



Connection 2020:

An NCORE Experience

Sessions and Descriptions - Tuesday, June 23rd

Coffee & Conversation with a Community Leader

Live: Tuesday, June 23rd | 8:45 – 9:45 a.m. Central Time

Start your morning by having a conversation with an NCORE community leader and fellow participants. Let's connect, build and foster community around our stories, our passion and finding out about the work we are doing to make needed change in our institutions and how we are facing up to the challenges of our time. Please join us as community leaders share a little about themselves and lead us in connecting with each other.

Community Care as an Act of Resistance for People of Color*

Track: Student Interest and Engagement

Livestream: Tuesday, June 23rd | 10:00 – 11:30 a.m. Central Time

While Audre Lorde taught us that caring for ourselves is political warfare, the current conversation about self-care can be laced with notes of capitalism, colonialism, and individualism.

In this session, participants will reframe self-care within a community context and learn how to resist oppressive structures through collective principles. They will be able to view their cultural values as a source of strength in academia, learn about the different types of care, and learn to collectively organize with their peers for a better academic environment. This session will also communicate vital information about the current state of toxic burnout culture in academia - which has a particularly negative impact on people of marginalized identities - as well as how to

combat it. This session should particularly benefit participants of all career stages interested in remaining in academic spaces without sacrificing their identities.

* At the request of the presenter(s), this session will not be recorded.

PRESENTERS:

Camille Avestruz, PhD, LSA Collegiate Fellow, Department of Physics, University of Michigan—Ann Arbor, MI

Erin Flowers, MSci, PhD Candidate, Astrophysical Sciences, Princeton University—Princeton, NJ

Nicole Cabrera Salazar, PhD, CEO, , Movement Consulting—Atlanta , GA

Carlos Vargas, PhD, Postdoctoral Scholar, Department of Astronomy and Steward Observatory, University of Arizona—Tucson, AZ

Whiteness Competency*

Track: Race and Social Justice in Higher Education

Livestream: Tuesday, June 23rd | 10:00 – 11:30 a.m. Central Time

This session should benefit those seeking: 1. a conceptual framework for understanding institutional and structural racial bias; and 2. practical tools for identifying and rejecting whiteness. The session has three sections, as follows:

Section 1: Historic Foundations/INVENTION

The session begins with a historical foundation of where, when, how, and why the human category called "white people" was first asserted in enactments and explores the assertion of "white people" as a matter of foundational U.S. law and society. The historical foundation will wrap up with the classic definition of Whiteness from R. Frankenberg and an overview of the dynamic of whiteness through every single decade of U.S. history.

Section 2: Current Manifestations/INFESTATION

Next, we will explore current manifestations of racial bias. Through interactive mirroring exercises, participants will come face to face with social norms that shape our sub-consciousness and impact how we interpret and respond to a variety of people. These will be linked with the history examined and considered for their impact in the present and for the future.

Section 3: Whiteness Rejection/ANTIRACISM

Finally, insights from the first two sections of the session shall inform action toward change - Whiteness Competency defined as, the ability to see the structural advantage imposed on

White people, the range of vantage points White people hold and choices that result, and the often, unmarked cultural practices that are derived from values and behaviors advanced by the overlap of White structural advantage and White viewpoints. In this section, social science research and conceptions of racial constructs offer pathways toward transformation.

* At the request of the presenter(s), this session will not be recorded.

PRESENTER:

Jacqueline Battalora, PhD, JD, Professor, Sociology, Saint Xavier University—Chicago, Illinois

Just Listening: How Can We Hear Change Coming?*

Track: Race and Social Justice in Higher Education

Livestream: Tuesday, June 23rd | 10:00 – 11:30 a.m. Central Time

In *The Color of Fear*, Victor tells David, "You know, I'm not going to trust you until you're as willing to be changed, and affected, by my experience and transformed by my experience as I am every day by yours." How can we listen to one another so that People of Color feel as heard as Victor is seeking to be? How can white people hear as David needs to hear? How do notions such as being nice or a "good listener" perpetuate whiteness and systemic racism? How are People of Color and White people evaluated differently based on the intention and impact of our spoken word and how we listen? What does it mean to liberate our listening so that we can hear one another deeply and responsively in order to honor the justice that each of us needs and to actively move toward broader racial justice? This experiential and interactive workshop is designed for people who recognize that the constant creation of new social justice buzzwords, memes, and speaker series can be hype without heart or healing. Come think transformatively about listening with us and commit to changing how you know yourself and connect with others.

* At the request of the presenter(s), this session will not be recorded.

PRESENTERS:

Jondou Chen, PhD, Senior Lecturer, College of Education, University of Washington- Seattle, WA

Emmy Howe, MEd, Co-Director, Wellesley Centers for Women, Wellesley College- Wellesley, MA

Gail Cruise-Roberson, Co-Director, Wellesley Centers for Women, Wellesley College- Wellesley, MA

Keynote Address by Dolores Huerta

Each of Us Have a Voice, How Can We Use It For Social Change

Livestream: Tuesday, June 23rd | 12:15 – 2:15 p.m. Central Time

As a lifelong activist, Founder and President of the Dolores Huerta Foundation and Co-Founder of the United Farm Workers, Dolores Huerta has learned how to use her voice to fight for social justice. She discusses the power that all of us have to demand justice and spark movements for change. How can people work together to raise their voices and demand the rights they have been denied? How do social movements create lasting change? This historic leader of civil rights movements, Dolores Huerta supports activists who are on the streets to protest against systemic police brutality and white supremacy. Pointing to her personal experience with police abuse, she calls for policies that overhaul the police system and calls on society to commit to eliminating racism starting from within our schools.

From Sick & Tired to Triumphant and Free - Women of Color Reclaiming Our Time and Making Promises to/for Thrive(ing)*

Track: Intersectionality, Identities and Discussions

Livestream: Tuesday, June 23rd | 3:00 – 4:30 p.m. Central Time

In this Major Workshop, women of Color come together to challenge themselves to move from the state of feeling “sick and tired” to developing a plan for professional and personal sanity, emotional and physical health in order to return to their various campuses ready to do battle and protect themselves from burnout simultaneously. In community, we create ways to release our battle fatigue and restore our joy.

Women of Color do the “heavy lifting” on campuses all over the nation. They are counselors, advocates, supporters, mediators, mentors, speakers of truth to those who oppose them. Their motives are questioned, accomplishments are challenged, bodies are surveilled, and merit doubted. In short, racial battle fatigue and the toll it takes on the health of women of Color are real.

This session should particularly benefit women of Color who find themselves meeting resistance every day as they attempt to do the work their institutions claim to support, having

the “same but necessary conversations about equity and inclusion” week after week, year after year, and want to avoid burnout.

* At the request of the presenter(s), this session will not be recorded.

PRESENTERS:

Kristi Ryujin, Med, Associate Dean, Graduate Programs, Leeds School of Business, University of Colorado Boulder—Boulder, CO

Karen L. Dace, Ph.D., Vice Chancellor, Diversity, Equity & Inclusion, Indiana University – Purdue University Indianapolis—Indianapolis, IN

Marquita T. Chamblee, Ph.D., Associate Provost, Diversity and Inclusion and Chief Diversity Officer, Wayne State University—Detroit, MI

Pamela Huang Chao, MA, Chair, Sociology, American River College—Sacramento, CA

Badass Asian American Feminists in Motion

Livestream: Tuesday, June 23rd | 3:00 – 4:30 p.m. Central Time

This livestream is led by two proud Asian American Badass feminists, Helen Zia and Mary Yu Danico, who have invited a discussion with other women who have committed to a life of action, activism and collaboration making. Asian American women have been depicted through bipolar lens. They are either the model minority or the yellow peril vixens. Rarely, do we unpack the ways in which Asian American feminist have shown their badass selves through being unapologetically a force fighting for Asian American rights, visibility, and coalition building with other communities. From women’s rights, affirmative action, and community based activism the panelists discuss issues often ignored by many on how women play a central role in social movements. The live stream will ask for participants to fill out a short poll immediately before the session and also will engage participants to discuss ways in which we can all support Asian American communities while also supporting our brothers and sister from communities of color.

PRESENTERS:

Mary Yu Danico, PhD, Director, Asian American Transnational Research Initiative, Cal Poly Pomona—Pomona, CA

Deepa Iyer, Writer, Lawyer, Activist, Trainer—New York, NY

Annie Tan, Special Education Teacher, NYC Department of Education—New York, NY

Disability Justice and Race in Higher Education

Track: Intersectionality, Identities and Discussions

Livestream: Tuesday, June 23rd | 3:00 – 4:30 p.m. Central Time

This 90-minute session will focus on the first special issue of the Journal Committed to Social Change on Race and Ethnicity (JCSCORE), the interdisciplinary, peer-reviewed journal published by NCORE. The theme of the issue is “Disability Justice, Race and Education.” Within the U.S. context, people with disabilities are one of the largest minoritized groups, making up approximately one-fifth of the population. Approximately 11% of our college student population are students with disabilities. This percentage is always in flux, as the number of diverse students with disabilities continues to grow on campuses across the country, with veterans accounting for 21%, students over the age of thirty 16%, and students on the autism spectrum and those with acquired brain injury rapidly increasing in number.

Given the current sociopolitical climate, it is imperative for higher education institutions to pay attention and learn from the CRiT walking of disabled BIPOC (Black, Indigenous, and People of Color) scholar-activists who understand the centrality of intersectionality and disability justice to their communities’ struggles and success. This interactive session shares the work of Scholar-Activists of Color who contributed to the JCSCORE special issue and who are critically engaging with grassroots thinkers to create and foster liberatory educational spaces. We will discuss the value of knowledge production by Activists of Color to higher education in the context of disability justice and the need for greater research to inform better intersection of race and disability practices in higher education.

PRESENTERS:

Lisette E. Torres-Gerald, PhD, Director of the Cooper Foundation Center for Academic Resources, Academic Affairs, Nebraska Wesleyan University—Lincoln, NE

Lissa Ramirez-Stapleton, PhD, Assistant Professor of Deaf Studies, core faculty of Educational Leadership and Policy, California State University Northridge—Fontana, CA

Open Forums / Facilitated Discussions

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Please join your fellow event participants in a lively discussion at our open forums! Let’s share our perspectives and generate knowledge to grow our capacity as change makers. The topic of this session will be listed in the session titles on the virtual conference platform. We hope to see you there!

Opening Social Mixer

Live: Tuesday, June 23rd | 7:00 – 8:30 p.m. Central Time

The Opening Social Mixer is all about networking! Meet fellow attendees and truly CONNECT!

You will enter a Zoom meeting where you will be given a few basic instructions and then placed into a breakout room to meet new people or catch up with people you have met before. Our plan is to keep each breakout room to six or fewer people so you can have a chance to get to know one another. You'll have the option to leave that room and join another one as frequently as you'd like.



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What's Woke Got To Do With It?: Dismantling Social Justice Ego

Track: Intersectionality, Identities and Discussions

Livestream: Wednesday, June 24th | 10:00 - 11:30 a.m. Central Time

In this three-hour workshop, several social justice educators will share thoughts and reflections on the ways that "wokeness", or a conclusion of a social justice journey is a fallacy. Participants will engage in a variety of activities, including small and large group discussions, personal narrative writing and listening to address, name, and unpack social justice ego. Participants will take away an understanding of social justice as a complex, lifelong practice. This workshop will benefit individuals often viewed as experts of social justice issues on their campuses, and well as those invested in thinking differently about social justice endeavors

PRESENTERS:

Vanessa Gonzalez-Siegel, MA, Associate Director, Multicultural Affairs & LGBTQ Outreach, Columbia University—New York, NY

Mycall Akeem Riley, MS, LGBTQA Resource Center Coordinator, Office of Multicultural Student Success, DePaul University—Chicago, IL

Beware the Colonization of Equity 2.0

Track: Race and Social Justice in Higher Education

Livestream: Wednesday, June 24th | 10:00 - 11:30 a.m. Central Time

Several years ago we were struck by how equity practitioners spend a good portion of their work fighting to maintain equity programs on campuses across the nation. We noticed that there were several consistent patterns: 1) the administration and their commitment or lack thereof to a program 2) the endemic “-isms” that are consistent across educational institutions and 3) the internalized oppression manifested within equity practitioners. Though Gladwell’s (2002) “Every institution is exquisitely designed to replicate itself” was validating, it did not go far enough in helping to create more equitable systems in higher education. Newcomb (2018) brought more clarity sharing the need for practical steps: “To decolonize our minds,...where is the clear image of a decolonized society we are to emulate? There isn’t one. Yet if we are to free ourselves, we need practical steps.” which returns us to bell hooks (2003) who encourages us to interrogate ourselves to be aware of how we might “...collude[s] with the existing system in small ways every day, even those among us who see ourselves as anti-racist radicals,” and Laenui (2006) gave us a practice based framework.

This webinar should particularly benefit those who would like to interrogate both the prospect of the colonization of equity, AND how institutions are designed to thwart equity efforts.

PRESENTERS:

Jacquelyn Reza, EdD, MFT, Professor/Director Professional Development-Emeritus, Office of Professional Development, De Anza College—Cupertino, CA

Catherine Wong, MEd, Director, Urban Outreach Initiatives, Strategic Initiatives & External Partners, Lynch School of Education & Human Development, Boston College—Chestnut Hill, MA

Using Intersectionality in Teaching and Training: Strategies for Pedagogy, Facilitation, and Self Awareness

Track: Intersectionality, Identities and Discussions

Livestream: Wednesday, June 24th | 10:00 - 11:30 a.m. Central Time

This interactive webinar uses presentation, case studies, reflection, and discussion to explore how core tenets of intersectionality can inform the content and design of courses and seminars, facilitation and interventions in educational settings, and instructor preparation. We will begin with a brief overview of core tenets of intersectionality and what they offer for courses and seminars on identity, systems of inequality, and social justice. After pausing for questions and brief discussion, we will apply the core tenets to two case study examples. In the final segment we will present and discuss strategies for integrating intersectionality into course/seminar design, pedagogy, and class facilitation. Addressing conflict and resistance when intersectionality is applied to identity, social systems, and social justice will also be addressed. As time and format allow, the facilitators will balance presentation with interaction with webinar participants. Discussion will be based partly on issues raised by participants, but may also cover topics such as assessing and reflecting on our own preparation and comfort utilizing core tenets of intersectionality in our teaching and educational practices. Facilitators of the session have explored the application of intersectionality to identity models, teaching, and educational settings for over a decade. This session is relevant for NCORE attendees working in a range of teaching and training contexts—such as classrooms, workshops, webinars, and professional development programs.

PRESENTERS:

Amy Reynolds, PhD, Associate Professor, Counseling, School, and Educational Psychology, University at Buffalo—Buffalo, NY

Charmaine L. Wijeyesinghe, EdD, Author and Consultant, Intersectionality, Social Identity, and Social Justice Education—Delmar, NY

Plenary Session, Including Keynote Address by Andrew Jolivéte

Indigenous Thrivance Circuitry in the Face of Global
Precarity

Livestream: Wednesday, June 24th | 12:15 – 2:15 p.m. Central Time

This talk attends to the ways that Indigenous Peoples and Nations are creating new forms of kinship relations or circuits of culture that support thriving, wellness, and everyday joy by centering Indigenous knowledge to address some of society's most pressing social, racial, and environmental challenges. The presentation will include topics ranging from COVID-19 American Indian Community Responses and resources to Indigenous wellness in the face of inter-generational trauma, attacks on tribal sovereignty, anti-Blackness and anti-Indian policing and policies, and violence against MMIWG (Missed Murdered Indigenous Women and Girls) as well as queer indigenous and two-spirit futures reimagined through the concept of Thriving as opposed to resilience. The presentation will also take on environmental racism, racism in sports and a movement away from “settler” colonialism as a defining feature of Native American and Indigenous Studies.

Reclaiming Ancestral Connections: Indigeneity and the Politics of Identity

Track: Intersectionality, Identities and Discussions

Livestream: Wednesday, June 24th | 3:00 - 4:30 p.m. Central Time

This session will provide a critical analysis and discussion of Indigenous identity that challenges settler colonial constructions of Indigeneity. Panelists will offer their perspectives as Indigenous scholars, practitioners and activists engaged in decolonial efforts that ask us to reconsider the role geopolitical borders play in shaping our identities. Each presenter will discuss their experiences navigating higher educational institutions as Indigenous people. The impacts of blood, borders, and nationhood will also be discussed. How do we balance the many nuances of Indigenous identity that is in coalition with Indigenous Latinx/Chicanx communities while also protecting tribal sovereignty in the context of the U.S.? How do we engage in identity development with Indigenous students and communities? Join us for a dynamic discussion to learn more.

This session should particularly benefit student affairs professionals, teaching faculty, and students that are interested in deconstructing and reimagining the role of the political and cultural around Indigenous identity.

PRESENTERS:

Jason Rodriguez, MA, MS, Assistant Director for Diversity and Inclusion, Student Life, New Jersey Institute of Technology (NJIT)—Newark, NJ

Luhui Whitebear, Assistant Director, Native American Longhouse Eena Haws, Diversity and Cultural Engagement, Oregon State University—Corvallis, OR

Olmecca, MA, Hip Hop Artist / Scholar / Activist—Las Vegas, NV

Internalizing Whiteness in Non-Black People of Color (NBPOC) Communities

Track: Intersectionality, Identities and Discussions

Livestream: Wednesday, June 24th | 3:00 - 4:30 p.m. Central Time

As non-black folks of color in the US, our communities have been forced into adopting whiteness in order to pursue and maintain a white supremacist capitalist system. This impact has translated into assimilation, self hate, loss of culture and community, and the perpetuation of anti-blackness -despite our communities continually being stripped of our humanity through whiteness, and only benefiting from the Black liberation movement. A movement that has called all of us back to our humanity, and is doing so again today.

This workshop opens the urgent conversation of the work that needs to be done within. It will be a space for individuals to unpack and examine our shared history. We will explore: (1) When did we as NBPOC adopt whiteness? (2) How has internalizing whiteness shown up in our families and communities? And how is it showing up now? (3) How are we being complicit in upholding white supremacy? We will conclude by examining the ways we, as NBPOC, can level up our practice and be in solidarity with the Black community.

This session will particularly benefit NBPOC students, staff, and leadership who work in social justice centered spaces and in any affinity groups. In order to hold each other accountable and begin the healing work within our communities, we must do the work within ourselves.

PRESENTERS:

Natalie Bui, Co-founder, SHIFT—San Diego, CA

Kausar Mohammed, Co-founder, SHIFT—Los Angeles, CA

Veline Mojarro, Co-founder, SHIFT—Los Angeles, CA

Interest Convergence in a Time of Pandemic and Police Brutality: How COVID and Growing Authoritarianism Provide an Opening for Solidarity

Track: Race and Social Justice in Higher Education

Livestream: Wednesday, June 24th | 3:00 - 4:30 p.m. Central Time

In this session, Tim Wise explores the dangers and opportunities of the current pandemic moment, combined with the burgeoning movement for racial justice in the wake of the killings of George Floyd, Breonna Taylor and Ahmaud Arbery. As the nation's lackluster response to COVID signaled an indifference to those affected — disproportionately black and brown folks — so too has the brutal reaction to the brewing rebellion made it clear: we are living in a nation whose leaders have announced for all to hear that so far as they are concerned, black lives do not matter.

And yet, precisely because of the pandemic, millions of Americans (including millions of whites), have been able to stop and actually see what people of color have long known. The relative quiet provided by quarantine has opened up people to the world around them—a world they cannot easily ignore as they often do when going about the normal routine of their pre-pandemic lives. How might educators take advantage of this opening? How might we make use of the pandemic moment, and the vulnerabilities it has laid bare, to build empathy across lines of race? After all, because of COVID, for the first time millions of whites are having to ask questions like: Is it safe to go to the store? To go for a walk or jog around the neighborhood? But these are questions black and brown folks have had to ask always, with or without a global health emergency. And as we can see from the actions of police, it's a question they have to ask still, because racism too is a type of virus, for which we have no vaccine or herd immunity.

Building on the concepts of “interest convergence” long articulated by the late great legal scholar, Derrick Bell, Wise will examine the various points of potential common ground between whites and folks of color made visible in this moment, and how they can be utilized to grow the movement for justice.

PRESENTER:

Tim Wise, Antiracist Author and Educator—Nashville, TN

Open Forums / Facilitated Discussions

Live: Wednesday, June 24th | 5:00 - 6:30 p.m. Central Time

Please join your fellow event participants in a lively discussion at our open forums! Let's share our perspectives and generate knowledge to grow our capacity as change makers. The topic of this session will be listed in the session titles on the virtual conference platform. We hope to see you there!

NCORE Virtual Dance Party

Live: Wednesday, June 24th | 7:00 – 8:30 p.m. Central Time

We are happy to host a virtual social gathering for some dancing, laughing, and fun. Here are a few [tips](#) on how to transform any space, big or small, into the dance club of your dreams.

PROPS

Make your own party box. Sunglasses, fans, wigs, feather boas, tiaras, glow sticks, beach balls, old costumes. Live your dream and tap into inner child. Use your imagination.

CONNECTION

Try Apply airplay or a USB connection to your TV. It makes everyone bigger and creates a more party atmosphere. Look at apps such as AirMore, ChromeCast, or Smart Things to explore ways to connect your device to your TV.

LIGHTING

Set the tone. Dim your lights, find that strobe light in the closet, light some candles. It can be difficult to get lost in the rhythm while under workplace or florescent lighting.

COMMUNITY

It's an all ages party, so kids are invited as well. Invite some friends over and cultivate some joy through dance.

This event includes music and flashing lights, images, or video. Participants with sensory issues should plan attendance accordingly.



Connection 2020:

An NCORE Experience

Sessions and Descriptions - Thursday, June 25th

Coffee & Conversation with a Community Leader

Live: Thursday, June 25th | 8:45 – 9:45 a.m. Central Time

Start your morning by having a conversation with an NCORE community leader and fellow participants. Let's connect, build and foster community around our stories, our passion and finding out about the work we are doing to make needed change in our institutions and how we are facing up to the challenges of our time. Please join us as community leaders share a little about themselves and lead us in connecting with each other.

Intersectional Interventions: Supporting Queer and Trans Students of Color

Track: Intersectionality, Identities and Discussions

Livestream: Thursday, June 25th | 10:00 - 11:30 a.m. Central Time

In an ever changing world, many institutions of higher education and beyond are being met with queer students of color. To strive for more celebratory, educational spaces previous frameworks must make room for re-imagined inclusive frameworks to better support these students.

Join four queer, higher education practitioners work in a variety of roles strive to intervene with an intersectional perspective rooted in liberation. During this session, participants will encounter a litany of qualitative and quantitative tools to engage or establish their own frameworks included but not limited to; the over-policing of LGB students in juvenile centers, the foremothers and future of intersectionality, a through examination of themes and frameworks vital for all social justice educators. The session will be closed with a dialogue

between four dynamic higher education practitioners and how they continue to intervene intersectionality.

This session will benefit intermediate to advanced higher education practitioners invested in engaging examining how to take theoretical frameworks of intersectionality to practice and application.

PRESENTERS:

Romeo Jackson, M.Ed., LGBTQ and Gender Program Coordinator, Student Diversity & Social Justice, University of Nevada, Las Vegas—Las Vegas, NV

Nathan Nguyen, M.Ed., Director, LBGT Student Services, Western Michigan University—Kalamazoo, MI

Vanessa Gonzalez-Siegel, MA, Associate Director, Multicultural Affairs & LGBTQ Outreach, Columbia University—New York, NY

Mycall Akeem Riley, MS, LGBTQA Resource Center Coordinator, Office of Multicultural Student Success, DePaul University—Chicago, IL

Tools for Building a Radical Self-care Practice

Track: Student Affairs and Affiliated Professionals

Livestream: Thursday, June 25th | 10:00 - 11:30 a.m. Central Time

Mainstream self-care narratives often fall short of meeting the needs of marginalized communities. Additionally, messaging can often place responsibility on the marginalized for their own trauma. This interactive session will be helpful for practitioners who wish to help students develop a culturally-responsive self-care routine as well as those looking to do the same for themselves. We will discuss the shortcomings of these mainstream practices/messages, look at models which underscore differences in orientation to conflict resolution and begin to build capacity for a new paradigm of care rooted in connectedness and social justice

PRESENTER:

Rosalie Rodriguez, MA, Director, Multicultural Student Services, Bucknell University—Lewisburg, PA

Black Healing, Sanctuary, and Identity in Ruptured Space

Track: Student Affairs and Affiliated Professionals

Livestream: Thursday, June 25th | 10:00 - 11:30 a.m. Central Time

Black Identity, Healing, Sanctuary, and Joy in Ruptured Space will explore the experiences of Blackness^[1] in a fractured and ruptured environment. The context and frame of this workshop will be higher educational systems and resultant structures built from the master narrative of White Supremacy. It will speak to how systems and the prevailing mindsets impact students, staff and faculty development and engagement, as well as the greater Black society. This conversation will examine and gauge the historical context that Blackness is situated in, how it is informed and exploited by that context and its direct on impact on Black life. With a lens towards creating healing, sanctuary space and progression, the facilitators will pose and offer what is vital for people of African ancestry in this moment in time. Each panelist will share an analysis of conditions and the optics by which we must reframe and refocus. We will consider Black cultural identity, aesthetics and progress, through various lenses, but especially within the framework of the current academic and social reality on college campuses juxtaposed to what is happening in society as evidenced by the current social unrest, police brutality incidents, racial hate crimes, and the continued calls to action centered on the demands for eradicating, deconstructing, reshaping, and revamping global systems of colonialism. Most critically, we relocate what our work should be and offer considerations for healing, sanctuary and joy.

Those in attendance will hear, learn, and understand:

1. the experience of Blackness both historically, and within today's context and current phenomenon;
2. an analysis of White Supremacy as a master narrative with global implications;
3. methods for formulating a resilient sense of self and identity particularly in a hostile locality, through creating an intentionality of activities and designing a healthy and sustainable environment; and,
4. offer tools, readings and direction for Black students, faculty and staff with universal implications.

[1] The term, Black, or any derivative of, used in this description to indicate people of African ancestry, is capitalized by the authors' choice.

PRESENTERS:

Àdísà Àjàmú, PhD., Director, Professor, Center for Black Cultures, Resources and Research, University of California, Irvine—Irvine, California

Nzingha S. Dugas, M.A., Executive Director, Umoja Community Education Foundation—
California Statewide—Sacramento, California

Gerri Kentake Scott, M.A., Counselor, Professor, Sacramento City College—Sacramento,
California

Plenary Session, Including Keynote Address **by Amer Ahmed**

(G)local Justice: Towards a Post-Corona Transnational Equity Imperative in American Higher Education

In the wake of a COVID-19 and rising anti-racist consciousness, American Higher Education will confront unprecedented realities that will force institutions to adapt. The pandemic has not only exposed social inequities in the U.S. but also the interdependence of local and global factors that impact existing inequality in our world. In the process, Higher Ed leaders will need to confront an internal infrastructure that bifurcates the work of Diversity, Equity and Inclusion from International/Global Education. This divide has created a disconnect between explicit commitments to addressing inequity in the U.S. and International work that typically lacks such focus. This keynote will make the case that American Higher Education can no longer afford this divide in the wake of a pandemic that is the ultimate case study for the interrelationship between domestic and global issues of inequity.

Livestream: Thursday, June 25th | 12:15 – 2:15 p.m. Central Time

Cultivating Student Activism, Advocacy and Action: Critical Collaborations in Response to Campus Crisis Moments

Track: Student Interest and Engagement

Livestream: Thursday, June 25th | 3:00 - 4:30 p.m. Central Time

This session will provide an in-depth examination of the process of improving campus climate by presenting a model that can be used to lead an institution during high stakes moments of crisis. This model-drawn from a case study from the University of Wisconsin-focuses on

fostering collaboration between students, staff, and executive level administrators and facilitating campus dialogue amidst high tension moments. This session will also provide a synthesis of lessons learned from administrators across multiple levels of the organization and present an innovative model for engaging students, faculty and staff in engaging and facilitating difficult conversations and responding in moments of crisis. This session should be particularly beneficial to participants who are current or aspiring diversity leaders and practitioners within the fields of student affairs or diversity, equity and inclusion. **This session will include a moment for creative reflection. Participants are encouraged to bring markers, crayons, colored pencils, or whatever creative tool you use to express yourself.**

PRESENTERS:

Sherri Charleston, JD, PhD, Asst. Vice Provost and Chief Affirmative Action Officer, Division of Diversity, Equity, and Educational Achievement, University of Wisconsin-Madison—Madison, WI

Cheryl Gittens, MSW, EdD, Assistant Vice Provost for Diversity and Inclusion, Division of Diversity, Equity, and Educational Achievement, University of Wisconsin-Madison—Madison, WI

Gabriel Javier, MA, MS, Associate Vice Chancellor, Student Affairs - Identity and Inclusion, University of Wisconsin - Madison—Madison, WI

LaVar Charleston, PhD, Associate Dean for Diversity and Inclusion, School of Education , University of Wisconsin-Madison—Madison, WI

Innovations in Decreasing Microaggressions from Psychological Science

Track: Race and Social Justice in Higher Education

Livestream: Thursday, June 25th | 3:00 - 4:30 p.m. Central Time

The backlash against the idea of racial microaggressions – that they are scientifically unsubstantiated, nothing more than innocent behaviors misinterpreted by excessively sensitive people, distracting attention from “real” racism – has frustrated diversity trainers and educators in their efforts to address what are experienced as toxic, harmful and racially biased processes.

This experiential pre-conference institute addresses this backlash directly, providing important scientific foundations for the idea that racial microaggressions are real, harmful, and associated with racial bias. The workshop centers on the demonstration, through a sequence of experiential exercises, of innovative techniques derived from psychological science to improve awareness and understanding of microaggressions, reduce the likelihood that people will commit microaggressions, and increase the likelihood that inter-racial interactions may be

healing and connecting rather than harmful and disconnecting. We lead attendees through a series of interactive exercises designed to decrease the impact of four key psychological processes that we have identified underlie the delivery of microaggressions and the defensiveness that often arises when these issues are raised, including objectifying, raced-based experiential avoidance, stereotyping, and erasure of identity. The exercises are designed to help attendees notice the automatic, perceptual processes that, if they occur without awareness, can hook individuals and result in microaggressions. After exploring these processes through individualized exercises, attendees will practice engaging alternate processes that lead to authentic and healing moments of connection in small-group interactions. These exercises will help attendees practice noticing (and not avoiding) feelings of discomfort that come with increased awareness of these processes to produce the capacity for more flexible, empathic, and connected responses to others. The exercises are derived from a multi-year process of research, intervention development, and testing, and informed by interventions from contextual behavioral science that focus on improved mindfulness and acceptance, rather than avoidance or suppression, of harmful psychological processes. This session should particularly benefit those who are engaged in efforts to understand and intervene on microaggressions on college campuses and have been frustrated by the backlash, by difficulties with White defensiveness and entrenchment in unhelpful behavior even during microaggression and anti-bias trainings, and who desire to improve the quality of inter-racial interactions on campus and in other settings.

PRESENTERS:

Daniel Rosen, PhD, Professor and Chair, Counseling & Health Psychology, Bastyr University—Kenmore, WA

Heather Branstetter, ND, General Practitioner and Doctoral Student, Clinical Psychology, Palo Alto University—Palo Alto, CA

Robyn Gobin, PhD, Assistant Professor, Kinesiology and Community Health, University of Illinois at Urbana-Champaign—Champaign, IL

Jonathan Kanter, PhD, Research Associate Professor, Psychology, University of Washington—Seattle, WA

Speaking Up and Calling In: Skills to Interrupt and Challenge White Supremacy and Racism with Love and Compassion

Track: Race and Social Justice in Higher Education

Livestream: Thursday, June 25th | 3:00 - 4:30 p.m. Central Time

When racist comments are made, many of us enter fight or flight (or freeze) mode. Often, we lack the skills, theoretical knowledge, and confidence needed to engage in meaningful, effective, and heartfelt conversations challenging systems of white supremacy and racism. This is especially difficult with those closest to us – including our families, friends, and communities. The result is that we may attack the perpetrator, quickly exit the situation, or to preserve our relationships, we avoid the confrontation entirely. None of these responses effectively combat the system of white supremacy and racism.

In this interactive session, participants will learn and have the opportunity to practice communication skills, and explore methods of challenging and deconstructing white supremacy and racism. Attendees will cultivate a critical and compassionate understanding of the difference between “calling in” and “calling out” with a focus on utilizing a lens of love and compassion. They will also practice pushing through discomfort to engage in these important conversations. Participants will increase their skills in explaining, and discussing the construction and impacts of racism with individuals who are at varying levels of experience, and who may not share participant beliefs and ideals. Most importantly, attendees will deepen their ability to successfully engage anti-oppression conversations, and connect across differences to deconstruct the culture of white supremacy and oppression. This session will benefit anyone who would like to learn and practice skills and theoretical knowledge necessary to effectively interrupt racism and other forms of oppression.

PRESENTERS:

Natalie J. Thoreson, Med, Principal, Anti-Oppression and Social Justice Ed Consultant, inVision Consulting—Oakland, CA

Krystle Ida Ramirez, , Graduate Assistant, LGBTQ+ Center, New York University—New York, NY

Open Forums / Facilitated Discussions

Live: Thursday, June 25th | 5:00 – 6:30 p.m. Central Time

Please join your fellow event participants in a lively discussion at our open forums! Let’s share our perspectives and generate knowledge to grow our capacity as change makers. The topic of this session will be listed in the session titles on the virtual conference platform. We hope to see you there!



Connection 2020:

An NCORE Experience

Sessions and Descriptions - Friday, June 26th

Coffee & Conversation with a Community Leader

Live: Friday, June 26th | 8:45 – 9:45 a.m. Central Time

Start your morning by having a conversation with an NCORE community leader and fellow participants. Let's connect, build and foster community around our stories, our passion and finding out about the work we are doing to make needed change in our institutions and how we are facing up to the challenges of our time. Please join us as community leaders share a little about themselves and lead us in connecting with each other.

The complexity and the politics of naming Latina, Latino, Latinx, Latiné, Latinu, Latin@, Latin, and Latin American Students **

Track: Race and Social Justice in Higher Education

Livestream: Friday, June 26th | 10:00 – 11:30 a.m. Central Time

The categories of race, gender, and sexuality continue to be the site of analysis for many higher education researchers, effectively filling the void of intersectional approaches to student development and learning theory. Yet, we still struggle with terminology that honors Latinx/a/o students' identities, let alone their intersections with systems of oppression. This presentation will engage in a dialogue about the importance of Latinx/a/o students' identities and labels that have been (mis)used, (mis)interpreted, and have not been fully examined. The goal is to illuminate how the politics of naming social identities can perpetuate structures of power, and work toward transforming higher education through critical naming processes. In her work, Patel (2016) pointed out that "Attention to something does not automatically mean transformation" (p. 2) and the concept of change often misses the most robust critique. With an understanding that all forms of change occur frequently and is not consistent with social patterns, in this presentation we analyze politics surrounding naming practices around Latina,

Latino, Latinx, Latiné, Latinu, Latin@, Latin, and Latin American identities. Due to the variations in understandings the terms, this presenter contends that one should consider the term Latin*.

**At the request of the presenter(s), this session will not be recorded.

PRESENTER:

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

Activists Gotta Eat: How to be Gainfully Employed While Leading the Revolution

Track: Race and Social Justice in Higher Education

Livestream: Friday, June 26th | 10:00 – 11:30 a.m. Central Time

There are thousands of causes worth fighting for. Some of us are fighting to end of state-sanctioned violence against the marginalized. Others are calling for equal pay for equal work. There are people pleading for the end of conversion therapy and other harmful practices forced upon the LGBTQIA+ community. Many people prioritize the ongoing fight for voting rights for the underserved and underrepresented. Some others are called to advocate for equity, access and inclusion for marginalized student groups in the college admission process and on college campuses. More and more individuals find themselves called toward social and political activism. Unfortunately, most of these individuals do not have the privilege or generational wealth required to walk away from the responsibility and economic security of gainful employment to be fully invested in the liberation struggle. This session should particularly benefit participants who are committed to the revolution but still must pay their bills.

PRESENTERS:

Monica Johnson, MS. Ed, Director, Neal-Marshall Black Culture Center, Indiana University—Bloomington, IN

Charlane Oliver, MPA, Co-Founder and Executive Director, The Equity Alliance—Nashville, TN

Brandi Smith, B.A., College Advising Coordinator, Marietta High School—Roswell, GA

White Immunity: Working Through the Pitfalls of Privilege

Track: Race and Social Justice in Higher Education

Livestream: Friday, June 26th | 10:00 – 11:30 a.m. Central Time

“How can poor white people be privileged?” How many times have you encountered that question in a discussion on white privilege? Scholar and author, Nolan Cabrera, offers a new way to address this question with the concept of “White Immunity” – the social inoculation that white people experience as a result of being white in a systemically-racist society. This framework helps work through some of the pitfalls of “privilege.”

Cabrera links the history of racial oppression and whiteness to contemporary times, including a look at the current uprisings against police killings of Black people. Based on 15 years of research for his award-winning book, *White Guys on Campus: Racism, White Immunity, and the Myth of “Post-Racial” Higher Education*, Cabrera explores how white immunity informs racial conflicts ranging from cultural appropriation, racism on college campuses, white men using the n-word, and the re-open “protesters.”

Ultimately, he calls for radical empathy and racial responsibility for white people that stems from their white immunity.

PRESENTER:

Nolan Cabrera, PhD, Associate Professor, Center for the Study of Higher Education, University of Arizona—Tucson, AZ

Plenary Session, Including Keynote Address by Melina Abdullah

Black Lives Matter and the Making of a Mass Movement

A presentation by one of the original members and an on-the-ground organizer of the #BlackLivesMatter global network, offering a political history of the movement as a point in Black freedom struggle. Through personal narrative and movement analysis, this talk presents the vision and hope for the movement as well as its approach and tactics.

Livestream: Friday, June 26th | 12:15 – 2:15 p.m. Central Time

Critical APIDA Conversations: Lift As We Climb

Track: Race and Social Justice in Higher Education

Livestream: Friday, June 26th | 3:00 – 4:30 p.m. Central Time

Finding a sense of support can be challenging for APIDA professionals navigating their careers in the higher education pipeline. What do we need? What can we offer each other? How do we create a sense of community across intergenerational differences and professional stages? In this session, participants and invited speakers will share their experiences on how we have created mentorship opportunities and advocated for each other professionally. This session will examine how APIDA professionals can leverage their sphere of influence (i.e., their position, power, and agency) to make change despite institutional boundaries. This session should particularly benefit a) APIDA professionals looking to share and brainstorm resources about advocacy beyond 1:1 mentorship and b) APIDA higher education practitioners seeking to cultivate a greater sense of purpose national community and network of APIDA professionals.

PRESENTERS:

David Surratt, Ed.D., Vice President for Student Affairs & Dean of Students, The University of Oklahoma, Norman, OK - [Email](#)

Der Vang, M, Ed. Director of Mentoring, College of Computing and Informatics, The University of North Carolina at Charlotte - [Email](#)

Charles Sasaki, Ph.D., Interim Vice Chancellor for Academic Affairs, Hale Alaka'i 121D, Windward Community College, 45-720 Kea'ahala Rd., Kāne'ohe, HI 96744 - [Email](#)

Joy Hoffman, Ed.D., Independent Consultant - [Email](#)

Susan Hua, MA, Residence Director, University of Hawai'i at Manoa, 2500 Campus Road, Honolulu, Hawai'i, 96822 - [Email](#)

Facilitator: Dawn Lee Tu, Ph.D., Faculty Director of Professional and Organizational Development, Office of Professional Development, De Anza College - [Email](#)

Seeing Identity Plurally

Track: Intersectionality, Identities and Discussions

Livestream: Friday, June 26th | 3:00 – 4:30 p.m. Central Time

This interactive session will allow participants to test the idea that our identities contain not one but many different selves. Participants will learn of this idea in the work of psychiatrists and social commentators of the past and present. The age of “identity politics” has encouraged many people to over-simplify their identities. Our target audience is students, staff, and faculty

who want to honor and discuss their identities in more complex ways than are offered by the present-day emphasis on an authentic single self.

PRESENTERS:

Peggy McIntosh, PhD, Senior Research Associate, Wellesley Centers for Women, Wellesley College- Wellesley, MA

Hugh Vasquez, PhD, MSW, Senior Associate, , The National Equity Project- Oakland, CA

Reimagining Institutional Support for Undocumented Immigrants

Track: Intersectionality, Identities and Discussions

Livestream: Friday, June 26th | 3:00 – 4:30 p.m. Central Time

Currently there are more than 60 Undocumented Student Resource Centers (USRC's) in the U.S. The goal of the structure and function of these USRC's have been 1) to create a welcoming and supportive environment for undocumented students 2) enhance undocumented students college experience, 3) build leadership skills, and 4) promote their mental health and well being. This presentation seeks to identify and understand the ways that Undocumented Student Resource Services and Centers have made support accessible and visible to undocumented students. This session should particularly be of interest to those who are interested in institutionalizing support for undocumented students and who are interested in exploring the ways in which you can do this beyond the current existing frameworks such as the USRC's and undocumented student program coordinator positions.

PRESENTERS:

Diana Valdivia, MA, Director, Undocumented Student Services, UC Santa Barbara—Santa Barbara, CA

Laura Bohórquez, M.Ed., Director, AB540 & Undocumented Student Resource Center, University of California Davis—Davis, CA

Open Forums / Facilitated Discussions

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