, Director, Center for Intercultural Engagement and Social Justice Resources, Northeastern University—Boston, Massachusetts

**Alexia Ferracuti**, PhD, Senior Associate Director, Center for Advanced Teaching and Learning Research, Northeastern University—Boston, Massachusetts

**Suzanne Horwitz**, PhD, Research and Data Analyst, Center for Advanced Teaching and Learning Research, Northeastern—Boston, Massachusetts

**Naomi Boase**, MS, Assistant Director, Center for Intercultural Engagement and Social Justice Resources, Northeastern University—Boston, Massachusetts

4:30 – 6:00 pm *CDT*

## **"Education as a Practice of Freedom:" Facilitating Liberation**

This session should particularly benefit educators of all levels who wish to bring emancipatory practices to their praxis of teaching and learning, embracing education as a practice of freedom envisioned by bell hooks. This session will be interactive and draw on the shared and varied experiences of session participants to engage in critical review of barriers, opportunities, and partners in facilitating education as a practice of freedom in our institutions. Facilitators invite participants to introduce themselves, share story, and communicate the concerns, inspiration, and motivations that bring them to the session. Struggle and study are inextricably linked in the pursuit of freedom. We will examine, discuss, and dream our individual and collective responsibilities in this pursuit. By the end of our session, we hope that participants will feel ready to share ideas, resources, and actions while engaging colleagues in their respective workplaces to advance education as a praxis of freedom. Finally, we hope to identify opportunities for continued movement-building among participants. The facilitators are nurse educators, so some examples will be drawn from health sciences; we welcome contributions from all disciplines and see the free exchange of interdisciplinary thinking as a critical dimension of education as a practice of freedom.

Presenter(s):

**Jess Dillard-Wright**, PhD, MA, RN, CNM, Instructor, Nursing, Augusta University—Augusta, GA

**Claire Valderama-Wallace**, PhD, MPH, RN, Assistant Professor, Nursing, California State University, East Bay—Hayward, CA

4:30 – 6:00 pm *CDT*

## **"Will You Demand Dignity With Us?": Creating Cultures of Human Rights Education**

This session offers an inside look at the Human Rights Program at Southern Methodist University (SMU). As one of only seven undergraduate degree-granting human rights institutions in the United States and the only one in the South, the SMU Human Rights Program operates within an underrepresented realm of the higher educational landscape: human rights education. Sharing insights from the program's 15-year trajectory and 500-member student and alumni community, this session will energize participants to develop similar efforts for advancing diversity, equity, and inclusion at their institutions. In particular, this session will focus on how the program's staff members and student leaders collaborate to challenge exclusive "ivory tower" traditions and forge a human rights culture in which all people can not only survive, but thrive. Through interdisciplinary curriculum, social innovation projects, community engagement endeavors, global trips, and advocacy initiatives, the program offers real-world training in demanding fundamental human dignity. Anyone interested in transforming institutional cultures from within and making higher education a driver of social change will find takeaways for their own campuses from the SMU Human Rights Program's groundbreaking work in North Texas.

Presenter(s):

**Bradley Klein**, PhD, Associate Director, Human Rights Program, Southern Methodist University—Dallas, Texas

**Lamisa Mustafa**, BA, BS, Community Outreach Intern, Human Rights Program, Southern Methodist University—Dallas, Texas

4:30 – 6:00 pm *CDT*

## **Minoritized in Positions of Power: Using Critical Race Theory to Examine Predominantly White Land-Grant Universities Use of Chief Diversity Officers**

Racial tension in the United States has moved to the forefront in social discourse with the rise of the Black Lives Matter movement and elections of far-right wing politicians who provide support and empathy for White supremacist groups. In higher education, colleges and universities often serve as microcosms of the broader society's racial climate. Experts have revealed that 56% of U.S. university presidents believed that inclusion and diversity had grown in importance between 2015-2017. Additionally, 47% of presidents at 4-year institutions stated that students had organized on their campus amid concerns about racial diversity. In attempts to combat the divisiveness present in American culture, colleges and universities have begun appointing Chief Diversity Officer (CDO) positions to lead their diversity missions to better support minoritized and marginalized communities. Experts estimate that nearly 80% of CDO positions were created in the last 20 years. Despite efforts to develop CDOs, higher education institutions sometimes struggle to foster inclusive and diverse environments. Recently, a small body of literature has been developed to better understand the CDO role in higher education. Predominantly White Land-Grant Universities (PWLGUs) have also seen an influx of issues related to diversity and inclusion over the years. The purpose of the current study was to uncover how CDOs of color see their role and responsibilities in the context of Predominantly White Land-Grant Universities. This study used Critical Race Theory (CRT) framework to examine how CDOs navigate their identities, the presence of racism, and the social climate at land-grant universities. There were four findings for this study. First, racism has had a constant presence on, and at times has been supported by, land-grant universities further complicating the jobs of CDOs. Second, CDOs of color often connected elements of their identity to the responsibilities of the CDO position. Third, CDOs described ways in which inclusion and diversity were part of the purpose of land-grant universities and ways in which race factored into academic achievements of the institution, but then become afterthoughts in other elements of campus life. Finally, PWLGUs often invoke liberal processes and decision-making that further limits the capabilities of the CDO to foster inclusive and diverse campuses.

Presenter(s):

**Brandon Allen**, PhD, Adjunct Professor, Organizational Equity and Inclusion Program, Widener University—Chester, Pennsylvania

4:30 – 6:00 pm *CDT*

## **Black Women Navigating Barriers in the Underground Railroad concept of Higher Education Administration**

The purpose of this presentation is to amplify stories from Black women serving in higher education administrative roles at Predominately White Institutions (PWIs). Nineteen Black women holding doctoral degrees who served in an executive role at a PWI were interviewed to hear their lived experiences navigating barriers. The Underground Railroad concept for Black women in higher education administration uses Black feminist theory, path-goal leadership theory, and critical race feminism to understand how Black women navigate the ivory tower. Emergent themes of successful pathways for Black women within higher education administration were identified using a qualitative methodology of narrative inquiry. From their stories, narratives tell the attitudes, behaviors, and support systems Black women utilize to overcome barriers and experiences in higher education administration.

Presenter(s):

**Rachel Sam**, EdD, Associate Director, Department of Student Success Initiatives, University of Louisiana at Lafayette—Lafayette, Louisiana

4:30 – 6:00 pm *CDT*

## **Using the Five Faces of Oppression to Identify Structural Racism within Academia**

Identifying and challenging structural racism is necessary to enact change and remove barriers for students, faculty, and staff of color. However, many people often find it difficult to understand the mechanisms around structural racism, often attributing racialized interactions to individual flaws. Additionally, the adoption of white cultural norms prevents individuals from decentering the experiences of the dominant white culture, which can contribute to the maintenance of disadvantages for Black, Indigenous, People of Color (BIPOC). Building awareness, knowledge, and skill within individuals to confront structural racism requires a strong understanding of the societal mechanisms that result in benefits for some and barriers for others.

To support this work, the current session will utilize the Five Faces of Oppression (FFOO), a framework that can assist educators to conceptualize the structural and institutional injustices that are interwoven into societal systems. This session will provide an overview of this framework, highlighting the ways that FFOO can be used to expand an understanding of racism, examine the intersectional nature of injustice, and begin the work of identifying and decentering Whiteness in education. Opportunities to discuss practical application strategies will be included. This session should particularly benefit students, faculty and staff seeking to expand their conceptual knowledge of structural racism and those who are looking for additional resources to teach and/or facilitate equity work.

Presenter(s):

**Jennifer Foreman**, CSW, MSW, MS, Program Manager/Adjunct Lecturer, Kent School of Social Work, University of Louisville—Louisville, Kentucky

**Kimberly Frierson**, DSW, CYC-P, Adjunct Lecturer, Kent School of Social Work, University of Louisville—Louisville, Kentucky

**Shawnise Miller**, Ph.D., MSSW, Assistant Professor and MSSW Director, Kent School of Social Work, University of Louisville—Louisville, Kentucky

4:30 – 6:00 pm *CDT*

## **Non-Black Latinx in Higher Ed: Addressing Anti Blackness in Comunidad**

The purpose of this session is for self-identified Latinx professionals to engage in intragroup dialogue on anti-Blackness in and outside the Latinx higher education community. The socialization within higher education demands that Latinx folx, and other marginalized groups, assimilate to white institutional culture and engage in anti-Black ideology. This session aims to unpack and explore how Latinx higher ed professionals (un)knowingly are complicit in perpetuating anti-Blackness and how we can use our social and political capital to resist the complicity.

Through practice of intragroup dialogue and caucuses reflections we intend to create a brave space to engage in honest conversation on the importance for non-Black Latinx to challenge whiteness, respectability politics, and anti-Blackness in the higher education community through a critical healing space.

Presenter(s):

**Luz Burgos-Lopez**, M.A., PhD Student/Assistant Dean of Students, Learning, Leadership, and Education Policy, University of Connecticut- Storrs—Storrs, CT

**Jazmin Pichardo**, M.Ed., Phd Student/Assistant Director of Diversity Training and Education, Higher Education, Student Affairs and International Education Program,, University of Maryland-College Park—College Park, MD

**Lupita Paniagua**, B.A., Graduate Assistant, HESA/Dean of Students Office, University of Connecticut-Storrs—Storrs, CT

4:30 – 6:00 pm *CDT*

## **Public/Private Partnerships for the Advancement of Diversity, Equity and Access in Education**

In 1996 the state of California banned the consideration of race, sex or ethnicity for employment and enrollment. In addition, the 2008 economic crisis led to public institutions experiencing massive budget constraints that left diversity and inclusion initiatives anemic. As a result, the University of California saw dramatic decreases in representation of diverse students and staff. Although actively pursuing race neutral alternatives, UC Berkeley has struggled to achieve the diverse representation it had prior to 1996. With a continued decrease in budget allocation from the state of California, hear how outreach, admission and development offices have constructed equity-centered approaches to address issues in the college going pipeline and built models specific to the advancement of diverse scholars and practitioners. These collaborations have led UC Berkeley to increase enroll its most diverse class in 30 years and lead the UC in its increase of diverse applications, while remaining committed to serving the community at large.

Presenter(s):

**Olufemi Ogundele**, BS, Mansfield University of Pennsylvania | MS, Ithaca College, Associate Vice Chancellor & Director of Admission, Undergraduate Admission, University of California | Berkeley—Berkeley, CA

**Brooke Hendrickson**, BA, University of California | Davis, Senior Director of Development | Student Experience & Diversity, University Development & Alumni Relations, University of California | Berkeley—Berkeley, CA

**Yvette Flores**, BS, University of California, Berkeley | M.Ed, Harvard University Graduate School of Education, Assistant Vice Chancellor for Educational Partnerships, Center for Educational Partnerships, University of California | Berkeley—Berkeley, CA