

Tuesday, June 8

2205 – Tackling Your Internalized Anti-blackness Workshop

Track: Intersectionality, Identities, and Discussions

Description: This anti-blackness workshop will help youth, adults, and professionals to address their fears, misunderstandings, and assumptions about black people. We will equip people with practical tools to address their own anti-black behaviors and thoughts in everyday life, assist people in healing with their trauma from incidents with black people, and most importantly, provide a space for people to reflect! Participants will be able to discuss in small groups and the larger group. This workshop is for those who sincerely want to tackle their internalized anti-blackness, no matter the age.

Presenters:

Consuela Rosalee Hendricks, Co-president, Co-founder, People Matter—Chicago, IL
Angela Xinli Lin, Co-president, Co-founder, People Matter—Chicago, IL

2206 – Writing for Social Justice: Promoting Diverse Voices and Social Change Through Written Words

Track: Race and Social Justice in Higher Education

Description: Journal articles, practitioner handbooks, dissertations, and manuscripts offer significant opportunities to investigate and promote social justice through writing. Yet, various factors often present challenges to engaging in and completing written works, including competition between writing and personal or work responsibilities, fears of failure and writing blocks, and reactions to feedback or rejection. This session explores how to survive and even thrive during a social justice writing project. Through large and small group discussion, participants will engage with “consultant/facilitators” who have expertise with several writing areas, and who will provide concrete information and promote the exchange of insights and strategies based on the experiences of participants. The specific writing-related topics include: completing a dissertation, publishing while on the tenure track, centering storytelling and narratives, publishing for and as practitioners, writing for academic journals and JCSCORE (the NCORE journal), authoring or co-authoring full length manuscripts, and serving as a contributor and/or editor for edited volumes. After brief opening remarks, participants will join a small group led by a facilitator/consultant-to engage in an interactive discussion of one of the topic areas. While driven by the needs and questions of participants, small groups may cover strategies for organizing a writing project, maintaining energy and focus over time, and overcoming obstacles and blocks. Following these focused discussion groups, everyone will reconvene for a question and answer period with all of the consultant/facilitators. This session should be of interest to aspiring, struggling, or seasoned authors who wish to find information, inspiration, and community related to writing.

Presenter(s)/their institutions:

Lee Anne Bell, EdD, Professor Emerita, Barnard College, Columbia University—New Paltz, NY

Antonio Duran, PhD, Assistant Professor, Auburn University—Auburn, AL, AL

Kristen Renn, PhD, Professor, Higher, Adult, and Lifelong Learning, Associate Dean of Undergraduate Studies for Student Success Research, Michigan State University—Lansing, MI
Cristobal Salinas, PhD, Associate Professor, Leadership Studies, Faculty Coordinator, Educational Leadership and Research Methodology, Florida Atlantic University—Boca Raton, FL

D. Scott Tharp, PhD, MSW, Assessment & Effectiveness Specialist, Office of the Vice President for Student Affairs, DePaul University—Chicago, IL

Charmaine Wijeyesinghe, EdD, Author and Consultant on Intersectionality, Racial Identity, and Social Justice Education—Delmar, NY

Genia Bettencourt, PhD, Postdoctoral Research Associate, Pullias Center for Higher Education, University of Southern California—Los Angeles CA

2207 – Mascots, Monuments, and Racist Objects: Using America's Past to Unpack White Supremacy and Promote Racial Justice

Track: Race and Social Justice in Higher Education

Description: The brutal killing of Ahmaud Arbery, George Floyd, and Breonna Taylor led to the beginning of a racial reckoning in the United States, with millions of protestors demanding justice. In communities across the nation—including university communities—there were rallies, protests, marches, and vigils to speak out against police brutality and white supremacy and to proclaim that Black Lives Matter. This activism shed light on the many expressions of racism, including racist monuments and statues, racist names and mascots for sports teams, racist images in food brands, collectibles, and popular culture. College and universities are also reconsidering the names of campus buildings, streets, and monuments that memorialize white supremacists while also examining how campus policies and structures can perpetuate racism and white supremacy.

In this session, David Pilgrim, a sociologist, and John Little (Dakota), a historian, examine the current reckoning and renaming movement and its implications and challenges for racial and social justice. Pilgrim and Little also share the lessons they have learned as activists committed to combating the racist imagery that undergirds white supremacy.

Presenters:

John Little, PhD, Historian and Postdoctoral Fellow, The Institute of American Indian Studies at University of South Dakota—Vermillion, SD

David Pilgrim, PhD, Vice President for Diversity, Inclusion and Strategic Initiatives, Ferris State University—Big Rapids, MI

2208 – Teaching for Anti-racist Social Change in the Neoliberal University

Track: Race and Social Justice in Higher Education

Description: In this session, we draw upon our recent research on anti-racist scholar-activism in British universities. We do so in order to consider how the classroom can offer a site to pursue anti-racist social justice. We discuss how critical pedagogy can encourage students to engage in activism and become part of communities of resistance. We also, however, explore how the neoliberal university creates barriers to such endeavor, threatening to limit student imaginations to the confines of the university context.

Presented in the format of a presentation followed by interactive guided discussion, the session encourages us to collectively consider how teaching can better be put in service to anti-racist social justice.

Presenters:

Remi Joseph-Salisbury, Presidential Fellow in Ethnicity and Inequalities, University of Manchester, UK—Manchester, UK

Laura Connelly, Lecturer in Criminology, University of Salford, UK—Salford, UK

2210 – "Diversity Destroys Nations" ... and Other Things White Supremacists Say: A Session to Build Resilient Campus Communities in the Face of Rising Hate -- Case Studies/Model Programs

Track: Chief Diversity Officer and Executive Leadership

Description: This session will provide administrators and other campus leaders with a framework for understanding White Supremacist trends on campuses. ADL staff will discuss recent increases in hate-based propaganda, offering participants tools to recognize and assess the evolving signs and symbols of White Nationalism and other forms of bigotry. Participants will practice using the Hate/Uncycled Model to respond effectively when incidents of hate occur. The session will particularly benefit administrators who are seeking to address, in comprehensive fashion, the rise of bias and hate incidents on college and university campuses. Participants will share best practices with colleagues and receive guidance in building a strategic plan. The session will be grounded in case studies and current national trends, helping participants develop effective bias incident response protocols as well as strategies for equipping all campus members with response tools. Our aim is to create resilient campus communities where no person or group feels alone. Participants who attend this session should have a working knowledge of or strong interest in policies and practices related to inclusive campus climate and bias incident response.

Presenters:

Elissa Buxbaum, MS, Director of National College and University Programs, Education, ADL—New York, NY

Lara Trubowitz, PhD, Associate Director of National College and University Programs, Education, ADL—Chicago, IL

2211 – "Challenges and Rewards of Educating White Students about Racism: Experiences and Reflections of an African American Professor at a Predominantly White Institution."

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

Description: This session should particularly benefit faculty members who would like to expand their pedagogical repertoire to include teaching white students about racism. It will also benefit administrators who want to develop a culture of equity and inclusion for racial and ethnic minority faculty. After a brief literature review on obstacles that African American faculty encounter in predominantly white institutions (PWI), this session will turn to the presenter's experiences as an African American professor at a small, private, rural PWI. The presentation will include some of the challenges of teaching white students about racism, the white fragility that some white students display, and the professor's responses to these challenges. Gleaning from a course the presenter teaches entitled, "Racial, Ethnic and Gender Inequality," she will share some strategies she discovered that increase students' knowledge about institutional racism, white privilege and ways it can be used for social justice, based upon student feedback. Some video clips that capture the essence of these concepts will be shown. The session will end with excerpts of reflections from students at the conclusion of the course, such as learning to respect the perspectives of racial minorities and developing confidence to speak up when witnessing injustice.

Presenters:

Alicia Dailey, PhD, MSSW, MDIV, MA, Assistant Professor of Social Work, Department of Sociology, Social Work and Criminology, Manchester University—North Manchester, IN

2212 – Teaching During Trauma: Black Women Faculty Perspectives and Strategies during Times of COVID-19 and Unrest

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

Description: Black women faculty are tackling a force of socioeconomic and racial disparities, emotional tolls and invisible burdens within academia, political turmoil, social unrest, and public health crises. COVID-19 has added an additional layer related to teaching, research, and service responsibilities; overall well-being of Black women faculty and the diverse students they teach; and management of work and home responsibilities. In this presentation, we will share perspectives and evidence-based strategies regarding Black women faculty who navigate academia and teach during times of COVID-19 and social unrest. Our aim is to promote effective management of cross-racial differences and similarities in the higher education classroom and workplace. Specifically, we will explore the importance of promoting diversity and inclusion within a classroom or workplace environment to enhance Black women faculty experiences; ways that academic institutions can foster collaboration and communication to bridge cultural gaps within the classroom or workplace; and insights from Black women faculty on how to foster diversity and inclusion in academia. We will encourage participants to reflect on experiences of Black women faculty and/or to better understand a cultural community other than

their own. This session should particularly benefit faculty, administrators, staff, and students who work or study in higher education. (200 words)

Presenters:

Anuli Njoku, DrPH, MPH, Associate Professor, Public Health, Southern CT State University—New Haven, CT

Marian Evans, MD, MPH, CRA, Assistant Professor, Public Health, Southern CT State University—New Haven, CT

2213 – "Nothing about us, without us, is for us: A Case study on strategies for retaining BIPOC and First Gen students"

Track: Global, Multicultural and Transnational issues

Description: This session should benefit all educators of any level of experience who desire to learn more about retaining BIPOC and first-generation students using value and mission-based strategies and learning creative ways to adjust during the global pandemic. In addition to living out our University's mission, we at the Multicultural and International Programs and Services (MIPS) department are committed to the values of meeting the needs of our times, social justice, radical hospitality, student leadership, and cultivating brave spaces. We have created programs focused on instilling these values and meeting the needs of our students. Undoubtedly, this is a time of momentous change, and engaging first-year students is more crucial than ever. The pandemic has introduced new challenges for everyone working in higher education. It has also provided MIPS with the opportunity to think creatively to adjust, adapt, and continue our mission. We will showcase a case study of the three programs coordinated by our staff to matriculate, retain, and graduate BIPOC & First Gen students. We will discuss and share the various strategies of moving programs entirely online to equip first-year students with the relationships and resources vital to actualizing a successful college experience during an unprecedented time.

Presenters:

Amal Warsame, MA, Assistant Director of Multicultural Programs & Services, Multicultural and International Programs and Services, St. Catherine University—Saint Paul, MN

Kimberly Muñoz, BS, Assistant Director of Multicultural Programs & Services, Multicultural & International Programs & Services, St. Catherine University—Saint Paul, MN

2214 – Uplifting the Complexities of the Asian American Experience: A Community Dialogue

Track: Race and Social Justice in Higher Education

Description: This workshop will acknowledge the ways Asian Americans are falsely propped up in America as perpetual foreigners, as model minorities, and as one giant monolith. We will explore how white supremacy has impacted the Asian American communities, the ways in which we've internalized our own oppression, practiced assimilation for survival vs proximity

to whiteness, and dialogue how we can practice greater accountability with ourselves and for our communities at large.

This will be community dialogue, more community dialogue based than lecture/ webinar based. We will prompt discussions around identity, belonging, on isolation, and more. We will be creating space to bear witness to the intergenerational trauma of our lived experiences in the context of racialization in America. And ultimately, this workshop will draw on the collective, community strength and ability of the Asian American community to lean into cultivating interdependency: to identify moments of mutuality in the greater context of discourse around racism, justice, and healing.

Presenters:

Natalie Bui, BA, Co-founder/ Manager, SHIFT Consulting LLC—Oakland, CA
Kimberly Wu, MPH, PhD Student, School of Public Health & Tropical Medicine, Tulane University—New Orleans, LA

2215 – Decolonizing Higher Education: Practical Applications at a Maryland Community College

Track: Race and Social Justice in Higher Education

Description: This interactive session will explore ways of integrating decolonial approaches into higher education spaces, including curricula, academic learning centers, and pedagogy. The presenters will provide background information and contextualize decoloniality within wider historical and academic movements, as well as contemporary calls for antiracism and social justice, establishing crucial links between decoloniality and higher education. The presenters will then explore practical approaches to decolonizing the curricula, academic learning centers, and pedagogy, bringing in examples from first-hand experiences at a two-year community college in Montgomery County, Maryland. Through facilitated breakout sessions, attendees will share knowledge, and identify and discuss ways of better integrating and employing decolonial strategies within different institutional spaces (e.g. classroom, academic learning centers, libraries). This session should particularly benefit individuals who are interested in challenging exclusionary pedagogical practices, and who are interested in decolonizing higher education spaces.

Presenters:

Katya Salmi, PhD, Assistant Professor, Sociology, Anthropology, and Criminal Justice, Montgomery College—Rockville, MD
Lucinda Grinnell, PhD, Acting Manager of the Writing, Reading, and Language Center, English and Reading, Montgomery College—Rockville, MD

2217 – Social Psychologists Working for Anti-Racist Structural Transformation in Higher Education Institutions

Track: Race and Social Justice in Higher Education

Description: Anti-racist transformation of higher education institutions must be done with intent, inclusive participation, and an expanded set of tools. This session brings together five social psychologists long-engaged with institutional transformation in their roles as teachers, administrators, and campus leaders. Presenters will share concrete examples of strategies to advance progress and mitigate barriers in the implementation of campus-wide anti-racism initiatives. The projects and themes we discuss, including barriers and pitfalls, should particularly benefit faculty, staff, and students at higher education institutions, as well as those who work in related settings. Presenters will share examples of programs and strategies including: 1) a president's working group that focuses on creating a culture of justice, equity, diversity, and inclusion (JEDI); 2) an anti-racist reading circle for faculty which uses accountability to leverage individual and institutional change; 3) an institution-wide antiracist curricular review initiative used to make commitments to equity in education robust and visible to students; 4) faculty development efforts that pair student consultants with faculty and that address how to navigate difficult dialogues about race in the classroom; and 5) efforts to shift campus culture by embedding a historical lens in the regular work of institutional committees and practices.

Presenters:

Delia Saenz, PhD, Associate Professor, Psychology, Arizona State University—Tempe, AZ
Michelle Nario-Redmond, PhD, Professor of Psychology and Biomedical Humanities,
Psychology, Hiram College—Hiram, OH

S. Brooke Vick, PhD, Associate Provost for Faculty and Diversity Initiatives and Associate
Professor of Psychology, Provost's Office, Psychology, Muhlenberg College—Allentown, PA

Kathryn Oleson, PhD, Dean of the Faculty and Professor of Psychology, Dean of the Faculty;
Psychology, Reed College—Portland, OR

Carolyn Weisz, PhD, Professor, Psychology, University of Puget Sound—Tacoma, WA

2218 – Universities Studying Slavery as a Vehicle for DEI Work at Elon University

Track: Race and Social Justice in Higher Education

Description: The number of universities and colleges actively examining historic and ongoing systemic racism felt by Black, Indigenous, Person's of Color (BIPOC) across all levels of their institution is steadily growing.

Universities Studying Slavery (USS) is an international consortium of over seventy schools that supports "truth-telling projects addressing human bondage and racism in institutional histories." This session will illustrate how, at Elon University, faculty and administrators are collaborating to use USS methodologies as a vehicle for expanding DEI work on campus.

This session is designed for college administrators and faculty who have interests in race relations and how they can work together to create systems, practices, policies and recommendations that address racism embedded in the fabric of higher education. In this session participants will learn about the national consortium addressing slavery, how Elon University garnered buy-in from its constituents, the processes and products of the work, and the next steps in addressing anti-Black racism at a historically White institution.

Presenters will use Elon University as a case study to help illustrate the challenges, successes, and ongoing work that bring justice to individuals and communities that have been erased and left out of the story of the institution.

Presenters:

Tyrone Jean, MEd, Assistant Dean of Students & Director, Center for Race, Ethnicity, & Diversity Education, Elon University—Elon, NC

Charles Irons, PhD, Professor of History & Department Chair, History & Geography, Elon University—Elon, NC

Buffie Longmire Avital, PhD, Associate Professor of Psychology & Coordinator of African & African American Studies, Psychology, Elon University—Elon, NC

2219 – Growing Pains: LatinX and Multicultural Greeks at HBCUs

Track: Student Affairs and Affiliated Professionals

Description: History and Homecoming: that is a response you might receive if you ask someone about what they know of the cultural significance of Historically Black Colleges and Universities (HBCUs). Black College Bands, Black College Football, and Black Greek Letter Organizations (BGLOs), are products and expressions of how profound this cultural significance is. They are some of the examples of how HBCUs, for decades, have shown the impact and influence of their institutional culture on sports, music, and fraternity and sorority life. Today, as HBCUs continue to serve their original purpose, they also show potential to have a much broader impact. A more far reaching influence that blends both its rich cultural significance and deep educational legacy to support a broader range of students of color. An example of this can be seen in the percentages of LatinX students in higher education, which continues to increase considerably year-by-year, including significant increases in their enrollment at HBCUs throughout the country. In this session we will look at the various factors that are pushing these demographic shifts, while also discussing how HBCU administrators and CBFO (Culturally Based Fraternal Organizations) regional/national leadership can partner to take advantage of these viable opportunities for growth.

Presenters:

Rasheed Cromwell, ESQ, President, NA, The Harbor Institute—Washington, DC

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

2220 – Scalable Equitable Student Engagement: No Longer an Enigma in Institutional Redesign

Track: Student Interest and Engagement

Description: California's 116 community colleges are in the midst of a comprehensive transformational effort to close equity and achievement gaps. At the heart of the process, built on the Guided Pathways framework, is cross-functional and data-informed teamwork that

engages all constituent groups. In spite of many promising new practices, equitable stakeholder engagement has been an enigma of sorts. Design teams face challenges with staff or student availability, or grapple with dilemmas whether a small cohort of student leaders can truly represent the varied voices of thousands of students, particularly those who have been marginalized by long-standing institutional practices.

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

Presenters:

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

2300 – KEYNOTE SESSION

Track: Keynote

Description:

Presenters:

2400 – "Interest Convergence: The Impacts of White Fragility on Achieving Racial Equity in Higher Education"

Track: Chief Diversity Officer and Executive Leadership

Description: This session should particularly benefit current/future equity & diversity officers and/or directors, EO officers and Human Resource representatives charged with recruitment, employment and retention efforts. Participants interested in developing/growing your cultural humility to positively impact your ability to increase the number of employees from traditionally marginalized groups, across intersections, working in your organization, and who stay (retention) because they feel included and part of the institutional community will find this session useful. We'll talk about whiteness, white fragility and interest convergence as barriers to equity. It is best for participants familiar with language related to diversity and equity in the workplace.

Presenters:

Laura Savage, EdD, Founder/Instructor, Instructor: Equity, Leadership Studies and Instructional Technologies, Consultant: NADIR(R) Inc.; Instructor: San Francisco State University, Graduate College of Education—San Francisco, CA

2402 – Racism Untaught: Revealing & Unlearning Racialized Design

Track: Race and Social Justice in Higher Education

Description: Racism Untaught is an interactive toolkit that examines 'racialized' artifacts, systems, and experiences using design research. The kit includes a physical workboard/cards and/or a virtual format of the workboard/cards to increase accessibility of the framework during the pandemic. This toolkit cultivates learning environments for academic and non-academic organizations to further explore issues of race and racism. The workshop provides participants with a space to critically analyze artifacts of racialized design. Including shared experiences of microaggressions, implicit bias, and systemic forms of racism and how our culture perpetuates systemic racism. We breakdown the design research process using using these five areas; 1) Context: Elements of Racism, 2) Define: Methods/Theories to Define the Problem(s), 3) Ideate: Exploring Artifacts, Systems, or Experience Solutions, 4) Prototype: Low, Mid, and High Fidelity Design, 5) Impact: Understanding and Measurable Change.

This session would particularly benefit participants who are interested in utilizing research methods that explore problem solving for 'racialized' design challenges within the classroom or industry. Participants will leave the workshop with tools and resources to guide projects focused on anti-racism. The aim of the research is to provide space to ideate on how to incorporate the pedagogy of anti-racist themes into ANY classroom and/or organization. More at racismuntaught.com.

Presenters:

Terresa Moses, MFA, Director of Design Justice & Assistant Professor of Graphic Design, College of Design, University of Minnesota—Saint Paul, MN

Lisa E. Mercer, MFA, Assistant Professor and Graduate Coordinator of Graphic Design, Department of Art + Design, University of Illinois, Urbana-Champaign—Champaign-Urbana, IL

2507 – Rupturing from the Black-white racial binary: AfroLatina/o/x bridging the Black-Brown divide

Track: Intersectionality, Identities and Discussions

Description: The presenter challenges educational researchers to critically consider how historical events, such as slavery and the birth of mestizaje, contribute(d) to research practices that present Latina/o/x as a monolithic group; perpetrating exclusionary practices that positioning AfroLatina/o/x as outsiders. The author endeavors to (a) demonstrate the need to conduct interdisciplinary research when attempting to assess Latina/o/x students' educational experiences; (b) illuminate critical connections between slavery and the 'safeguarding of schools' from Black children; and (c) challenge the common use of the Black-white racial binary when interrogating racial relations in the U.S. Finally, she center AfroLatina/o/x students as the

physical and metaphorical bridge that connects the discursive/intellectual division of brownness and blackness.

Presenters:

Claudia García-Louis, PhD, Assistant Professor, Education Leadership and Policy Studies, University of Texas San Antonio—San Antonio, TX

2508 – Publishing for Social Justice: How to Move from a “Great Idea for a Book” to a Published Manuscript

Track: Race and Social Justice in Higher Education

Description: A published book allows social justice ideas and strategies to reach a wide and diverse audience. However, the process of creating and publishing a manuscript can seem mysterious, daunting, and even scary—especially to people who have not yet published a book. This interactive session provides information and insights into many aspects of the book publishing journey, focusing on the fundamental question: how do authors and prospective authors advance “an idea” to a published work?. Presented by senior staff of three major publishers of social justice manuscripts, the program covers ways to approach a publisher regarding a book idea, components and style of a compelling formal book proposal, details of a contract, and the tasks and expectations between the signing of a contract and the publication of a manuscript. During large and small group discussion participants can raise questions and issues related to publishing that are most pressing for them. These areas may highlight additional topics such as the nature of copyrights, the role of copyeditors, and expectations related to marketing and promotion once a manuscript is available. Drawing from the expertise of the publishers and members of the audience this session seeks to inform and inspire the future authors of manuscripts that advance diversity, equity, and social justice. This program should be of particular interest to any NCORE participant who wishes to gain a greater understanding of basics of publishing a manuscript.

Presenters:

Matthew Friberg, MA, Senior Editor, Routledge & Taylor—New York, NY

Jennifer Hammer, MA, Senior Editor, New York University Press—New York, NY

John von Knorring, MA, President, Publisher, and Founder, Stylus Publications, LLC.—Sterling, VA

Charmaine Wijeyesinghe, EdD, Author and Consultant on intersectionality, racial identity, and social justice education, —Delmar, NY

2509 – Roundtable on Diversity, Equity, and Inclusion: Leading During Disruption and Transformation

Track: Chief Diversity Officer and Executive Leadership

Description: Since early 2020, we have experienced unprecedented changes across the globe. Within higher education and throughout all facets of society, the historic health and economic

setbacks caused by the pandemic have influenced the ways in which we interact with our students and colleagues, build partnerships, and carry out our institutions' missions. Additionally, we have witnessed protests and civil unrest, most recently invigorated by ongoing legacies of structural racism and incidents of violence, racism, and anti-Blackness in the US and across the globe. These disruptions have brought racial and class inequities to the forefront at many of our institutions, and fueled a call on leaders to be more courageous, to have a bolder vision, and to be agents of change in ways we haven't done so in the past. The Roundtable on Diversity, Equity, and Inclusion will provide a forum for seasoned diversity officers (across sectors) and higher education professionals to identify new and innovative strategies they can put in place in response to the global impact of the pandemic, to global forms of racism and racial injustices, to ongoing multidimensional and cross-generational demonstrations, protest, and unrest, and to the overall disruption within our daily lives. Panelists will reflect on the future of higher education, the accelerated shifts in work culture, and discuss interventions needed to transform our institutions in response. This session will explore leadership strategies central to cultivating inclusivity through a review of institutional policies and practices, our professional roles and responsibilities, and through challenging our own values as leaders and role models for this work. Steps will be identified for practicing innovative and inclusive leadership in order to leverage the learning and opportunities that emerge through disruption, crises, and uncertainty.

Presenters:

Marcella Runell Hall, EdD, Vice President for Student Life, Dean of Students, Mount Holyoke College—South Hadley, MA

Monroe France, Associate VP for Global Engagement & Inclusive Leadership, New York University—New York, NY

Felicia McGinty, EdD, Executive Vice Chancellor for Administration and Planning, Rutgers University—New Brunswick—New Brunswick, NJ

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

Delmy Lendof, EdD, Associate Dean of Student Affairs, Steinhardt School of Culture, Education, and Human Development, New York City University—New York, NY

2510 – Antiracist Strategizing for Chief (and other) Diversity Officers: Lessons from a Dissertation Addressing Antiracist Leadership in Higher Education

Track: Chief Diversity Officer and Executive Leadership

Description: Leading educational scholars such as Lori Patton, Shaun Harper, Mark Chesler, and Eduardo Bonilla-Silva agree that disrupting the racial status quo has not been a serious focal point of higher education. Oftentimes more concerned with public image, institutions rely on managing issues of race and racism through emphasis on adaption, integration, and multiculturalism. This is problematic. By promoting adaption and integration, it charges students of color with adjusting to the institution, rather than intentionally reviewing and changing institutional policies that create unfavorable conditions for all members of color (faculty, staff, and students). And multicultural approaches often emphasize a values perspective that looks to find value in "other" cultures, rather than respecting the basic humanity of all members of the institution as beings. Although aspects of adaption, integration, and multiculturalism can be

helpful, institutions simply fail to address the root of problems that produce and reproduce racial inequities: written and unwritten racist policies.

In order to transform institutions and racist policies that implicitly alienate folx of color, leadership, particularly diversity officers, must press for an antiracist approach to diversity, equity, and inclusion work.

This session actively engages participants with scholarship that summarizes the necessity of chief (and other) diversity officers as antiracist leaders in higher education. We begin by defining and discussing understanding of antiracist literature, introduce historically racist, yet standardized policies in higher education that have simply transformed over time, and discuss the challenges of chief (and other) diversity officers as inclusion and equity specialists charged with transforming institutions into antiracist communities.

This session will also use qualitative data collected in a dissertation in writing that examines the antiracist practices of current CDOs. Therefore, participants attending this session will be able to discuss various ways antiracist literature is conceptualized by chief (and other) diversity officers, discuss how chief (and other) diversity officers apply antiracist literature as a framework to their position, and discuss the challenges of antiracist leadership in the historically racist institution of higher education.

Presenters:

Quatez Scott, Ph.D. Candidate, Foundations of Education, The University of Toledo—Toledo, OH

2513 – Mo' Melanin, Mo' Problems: How Race Impacts Supervision

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

Description: This session should particularly benefit folx of color who are in supervisory roles and who supervise people of color. This presentation explores the intersections of being a person and professional of color and effectively supervising staff of color. Professionals of color may find themselves caught between a professional and personal response to offensive language, bias incidents or managing daily occurrence of micro-aggression. Supervision of racially privileged staff members can also contribute to the complex struggle. The same goes for staff of color supervised by a racially privileged person. This presentation offers a space where participants will gain insights into the success and challenges of being a supervisor of color, supervising staff of color, acknowledge how being a supervisor of color may impact supervision styles and skills, examine possible connections between campus climate and professional development, and share personal reflections of best practices.

Presenters:

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

Stephanie Zee, MEd, Coordinator of Well-Being, Health Network, Colorado State University—Fort Collins, CO

2515 – Native American Success in Higher Education: "We will be scientists when our Tribes tell us to be scientists."

Track: Intersectionality, Identities and Discussions

Description: Native American students experience extensive challenges across higher education in general, as well as within STEM (Science, Technology, Engineering, Mathematics) fields. We contend that institutions of higher education are not presently doing enough to recruit and retain Native American students, and specifically Native American students in STEM. Although several past studies have found Native American students need support, preparation, and the conditions that allow them to be successful within higher education (Lipka & McCarthy, 1994; Marks & Garcia Coll, 2007; May & Chubin, 2003; Nagda, Gregerman, Jonides, von Hippel & Lerner, 1998), interventions to address these risk factors have frequently been atheoretical, lacking in systematic evaluation, and developed without focus on explicit cultural considerations that enable students to create a positive bicultural identity in science (Byars-Winston, Estrada, Howard, Davis & Zalapa, 2010; Hurtado, Cabera, Lin, Arellano & Espinosa, 2009; Lipka & McCarthy, 1994; Tsui, 2007) or higher education in general (Quijada Cerecer, 2013; Hunt & Harrington, 2010; Reyes & Shotten, 2018). The purpose of this presentation is to share culturally relevant, scientific findings, identifying areas in which institutions of higher education can work to close the gaps that exist in undergraduate Native American student achievement. This session should particularly benefit those interested in exploring avenues of promoting Native American undergraduate achievement, both generally and within STEM. Additional contributing authors to this work include Katie Holloway M.S., Jessica Johnston-Fisher M.S., Cooper Delafield, and Allyson Finken M.S..

Presenters:

Alise Dabdoub, MS, Graduate Research Assistant, Psychology, The University of Oklahoma—Norman, OK

Lori Anderson Snyder, PhD, Associate Professor, Psychology, The University of Oklahoma—Norman, OK

Joy Pendley, PhD, Director of Community Engagement, Associate Director of the Center for Faculty Excellence, Office of the Provost, The University of Oklahoma—Norman, OK

2516 – What Do I Say Now? - A Toolbox of Strategies for Responding to Bias and Engaging in Difficult Dialogues

Track: Intersectionality, Identities and Discussions

Description: Creating equitable and inclusive campus environments requires that people are able to speak up when they hear someone say something biased and participate in and facilitate productive conversations related to diversity and social justice issues. Yet, many people don't know what to say or how to engage in constructive ways. Since there is no one way to effectively respond in all situations, we need a toolbox of skills at our disposal. This interactive workshop will review a range of strategies that can be used in various contexts to help ourselves and our students feel more skilled and empowered to interrupt microaggressions and have difficult dialogues. Participants will have the opportunity to briefly practice responding

to situations they face in their own lives that require both quick responses and longer conversations. People will leave with lists of concrete strategies and a process they can share with others. This session should particularly benefit people who want to learn and practice skills for interrupting microaggressions and talking about and facilitating diversity issues.

Presenters:

Diane Goodman, EdD, Diversity and Social Justice Trainer/Consultant, Consultant, Diane Goodman Consulting—Nyack, NY

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

2517 – Arab American Students Invisible No More: How to Create More Inclusive Colleges

Track: Race and Social Justice in Higher Education

Description: Arab American students are invisible in higher educational institutions' data. How can we adequately address their needs when we know very little about them? As higher education institutions have mostly adopted the federally designated race and ethnicity categories on their applications, many sub-populations remain unrecognized and underserved. Arab American college students thus remain "invisible" in the "White" category. This session will allow participants to explore the issues that Arab American college students experience and learn how to best support this population on their campus. Survey research findings collected by the first ever Arab American Cultural Center on a university campus will be shared along with one of the first studies ever conducted on the racial identity construction of Arab American college students. Learn how advocates and educators are shifting campus culture as they challenge outdated and historical practices that excluded Arab American students from diversity and inclusion efforts. Participants will walk away with a better understanding of college students of Arab descent and have an opportunity to share best practices. This session should particularly benefit higher education practitioners and educators who are interested in race demographics, intercultural workers, intersectional cross-campus collaborations, retention, and student support services.

Presenters:

Nina Shoman-Dajani, EdD, Assistant Dean, Learning Enrichment and College Readiness, Moraine Valley Community College—Palos Hills, IL

Zeina Zaatari, PhD, Director, Arab American Cultural Center, University of Illinois, Chicago—Chicago, IL

2518 – Different forms of equity: How the Measure of Racial Equity is More Than Just Monetary

Track: Race and Social Justice in Higher Education

Description: In the United States, we face injustices of many types, institutional and generation racism, sexism, bigotry, prejudice to name just a few. Recently in our Nation's capital we faced something different than ever before we can describe as inequity. The rampant riots and crowds

of "supporters" were simply "expressing their rights to the 1st amendment according to many interviewed that day, yet a few months earlier the response as well as the exhibition of 1st amendment rights were handled differently. In fact, the idea that hundreds were arrested, many canisters of tear gas deployed and thousand of law officers were in the ranks proved for a much different scene.

What were the major difference between the demonstrations, racial inequity. This paper will discuss some of the unconsidered factors when we think about racial inequity in the American justice system, higher education, business and industry, including leadership roles. While reading social media posts, an unknown author stated, "We don't want you to shoot them like you shoot us. We want you to not shoot us like you did not shoot them." Although this message is very directed at the recent Capital siege situation, the theory relates to a wider application-equity.

Presenters:

W. Alan Dixon, Sr., DM, Interim Senior Dean of Career Education, Academic Pathways and Workforce Development,, Career Technical Education, Napa Valley College—Napa, CA

2606 – Beyond the Land Acknowledgment: Higher Education and The Occupation of Native Nations

Track: Race and Social Justice in Higher Education

Description: Land acknowledgements have become a powerful introduction to convocations, graduations, and conferences in higher education. As defined by The Guide to Indigenous Land and Territorial Acknowledgements for Cultural Institutions “an Indigenous Land or Territorial Acknowledgement is a statement that recognizes the Indigenous peoples who have been dispossessed from the homelands and territories upon which an institution was built and currently occupies and operates in.” The key word in this definition is dispossession. Settler colonialism is an ongoing process and system of power that perpetuates the loss of land by Indigenous people. The settler colonial educational institution built on Indigenous lands revolves around the denial of Indigenous rights and the erasure of Native people. The truth is – if it were not for the loss of land by Indigenous peoples, American colleges and universities would not exist. Institutions must challenge themselves to move away from encouraging acts that are performative, into commitments of transformative change. In this presentation, Megan discusses the concept "land back" in higher education which include two options: return institutional land back to Native nations, or if institutional land cannot be returned to Native nations, provide free higher education to Native students on their traditional homelands as land-based reparations.

Presenters:

Megan Red Shirt-Shaw, EdM (Oglala/Lakota), Harvard Graduate School of Education, PhD Student, University of Minnesota, Director of Native Student Services, University of South Dakota—Vermilion, SD

2608 – When the Work is Never Done: A Conversation on Civil Rights & the Law

Track: Race and Social Justice in Higher Education

Description: N/A

Presenters:

Ben Crump, ESQ

Tom Perez

Melvin Hall

2610 – "The Future Started Yesterday and We're Already Late": The Case for Antiracist Online Teaching

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

Description: Due to technology's rapid innovations and reimagining in the social sphere, each time education makes a strong push forward, it seems we're already late. Even in the midst of the deadliest convergence of three devastating global pandemics - the COVID 19 pandemic, the continued murdering and of Black bodies, and abnormal environmental disasters precipitated by global warming, educational technology could be a vehicle of liberation yet it remains an apparatus of control, further exacerbating inequality, especially for Black students. The absence of specific mention to antiracist pedagogical orientations in the extant literature and theory of online education is emblematic of the normativeness of anti-Black racism and white normativity in online education. It is the goal of this workshop to shake educators out of the slumber of white neoliberal disembodied teaching and offer a vision for antiracist online teaching.

Using Black critical theoretical perspectives and pedagogical examples from our experiences teaching in online learning environments, presenters will articulate a case for antiracist online education. This session should particularly benefit course developers and instructors who are interested in antiracist teaching in both online and face-to-face classrooms in both K12 and higher education classrooms. Workshop content should be accessible for all audiences.

Presenters:

David Humphrey, PhD, Chief Diversity & Inclusion Officer, School of Education, Office for Diversity, Inclusion, Justice, Equity, University of Michigan—Ann Arbor, MI

Camea Davis, PhD, Assistant Director of the Center for Equity and Justice in Teacher Education and a Research Assistant Professor, College of Education & Human Development, Georgia State University—Atlanta, GA

2611 – If It Feels Normal, It's Not Equity: Assessment for Racial Equity

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

Description: The pandemic has exacerbated racial inequities in education, and radically altered teaching practices. The virtual learning environment offers equity-minded practitioners opportunities to transform learning spaces for racial equity. Student learning assessment in particular is ripe for transformation.

To underscore the session title, we'll begin with a race-conscious critique of a normal aspect of dominant culture. We'll view student success data from Foothill College (California), trace inequities to dominant assessment practices, place those practices in historical context, and illuminate the effects with data from Foothill math classes. Dominant practices are seen as racial filters, gatekeepers, and perfectly normal.

We'll then explore a counterpractice, "assessment for racial equity." Synthesizing ideas from culturally-relevant teaching and authentic assessment, we'll reveal quantitative assessment schemes as powerful forces for perpetuating racially-disparate outcomes. Points are the problem.

Finally, we'll imagine qualitative assessment practices that can make student success unpredictable by race. Participants are invited to experience assessment for racial equity, to view it as a broad curricular and anthropologic critique, and to reflect on assessment practices through an assessment-for-racial-equity lens.

This session should particularly benefit equity-minded classroom faculty and administrative leaders. While developed in the context of mathematics education, the assessment ideas are applicable to any academic field.

Presenters:

Patrick Morriss, MS, Math Instructor, Mathematics, Foothill College—Los Altos Hills, CA

2612 – The Situation Room: Breaking News Everyone Needs DEI

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

Description: Participants in this interactive 90-minute session participants will enter the situation room where the presenters will present and lead discussion around the urgency for institutions and companies to immediately hire DEI professionals post George Floyd's death. This session will leverage the more than 100 personal search experiences (DEI and Industry) of the presenters. Participants will have the opportunity to share their experiences as well. The session will conclude with the presenters sharing skills and actions to assist and prepare you for your next DEI search.

Presenters:

MarTeze Hammonds, EdD, Chief Diversity Officer, Office of Diversity, Equity and Inclusion, Purdue University Fort Wayne—Fort Wayne, IN

Devan Ford-McCartney, EdD, Director of Faculty Diversity, Human Resources, University of Texas MD Anderson Cancer Center—Houston, TX

Tamika Wordlow Williams, EdD, Assistant Vice President, Student Success & Dean of Students, Student Affairs, Rhode Island College—Providence, RI

2614 – "I Know What's At Stake": What COVID-19 Means for Higher Education's Homelessness Crisis

Track: Race and Social Justice in Higher Education

Description: Even before COVID-19, U.S. colleges had a serious homelessness crisis. In 2019, nearly 15 percent of New York's public college students faced homelessness while enrolled in classes. As the COVID-19 pandemic continues to drive job loss and economic insecurity among young people, the time is now for colleges and universities to get serious about the crisis impacting millions of students nationwide. To learn more about the way unstable housing impacts student outcomes, Young Invincibles spoke with 70 young people about homelessness and college access and success. This session will share findings on barriers students identified, and provide recommendations on how cities, states, and colleges can support young people succeed in college. This session should particularly benefit participants who are looking to address the growing share of college students facing basic-needs insecurity, researchers who want to engage young people in research and advocacy, and practitioners who are interested in seeing how addressing student homelessness fits within broader equity work in higher education.

Presenters:

Melanie Kruevelis, BA, Senior Manager, Policy and Advocacy, Young Invincibles—New York, NY

2615 – Combatting the Ongoing Oppression and Anti-Blackness in Graduate Education at Stanford

Track: Race and Social Justice in Higher Education

Description: This session will describe how the Biosciences Office of Graduate Education worked to address and combat anti-black racism at Stanford University broadly, but more specifically within the Biosciences graduate student, postdoctoral fellow, and faculty communities. As a community that welcomes all, we were determined to address issues of anti-black racism at Stanford, which has often gone unaddressed. We hold justice, diversity, equity, inclusivity and belonging as part of our core abiding principles. We stand firm in our beliefs that discrimination, hatred, or bigotry in any shape or form in our community have no place at Stanford. We must treat our Black students, postdocs, staff, and faculty as well as all other members of our community with dignity and respect. We responded to acts of anti-black racism by: 1) brainstorming how to address student-driven demands written in the Stanford Daily newsletter as an op-ed (<https://www.stanforddaily.com/2020/06/19/letter-to-the-president-provost-of-stanford-university-concerning-a-george-floyd-action-plan/>); 2) writing, sharing and updating a centering black community needs document (<https://tinyurl.com/black-community-needs>); 3) offering a platform for community members to share their experiences of oppression

anonymously using Padlet (<https://padlet.com/jrcohen7/stkd1e38rx96hfkn>); and 4) developed a report on experiences of oppression based on Padlet responses (https://drive.google.com/file/d/1etNhue_H31T1GcCPE1TXsjCbiHNbt0EV/view?usp=sharing). Finally, this session will provide honest conversations about what worked and did not work in addressing anti-black racism from practitioners informed by community feedback, how to involve campus community members in anti-black racism initiatives through sharing strategies, and providing tangible resources on engaging campus community members in how to have conversations about anti-black racism, including strategies to have difficult conversations.

Presenters:

Jennifer R. Cohen, PhD, Associate Director, Biosciences Diversity Programs | ADVANCE Director, Stanford Biosciences, Office of Graduate Education, Stanford University, School of Medicine—Berkeley, CA

Judith T. Ned, EdD (Atakapa-Ishak), Diversity Outreach and Engagement Officer, Stanford Biosciences, Office of Graduate Education, Stanford University, School of Medicine—Baton Rouge, LA

Miranda B. Stratton, PhD, Assistant Director for Biosciences Diversity Programs and Director of the Stanford Summer Research Program (SSRP), Stanford Biosciences, Office of Graduate Education, Stanford University, School of Medicine—Coram, NY

Latishya J. Steele, PhD, Director, Biosciences Programs and Curriculum in the Office of Graduate Education at Stanford, Stanford Biosciences, Office of Graduate Education, Stanford University, School of Medicine—Stanford, CA

2616 – Leveraging technology for impact: University-led engaged research with African American Communities during the COVID-19 pandemic

Track: Race and Social Justice in Higher Education

Description:

From 1865-1930, formerly enslaved African Americans in Texas founded 557 historic black settlements known as freedmen's towns or freedom colonies. Since then, their population has dispersed, physical traces have disappeared, and memories of their locations and founding vanish as descendants pass away. This panel will explore the engaged research strategies The Texas Freedom Colonies Project, an educational, social justice initiative based at TAMU's College of Architecture, employs to preserve and protect freedom colonies' heritage and remaining historical sites. Since 2014, Project team members have traveled to the State to gather data that fills freedom colony knowledge gaps. As a transdisciplinary research initiative, the Project deploys various methods requiring various degrees of interpersonal engagement, including GIS analysis, archival research, and engaged ethnography, including oral histories. The Project's online Atlas collects and spatializes data about settlements' remaining schools, churches, and cemeteries. Then, it invites freedom colony descendants to reconnect to places and each other by sharing archival materials and memories through crowdsourcing surveys. Data collection and visualization is meant to amplify emerging threats, needs, and promising grassroots preservation practices.

The panel will describe how--because of the infectiousness of COVID-19--the team's research methods changed in the spring of 2020. Panelists present their adaptive strategy- Information

and Communication Technology (ICT) for participatory preservation praxis. Through selected social-media-based ICTs, the team adapted to human subject research restrictions while sustaining connections to collaborators, collecting data, and educating the public. The panelists will share multimedia data associated with each ICT through which The Project engaged the public: an online Atlas which crowdsources place data; a monthly Facebook live "talk show" featuring advocates, preservationists, and descendants of freedom colonies; and Instagram freedom colony stories from crowdsourced entries. Black counterpublic theory, engaged community-based research, and participatory preservation literature inform the team's approach to coding themes and identifying patterns in the data collected. Finally, the team will assess each method's efficacy by describing their experiences, observed shortcomings, and identified social-media-based, collaborative heritage conservation potentialities. Researchers found that using social media-based ICT's for online counterpublic development amplifies oppressed groups' voices across multiple spaces. Attendees will learn how to leverage ICT's to help marginalized groups create counternarratives that strengthen the cultural fabric, even during a natural disaster or emergency. Participatory preservation praxis demonstrated through ongoing community-based counternarrative creation demonstrates the possibility that local effort can have a global impact on behalf of emerging counterpublics in the public sphere.

Presenters:

Andrea Roberts, PhD, Assistant Professor, Department of Landscape Architecture and Urban Planning, Texas A&M University—College Station, TX

Valentina Aduen, MA, Research Assistant, Department of Communication, Texas A&M University—College Station, TX

Kendall Girault, Research Assistant, Department of Landscape Architecture and Urban Planning, Texas A&M University—College Station, TX

Jennifer Blanks, MS, Research Assistant, Department of Landscape Architecture and Urban Planning, Texas A&M University—College Station, TX

Schuyler Carter, Research Assistant, Department of Landscape Architecture and Urban Planning, Texas A&M University—College Station, TX

2617 – Take a SEAT (Social justice, Equity, Accountability, Transformation) at the Table

Track: Race and Social Justice in Higher Education

Description: The following workshop will present a community-university based event designed to deconstruct oppressive systems and transform our community toward equity for all.

Our event, SEAT (Social justice, Equity, Accountability, Transformation) at the Table Week is a conference of educational experiences across media, pedagogies, and practices, dedicated to embodying liberation, social change leadership, feminist theories, and activism as a form of scholarship. SEAT at the Table Week was organized by a unified body of community members from multiple schools of thought and cultural backgrounds who worked collaboratively to share governance and responsibility of educating our community on topics related to social justice, identity, power, privilege, positionality, and radical community care.

Presenters will provide a framework for constructing an educational experience inspired by pedagogies for social justice. We will outline theoretical frameworks, intended outcomes, organizational strategies, and feedback and assessment outcomes.

Presenters:

Felicia Lundquist, MEd, Director, Multicultural Affairs, Springfield College—Springfield, MA
Charisse DeVecchio, MEd, Graduate Associate, Multicultural Affairs, Springfield College—
Springfield, MA

2618 – Diversity Leadership Roles within Higher Education

Track: Student Affairs and Affiliated Professionals

Description: This session is intended for early career professionals interested in learning about various diversity career options within higher education, including those in student affairs, academic affairs and offices of the chancellor/president. Leadership positions requiring expertise in equity, diversity and inclusion are becoming increasingly available, particularly given the national (and international) racial reckoning resulting from the killing of George Floyd and many others. Unfortunately, there is often little information regarding the range of career options, education required and skills and experience needed to obtain and succeed in such positions. This session will provide participants an overview of the growing field, an opportunity to discuss the benefits and challenges of career paths in diversity and recommendations for the education and experience needed to succeed and advance in diversity leadership roles. Presenters will also help participants assess their skill sets in ways that enhance their marketability for diversity leadership positions.

Presenters:

Tamara Johnson, PhD, Vice President for Diversity and Inclusion, Diversity and Inclusion, Adler University—Chicago, IL
Celina Chatman Nelson, PhD, Associate Dean for Academic Diversity and Inclusion, Graduate School of Arts and Sciences, Columbia University—New York, NY

2725 – Native Delegates of NCORE (NDNCORE)

Track: Open Caucus Group

Description: The Native Delegation serves as a network of the National Conference on Race & Ethnicity to enable its members to support one another by sharing information and resources which impact our ability to serve our Native communities on our respective campuses. During the caucus meetings, we process issues of general concern, impact of conference workshops, and solicit ideas/recommendations for the next year's conference workshop topics, keynote speakers, and other native programming.

Presenters: Ricardo Torres and Browning Neddeau

2750 – Community College Interest Group

Track: Open Meeting

Description: Community colleges are charged with meeting the needs of disproportionately impacted and minoritized constituents in far greater numbers than four-year institutions. Community Colleges welcome far more diverse student populations, such as former foster youth, formerly Incarcerated Individuals, immigrant students, LGBTQ students, and disproportionately impacted and minoritized students, than most institutions of higher learning. The work at Community Colleges is closely aligned with the mission of NCORE. NCORE administrators are committed to work closely with us to ensure that conference programming exists to meet our needs. Community College constituents, please join us to help inform the work and efforts of NCORE. NCORE participants interested in being a part of the Community College Advisory Committee will meet to discuss organization, plans, and membership.

Presenters: Veronica Gerace, PhD

Wednesday, June 9th

3205 – Well-Being for Women of Color: Educators, Students, Staff and Activists: A Toolbox for Radical Self-Care

Track: Race and Social Justice in Higher Education

Description: The purpose of this interactive session is for women of color to reflect on and discuss the challenges faced in campus workplaces, study environments and in interactions with academic peers. We will reflect on and discuss ways we can re-center our minds, bodies, and hearts in the conversations about self-care. Workshop participants will be able to share, in small and large groups, their responses to daily challenges. Women of color will reflect on and articulate ways they will care for themselves and find internal joy in the classroom, in the workplace, and in all aspects of their lives.

Presenters:

Ericka Huggins, MS, Facilitator, World Trust Educational Services, Racial Equity Learning Labs—Oakland, CA

3206 – A New Racial Reckoning in Academia

Track: Race and Social Justice in Higher Education

Description: Following the racial reckoning in 2020, academia is once again confronting its problematic relationship with faculty of color. Negative perceptions around race and ethnicity continue to influence interpersonal interactions both in and out of the classroom. Structural inequalities remain a constant challenge in efforts to create a more inclusive environment. Institutions have moved quickly to make some amends, though barriers remain. Even in the midst of positive changes, many faculty of color continue to experience marginalization in reaction to performative wokeness, ethnic fraud, and having to work with “Karens” and “Kevins.” NCORE Faculty Interests and Needs Committee members will address these and other topics in a panel presentation designed to discuss racial inequalities in academia. Participants will have the opportunity to engage in constructive dialogue while generating strategies that support practical application that aid in improving campus racial and ethnic relations as related to faculty of color in higher education. This session should particularly benefit faculty and administrators. The participants will be able to

- Discuss ideologies and practices that undermine faculty of color in higher education.
- Examine the experiences of faculty of color in higher education.
- Generate strategies that support the success of faculty of color in higher education.

Presenters:

Eric Jurgens, MA, Instructor, Liberal Studies, College of Menominee Nation—Keshena, WI
Lee Manuel Bitsoi, EdD, Chief Diversity Officer, Office of the President, Stony Brook University—Stony Brook, NY

Alisha Davis, PhD, Assistant Professor, Allied Health Sciences, Grand Valley State University—Grand Rapids, MI

Browning Michael Neddeau, EdD, Assistant Professor of Elementary Teacher Education (School of Education), Assistant Professor of American Indian Studies (Department of Multicultural & Gender Studies), California State University, Chico—Chico, CA

Beth Durodoye, EdD, NCC, Professor and Chair, Department of Leadership, Technology, and Human Development, Georgia Southern University—Statesboro, GA

LaTashia Reedus, PhD, Adjunct Faculty, Dept of Social Sciences, Columbus State Community College—Columbus, OH

Kristina Marshall, JD, Social Science Program Director/Human Services Department Chair, Social Science, Baker College of Owosso—Owosso, MI

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

3207 – Let’s Talk About Sex(uality) and Gender: Senior Diversity Officers and Advancing LGBTQ Justice

Track: Chief Diversity Officer and Executive Leadership

Description: Senior Diversity Officers (SDOs) play a key role in transforming cultures in higher education to support minoritized communities. At the same time, LGBTQ and queer research has increased over the last 20 years. This session seeks to start a conversation about the role of SDOs in advancing LGBTQ justice in higher education. In this dynamic session, SDOs will be encouraged to deepen their understanding of gender and sexuality. Moreover, SDOs will

reflect on their own gender, sexuality, and lessons learned from LGBTQ justice movements. SDOs will leave with an understanding of current LGBTQ research, ways to start institutionalizing queer and trans affirming practices, and recommendations for further learning. At its heart, this session places queer and trans people of color at the center of research and practice to create solutions to address racism, anti-blackness, settler colonialism, sexism, & queer and trans oppression in higher education.

Presenters:

Romeo Jackson, MEd, Assistant Director for Social Justice, Student Diversity & Social Justice, PhD Student, Higher Education Leadership, Colorado State University, University of Nevada, Las Vegas—Las Vegas, NV

3208 – Centering Place for American Indian/Alaska Native Students in Higher Education

Track: Student Affairs and Affiliated Professionals

Description: Sense of belonging for American Indian/Alaska Native students in higher education institutions is documented. Students that have a sense of belonging and place at an institution supports the recruitment and retention of American Indian/Alaska Native students. This session is meant to share latest scholarship and efforts in sense of belonging with a particular focus on place, including culturally sustaining/revitalizing practices. Participants will hear from three panelists whose work involves understanding and supporting American Indian/Alaska Native students as they navigate higher education institutions in finding a sense of belonging in higher education systems. Each panelist will share research, experience, and recommendations aimed at supporting American Indian/Alaska Native students in higher education institutions.

Presenters:

Leece Lee-Oliver, PhD (Blackfeet/Wyandot/Cherokee/Choctaw), Assistant Professor and Director of American Indian Studies, California State University, Fresno—Fresno, CA
JP Leary, PhD (Cherokee/Delaware), Associate Professor in First Nations Studies, History, and Humanities, University of Wisconsin – Green Bay—Green Bay, WI
Mark Alabanza, MSM, EdD, Tribal Administrative Officer, Mechoopda Indian Tribe of Chico Rancheria—Chico, CA

3209 – HBO's The Wire as critical pedagogy for contemporary social issues

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

Description: Communications and media professionals - those in government, entertainment, corporations, public institutions and journalism - have the power to shape public discourse about what is right and wrong, acceptable and unacceptable, good and bad. They often hold the public's trust to communicate information that is accurate, timely, transparent, relevant and fair.

It is critical that future communications and media professionals are able to reflect on, engage in and critique public discussions on complex and nuanced issues and American institutions with confidence and competence. Friere's critical pedagogy offers an opportunity for students to engage in this type of reflection and engagement, transforming the classroom into a dialectical experience where students and teachers analyze and interrogate social life together. HBO's acclaimed series *The Wire*, has been used to engage students on the intersections of complex social problems, including race, education, politics, class, crime, sexuality and media, creating a rich and complex depiction of urbanity and power. A critical pedagogical perspective sees *The Wire* as an opportunity to critique and challenge ideological, racial, class, and power disparities. The show provides students an opportunity to examine social relations, institutional structures, material practices, economic forces, and various forms of embodiment by which they may be confronted with the distance afforded by a media text. Though many of the complexities chronicled in *The Wire* continue in urban communities across the country, the current socio-political environment (Black Lives Matter, elections, voter suppression, immigration, etc.) situates *The Wire* as a media artifact available for different application, reflection and interpretation. This paper explores using *The Wire* for critical pedagogy in media, journalism and communication studies to examine contemporary social issues.

Presenters:

Ajia Meux, MSW, Doctoral Student, Gaylord College of Journalism and Mass Communication, University of Oklahoma—Norman, OK

3210 – Building a Diverse Faculty, One Search at a Time

Track: Chief Diversity Officer and Executive Leadership

Description: 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.

Presenters:

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

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

3211 – Cultivating Inclusive Excellence in the Classroom, the Department, and Beyond: The CSU Faculty Institute for Inclusive Excellence

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

Description: 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.

The purposes of this workshop are three-fold: First, we describe a distinctive year-long program for university faculty development, the Faculty Institute for Inclusive Excellence (FIIE) at Colorado State University. Grounded in a social justice framework, the FIIE is an immersive year-long program that seeks to cultivate inclusive pedagogical practices and equity mindsets among faculty while also preparing them to contribute to broader institutional changes at a large, predominantly white public university. In the second semester, participants can become FIIE Fellows by working with a mentor to create and implement an inclusive education project then present it to an audience of faculty and university administration at the end of the year. Second, we share findings from a research study of the impacts on individual faculty development and their subsequent contributions to larger institutional practices as a result of their participation in FIIE across five years. Finally, throughout the session, we will engage session participants in reflection and constructive dialogue regarding how they can use this information to meet the DEIJ goals in their educational/professional settings or modify their own DEIJ professional development programs. We also welcome feedback and suggestions for making further improvements to the FIIE program. We will provide to participants an overview of the FIIE structure, examples of learning engagements and a report of the FIIE study.

Presenters:

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

3212 – "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

Track: Race and Social Justice in Higher Education

Description: 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.

Presenters:

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

3213 – 40 Acres and a Plot: Black Greek Banners, Memorials and Gardens at PWIs and HSIs

Track: Race and Social Justice in Higher Education

Description: 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.

Presenters:

Rasheed Ali Cromwell, ESQ, Attorney and President, Educational Consulting, The Harbor Institute—Washington, DC

3214 – Surgir, No Sufrir: Identifying the Impact of Emerging HSIs on Latinx Student Experiences

Track: Race and Social Justice in Higher Education

Description: 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.

Presenters:

Reyna Flores, MEd, 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, Med, Graduate Research Assistant, Educational Leadership and Policy, The University of Texas at Austin—Austin, TX

Gabriel Rodriguez, MS, Graduate Research Assistant, Educational Leadership and Policy, The University of Texas at Austin—Austin, TX

3215 – The Debate Workshop Remix: Cultivating Powerful Debate Voices

Track: Race and Social Justice in Higher Education

Description: 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.

Presenters:

Chiara Fuller, PhD student, MA, EdM, Debate and Public Speaking Education Specialist, English Education, Teachers College, Columbia University—New York City, NY

3216 – What a Mask Can't Cover...the The effects of Food Insecurity on Mental health during the COVID 19 pandemic

Track: Student Affairs and Affiliated Professionals

Description: 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.

Presenters:

Charise Breeden, EdD,MSW, Adjunct Professor, Human Services and Social Sciences, Rowan University—Camden, NJ

3217 – NU PLACE: Creating An Ecosystem of Identity and Career Development in Higher Education

Track: Student Affairs and Affiliated Professionals

Description: 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.

Presenters:

Anthony Wilder, MS, Program Coordinator, Office of Institutional Diversity and Inclusion, Northeastern University—Boston, MA

Michelle Goldberg, MA, Associate Director of Career Communities, Suffolk University—Boston, MA

3218 – 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

Track: Student Affairs and Affiliated Professionals

Description: 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.

Presenters:

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

3219 – The Academic Cypher: Towards Embodying Hip-Hop as Professional Praxes in Higher Education

Track: Student Affairs and Affiliated Professionals

Description: 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.

Presenters:

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

3220 – Building Today's Leaders: Student Employment as a High Impact Practice in the Office for Diversity Learning Community

Track: Student Interest and Engagement

Description: 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.

Presenters:

Redeem Francis, Master's Student and Student Assistant, Department of Public Service and Administration, Texas A&M University—College Station, TX

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

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

Anthony Ramirez, Doctoral Student and Graduate Assistant - Research, Department of Communication, Texas A&M University—College Station, TX

3300 – KEYNOTE SESSION

Track: Keynote

3400 – How Did We End Up on a Plantation?!

Track: Race and Social Justice in Higher Education

Description: 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.

Presenters:

Tahtzee Nico, MA, EdD, Director, Q Center, University of Washington—Seattle, WA
Amena Johnson, MS, EdD, Assistant Director, LGBTQ Resource Center, Georgetown University—Washington, DC

3401 – Let's Get Real: How to Have Authentic & Transformative Conversations About Racism

Track: Race and Social Justice in Higher Education

Description: 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.

Presenters:

Lee Mun Wah, MA, MS, Executive Director, Master Diversity Trainer, N/A, StirFry Seminars & Consulting—Berkeley, CA

3402 – Responding to Microaggressions with Microresistance for Institutional Change

Track: Race and Social Justice in Higher Education

Description: 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.

Presenters:

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

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

3403 – Using a Theory of Change Methodology to Develop Robust, Transformational, Campus-wide Diversity Plans

Track: Chief Diversity Officer and Executive Leadership

Description: This session should benefit Chief Diversity Officers, executive leadership, and others engaged in vision casting and developing strategic directions to create more equitable and inclusive campuses or organizations. Prior experience with strategic planning is an important prerequisite for this session. Bringing team members is encouraged since hands-on activities will provide opportunities to critique existing plans or begin the process of thinking through the desired outcomes for an initial plan using a Theory of Change (TOC) methodology. This conceptual framework provides a roadmap to help groups logically articulate their long-term goals and then backwards map these to desired outcomes, which helps stakeholders understand necessary actions to effect changes.

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

Presenters:

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

3506 – Calling In the Calling Out Culture

Track: Race and Social Justice in Higher Education

Description: When you hear someone say something you think is racist, ignorant or wrong, do you talk to them privately or take them to task publicly? Some people think public shaming, also known as call-out culture, is a way to further social justice. However, scholar, author, reproductive justice champion and human rights activist, Loretta Ross, strongly supports calling out people in power but says call-out culture among peers of the same social status is “toxic.” People immediately get defensive and it most often doesn’t produce the positive outcome you may desire. Loretta is committed to changing our national dialogue and improving our work on human rights – especially in the arena of higher education - by inviting us to take a deep exploration into how we can most effectively impact change in our communities and on campuses. She asks the hard question: Is Calling Out culture preventing us from fighting the real challenges before us? Join Loretta as she explores a different set of tools to call people in that are centered on respecting not only the human rights of the person who was harmed, but the human rights of the person who did the harm.

Presenters:

Loretta Ross, Activist, Public Intellectual, Professor, Visiting Associate Professor of the Study of Women & Gender Institution, Smith College—Northampton, MA

3508 – Inclusive Directions for Change: CDOs and “The Urgency of Now”

Track: Chief Diversity Officer and Executive Leadership

Description: The CDO role differs from its Diversity Manager counterpart, in that it serves as a senior-level officer charged with carrying out a strategic vision for the institution (Williams & Wade-Golden, 2007, 2013; Witt/Kieffer 2011). With the push to advance an anti-racism agenda to respond to broad social unrest, scores of colleges and universities are rushing to establish senior diversity, equity and inclusion (DEI) positions on campus. While the number of DEI positions has increased steadily at both four-year schools and at two-year institutions, the scope of expectations and the portfolios of responsibility for these roles often varies widely. This session will examine the bright spots and blemishes institutions of higher learning must navigate when adding a senior DEI role to their leadership teams. Session participants will receive valuable information, insights, and resources aimed at amplifying the voice of and examining the need to assist Senior DEI positions in impacting a strategic change agenda. This session seeks to underscore transformational strategies and critical areas of competency that go beyond the status quo. This session is appropriate for all audiences.

Presenters:

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

Clyde Pickett, EdD, Vice Chancellor and Chief Diversity Officer, University of Pittsburgh—Pittsburgh, PA

Michéle Elaine Smith, PhD, Vice President of Workforce Solutions, Harper College—Palatine, IL

3509 – 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

Track: Student Affairs and Affiliated Professionals

Description: 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.

Presenters:

Japannah Kellogg, MA, Director, NCORE-ISCORE Office, Iowa State University—Ames, IA

Jowelle Mitchell, MEd, Assistant Director, NCORE-ISCORE Office, Iowa State University—Ames, IA

Ashley Garrin, PhD, Assistant Director, TRIO Ronald E. McNair Postbaccalaureate Program, Iowa State University—Ames, IA

3513 – Accusing Any Black Person Will Do: Exploring Anti-Blackness in Institutional Policy

Track: Race and Social Justice in Higher Education

Description: 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.

Presenters:

Lane Washington, PhD, Director of Strategic Initiatives, Student Affairs, The University of Florida—Gainesville, FL

Fatoumata Bah, PhD, Diversity, Equity, Inclusion Consultant, Multicultural and Equity Studies in Education, Mosaic Education Network—Columbus, OH

3514 – Allyship and Solidarity: Aligning Our Intentions with Our Actions

Track: Race and Social Justice in Higher Education

Description: 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.

Presenters:

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

Diane Goodman, EdD, Diversity and Social Justice/Consultant, Independent Consultant, Diane Goodman Consulting—Nyack, NY

3515 – Braces and Laces: Navigating Social Justice, Diversity, and Inclusion in Everyday Situations

Track: Race and Social Justice in Higher Education

Description: 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.

Presenters:

Jason Timpson, MS, Director of Multicultural Student Affairs, Student Engagement and Success, Ohio Wesleyan University—Delaware, OH
Stephanie Zee, MEd, Coordinator of Well-Being, Health Network, Colorado State University—Fort Collins, CO

3518 – Moment of Clarity: How CBFOs Bridge the Gap as Support Mechanisms for Students of Color**Track:** Student Interest and Engagement

Description: 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.

Presenters:

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

3606 – The Ethnic Studies Renaissance: Prospects, Problems, and Anti-Racist Potential**Track:** Race and Social Justice in Higher Education

Description: This session returns to the Arizona State ban on Mexican American Studies, part of which was around educators' use of Critical Race Theory – the same activist/educational paradigm banned by Trump for federal anti-bias trainings. The presenter will explore what was so “threatening” about Mexican American Studies, the impacts the courses had, and how activist/educators defended this type of education. Ultimately, this session will provide a framework for developing meaningful Ethnic Studies and invite participants to contemplate how they can develop and offer this type of education in their locales. This session will be particularly relevant to classroom educators as well as educational administrators.

Presenters:

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

3607 – Regional Asian, Pacific Islander, and Desi American (APIDA) Student Leadership and Activism: A Panel Discussion about Roots and Legacies

Track: Race and Social Justice in Higher Education

Description: Thirty years ago, grassroots regional student organizations such as the Midwest Asian American Student Union (MAASU) and East Coast Asian American Student Union (ECAASU) were founded to address many of the shared social, cultural, and political needs of Asians, Pacific Islanders, and Desi American (APIDA) college students across the country. These regional APIDA student organizations would prove highly consequential in setting legacies of representation and organizing on college campuses and in creating successive generations of leaders who continue to center community in their lives.

This lively panel discussion of former leaders representing several of the larger regional APIDA student organizations (ACAASU, APSU, ECAASU, MAASU) will explore some the time-, location- and culture-centered purposes leading to the creation of these groups. Panelists will speak about the impacts and legacies of regional APIDA organizations and share lessons learned about leadership, activism, mentoring, community and coalition building.

This APINCORE-requested session will be of broad interest to student leaders, community leaders, chief diversity officers, and others who have been involved in college student activism.

Presenters:

Christine Chen, Executive Director, APIAVote—Washington, DC

Keith McAllister, Web Content Manager, Melwood Training Center—Greater Washington, DC

Charles Sasaki, Vice Chancellor for Academic Affairs, Windward Community College—Kaneohe, HI

Connie Tingson-Gatuz, Vice President for Student Affairs & Mission Integration, Madonna University—Livonia, MI

Dawn Lee Tu, Faculty Director, Professional Development, De Anza College—Cupertino, CA

3609 – BREAKING NEW GROUND: Valuing the Inherent Sovereignty of Tribal Citizenship in Higher Education

Track: Race and Social Justice in Higher Education

Description: “Tribal enrollment requirements preserve the unique character and traditions of each tribe. An AI/AN tribe’s membership criteria is based on customs, history, traditions, language, religious beliefs and practices, ancestry and tribal blood that are unique to it and which set it apart from other tribes or tribal communities. Tribal membership may also convey the right to vote in tribal elections, to serve in tribal leadership, to participate in the sharing of tribal assets, to use tribal treaty rights (such as hunting, fishing, and gathering rights) within the tribe’s jurisdiction, to participate in cultural or religious matters, to receive tribal services and

benefits, and to exercise other privileges or rights unique to tribal members. Such privileges and rights differ from tribe to tribe.” (U.S. Office of Interior: A Guide to Tracing American Indian and Alaska Native Ancestry) Each tribe establishes their own requirements for enrollment in the tribe.

Tribal citizenship is not an ethnicity and is not self-determined or self-identified. University campuses overlook tribal citizenship and relegate it to cultural or ethnic identity. Universities ignore the value of tribal citizenship and allow applicants to self-identify as tribal members, leading to ethnic fraud and contributing to disproportionate data tallies of American Indian students. The University of California system is addressing this harmful practice and is proposing to amend its statewide application to acknowledge and document Tribal enrollment on the systemwide University application, in an effort to diminish ethnic fraud when non-Indian students self-identify as American Indian in the ethnicity section of the application.

Presenters:

Merri Lopez-Keifer, JD (San Luis Rey Band of Mission Indians), Senior Advisor to the Tribal Council, San Luis Rey Band of Mission Indians, California Native American Heritage Commission—West Sacramento, CA

Phenocia Bauerle (Apsáalooke), Director, Native American Student Development, University of California, Berkeley—Berkeley, CA

Ricardo Torres (Winnemem Wintu), Emeritus Professor, Counseling Faculty, California State University, Sacramento—Sacramento, CA

3610 – Cultural Wellbeing Index: Measuring and Bridging the Gap between Organizational Culture, Inclusion, Creativity, Individual Wellbeing and Innovation

Track: Chief Diversity Officer and Executive Leadership

Description: 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.

Presenters:

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

**3611 – Embodying Racial Healing: Becoming Antiracist Educators in a Virtual Learning
Community**

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

Description: 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.

Presenters:

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

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

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

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

3612 – "Education as a Practice of Freedom:" Facilitating Liberation

Track: Intersectionality, Identities and Discussions

Description: 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.

Presenters:

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

3613 – "Will You Demand Dignity With Us?": Creating Cultures of Human Rights Education

Track: Race and Social Justice in Higher Education

Description: 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.

Presenters:

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

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

3614 – Minoritized in Positions of Power: Using Critical Race Theory to Examine Predominantly White Land-Grant Universities Use of Chief Diversity Officers

Track: Chief Diversity Officer and Executive Leadership

Description: 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.

Presenters:

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

3615 – Black Women Navigating Barriers in the Underground Railroad concept of Higher Education Administration

Track: Race and Social Justice in Higher Education

Description: 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.

Presenters:

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

3617 – Non-Black Latinx in Higher Ed: Addressing Anti Blackness in Comunidad

Track: Student Affairs and Affiliated Professionals

Description: 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.

Presenters:

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

Jazmin Pichardo, MEd, 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, BA, Graduate Assistant, HESA/Dean of Students Office, University of Connecticut-Storrs—Storrs, CT

3618 – Public/Private Partnerships for the Advancement of Diversity, Equity and Access in Education

Track: Student Affairs and Affiliated Professionals

Description: 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.

Presenters:

Olufemi Ogundele, BS, Associate Vice Chancellor & Director of Admission, Undergraduate Admission, University of California | Berkeley—Berkeley, CA

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

Yvette Flores, BS, Assistant Vice Chancellor for Educational Partnerships, Center for Educational Partnerships, University of California | Berkeley—Berkeley, CA

Thursday, June 10th

4206 – The Rise in Anti-Blackness and White Supremacy: What It Means for Black Faculty, Students, Administrators and Staff at America's PWIs

Track: Race and Social Justice in Higher Education

Description: The last four years have had a devastating impact on many of America's most underrepresented and marginalized groups. That devastation has been particularly profound on the Black/African-American community, in the face of the rising anti-Black sentiment and its correlation to the rising white supremacist ideology that we have seen spread across the United States. The election of President Joseph R. Biden and Vice President Kamala D. Harris is history making and is seen as an important turning point for all of America. However, the result of this historic election is coming on the heels of an administration that aggressively engaged in policies that were anti-Black, while also promoting the legitimacy of anti-Black voices in the name of white supremacy and appealing to a political base that is headed towards being a racial minority due to the shifting demographics of America. As we have seen in the wake of the 2020 Presidential Election, BIPOC are facing immediate backlash, and the transition of power is clearly not occurring the way most would like or had expected. In fact, recent events have demonstrated very clearly that we continue to live in a society in which the disparities in treatments of black people and white people have become more clear, and even many of our elected leaders are publicly acknowledging that we can no longer ignore the role of race in America, particularly when the consequences can be deadly for Black people. This session seeks to expose how this larger view of anti-Blackness has become more visible on our college

campuses and has tremendous consequences for our campus communities and diversity efforts.

Presenters:

Richard O'Bryant, PhD, Director, The John D. O'Bryant African-American Institute, Northeastern University—Boston, MA

LaShonda Gurley, EdD, Director, Center of Career and Vocation, Bluffton University—Bluffton, OH

Jonathan Page, Director, Office of Multicultural Affairs and Title VI Coordinator, Longwood University—Farmville, VA

LaTashia Reedus, PhD, Adjunct Faculty, Dept of Social Sciences, Columbus State Community College—Columbus, OH

4207 – Deepening Cross-Racial Dialogue Using Mindfulness and Contemplative Practices

Track: Race and Social Justice in Higher Education

Description: Many of us desire authentic, meaningful cross-race conversations, but are often face barriers and disappointment. Often in cross-racial dialogues and interactions, the ways that we have been socialized and dehumanized by systems of oppression are present in our attempts to build bridges and connections. These patterns can breed mistrust, a lack of empathy and compassion, fear, and shame in groups that are marginalized and privileged by systems of oppression. This workshop will explore the systemic power dynamics that are in place in cross-racial social and professional relationships and how we can use contemplative practices (such as mindfulness, deep listening, body scans, compassion practices) to begin, deepen and remain in cross-racial conversations and collaborations.

Presenters:

Tanya Williams, EdD, Social Justice Educator and Consultant, —Brooklyn, NY

Diane Goodman, EdD, Diversity and Social Justice/Consultant, Independent Consultant, Diane Goodman Consulting—Nyack, NY

4208 – La Familia and Other Secret Ingredients to Latinx Student Success

Track: Race and Social Justice in Higher Education

Description: Almost like a well-kept family recipe there exists in education secret ingredient into what makes Latinx students successful. In this session, the presenter will demonstrate how Latinx parents, a well-kept secret ingredient, assist with the academic success of Latinx students at all educational levels. Understanding the power of this secret ingredient—and how to use it—can have a profound impact on success for Latinx students and can be used as a model for how to work with and support students from all marginalized groups. The presenter will read excerpts from their book, *La familia: And other secret ingredients to Latinx student*

success followed by a Q&A and action planning by participants. This session is intended for professionals of all levels working with Latinx students.

Presenters:

Jennifer Montañez Matos, EdD, Assistant Professor, Psychology and Education, Mount Holyoke College—South Hadley, MA

4210 – Increasing Faculty Diversity on Campus: Cluster Hiring as a Solution

Track: Chief Diversity Officer and Executive Leadership

Description: Though underrepresented students are growing in number on college campuses, numbers of faculty from underrepresented groups have not grown at the same rates (AACU News, 2019). Thus, efforts to recruit and retain faculty from underrepresented groups has been a goal in recent years, but with laws against considering factors like race, ethnicity, and gender, universities have struggled to increase diversity while remaining within legal bounds. This session should particularly benefit administrators seeking faculty who can meaningfully engage marginalized students, enhance curriculum, and impact campus climate.

At Cal Poly, San Luis Obispo, the College of Liberal Arts launched an effort to increase faculty and curricular diversity by hiring scholars from various fields linked by research, teaching, and service around diversity and equity. This college-wide DEI Cluster Hire, resulted in hiring a diverse group with backgrounds in Multicultural Psychology, Ethnic American Literature, Queer Studies, etc. After seeing the success in the college, the university decided to launch a university-wide cluster hire, which lead to a cohort of hires across the university. In this session, these Cluster Hires will be explained by presenters who participated in its design and execution. Recruitment and retention strategies, impacts, and future directions will be discussed.

Presenters:

Jennifer Teramoto Pedrotti, PhD, Associate Dean for Diversity and Curriculum, College of Liberal Arts, California Polytechnic State University—San Luis Obispo, CA

Denise Isom, PhD, Interim Vice President for Diversity and Inclusion and Chief Diversity Officer, Office of University Diversity and Inclusion, California Polytechnic State University—San Luis Obispo, CA

4211 – Faculty Diversity as a Compelling State and Institutional Interest from a Critical Race Perspective

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

Description: African American faculty, as well as other faculty of color, are woefully underrepresented in the academy. While this underrepresentation is pervasive, it is not legally defensible. Student diversity in higher education as a compelling state interest has frequently been argued and consistently upheld in the U.S. Supreme Court for over 40 years starting with

Bakke v. Regents of the University of California and recently reaffirmed in Students for Fair Admissions, Inc. v. Harvard University Resources. However, the Supreme Court has heard no cases regarding faculty diversity.

This session will consider why faculty diversity is such a compelling state and institutional interest. Session participants will also learn how the tenets of Critical Race Theory apply to this issue and why diversifying the academy is of paramount importance for educational as well as legal reasons. This session should particularly benefit Chief Diversity Officers, administrators, faculty, and students who are interested in understanding the legal precedent that can be used to effectively argue for increasing faculty diversity, tangible steps that can be taken to achieve this objective, and the positive outcomes for institutions that diversify their professoriate.

Presenters:

Daryl Davis, PhD, Adjunct Faculty Member, Higher Education, University of Toledo—Toledo, OH

4212 – Skin in the Game: A Call to Action for Racial Healing

Track: Intersectionality, Identities and Discussions

Description: This session will benefit those interested in building connections with and delving into a deeper understanding of divergent experiences of those who identify as women as it relates to racial identity. So often we talk the talk; now it is time to walk the walk and break down barriers, build bridges, and develop steps that lead to opportunity, allyship, and lasting change. Recognizing the need for an environment that encourages the sharing of diverse perspectives, University of North Carolina Wilmington's (UNCW) Human Resources Diversity Equity Inclusion, Learning Development Specialist, Kimberly McLaughlin-Smith, developed Skin in the Game (SIG). The SIG model promotes authenticity, encourages courage, and bridges divisions between women of color and white women in predominantly white institutions.

This collective of faculty and staff functions as a roadmap or catalyst to creating a cultural shift that brings women's voices to the forefront by inviting and engaging in conversations that lead to action. This panel discussion with UNCW's SIG sisters will guide you toward implementing this model within your own organization. SIG is more than an affinity or employee resource group. It is a mechanism for personal and professional growth and development for women of all backgrounds.

Presenters:

Kimberly McLaughlin-Smith, Inclusion and Diversity Learning Development Specialist, Human Resources, University of North Carolina Wilmington—Wilmington, NC

April Farr, BA, Executive Assistant to the Chief Diversity Officer, Office of Institutional Diversity and Inclusion, University of North Carolina Wilmington—Wilmington, NC

Audry Nunnally, Facilities Coordinator, Institutional Research and Planning, University of North Carolina Wilmington—Wilmington, NC

4213 – Diversity training development: "Exposing" white fragility.

Track: Ongoing Doctoral Research

Description: Research has shown that moralized approaches (e.g., shame, judgement, and negative reinforcement strategies) to change human behavior may be ineffective (Kalla & Broockman 2020; LaCour & Green, 2014) and can produce backfire effects that further embed existing attitudes (Kraft, Lodge, & Taber, 2015). This presentation provides a framework informed by existing psychological, social psychological, and anthropological principles to conceptualize the defensive responses some individuals may exhibit when confronted with ideas and beliefs that contradict and challenge their established culture contexts. Additionally, hypotheses and methods for an exploratory study of xenophobia and "White Fragility" will be shared, and the possibilities for utilizing Exposure Therapy (ET) principles in diversity trainings will be discussed. Finally, those in attendance will be invited at the end to ask questions, provide feedback, and engage in discussion with the presenter. This session should particularly benefit educators, diversity consultants, mental health clinicians/scholars, and individuals in leadership positions who are tasked with providing inclusive and equitable environments within their respective institutions.

Presenters:

Nicole Trammel, MA, Doctoral Student, School of Graduate Psychology - PsyD, Pacific University—Hillsboro, OR

4215 – (The Road to an Antiracist Campus) From Rhetoric to Action: West Valley College Cultivates Antiracism Guiding Principles Founded in Self Reflection

Track: Race and Social Justice in Higher Education

Description: West Valley College has a story to tell of a small, dedicated group of people (consisting of faculty, classified professionals, and administrators) coached by extraordinary consultants and supported by campus leadership, who are changing policy and practices campus wide by institutional adoption of Antiracism Guiding Principles. This session should particularly benefit educators, classified professionals, faculty, and administrators of primarily white institutions seeking to make sweeping and comprehensive institutional change. This is a telling of the seeds of change, the selection of consultants, the arc of the process to devise the principles, the tension inherent in antiracism work on a primarily white campus and the extraordinary impact of adoption of Antiracism Guiding Principles, for students, faculty, and classified professionals of color and white and the layers of equity work that can be accessed through Antiracism Guiding Principles.

Presenters:

Debra Griffith, MA, EdD, Vice President, Student Services, Diversity, and Inclusion, Student Services, West Valley College—Saratoga, CA

Mae Conroy, MSW, Interim Dean, Student Services, Student Services, West Valley College—Saratoga, CA

4219 – Mentacide, traversing Whiteness

Track: Student Interest and Engagement

Description: Mentacide is the systematic destruction of a group's mind with the ultimate objective being the extirpation of the group. Mentacide systematically utilizes the institutions which project images, values, beliefs and opinions. Mentacide creates an illusion which the victim believes to be real until it's too late. Dr. Bobby Wright (1974) first coined the term mentacide in reference to the collective stripping of the intellectual power and knowledge of Black people. Azibo (1989) similarly incorporated the term in his extensive research on healthy and destructive Black personality classification. Learn how the combination of the two scholars results in a description of mentacidal behaviors that result from Blacks adoption values, belief systems and ideas that lead to the denial of self-knowledge and knowledge of themselves within a positive African context.

The session overviews how Media, Education systems and Society contribute to the manifestation of Mentacidal behavior. Participants will be able to define Mentacide and site experiences in the classroom. This session should particularly benefit faculty, educators and community members. Participants will also be able to understand how it can impact students and colleagues of color and how they process current events.

Presenters:

Timothy Warren, MA Candidate, Personal Learning Coordinator, Sandburg Middle School, Robbinsdale School District—Minneapolis, MN

4300 – KEYNOTE SESSION

Track: Keynote

Description:

4402 – Dismantling Racism and White Supremacy: Tools & Strategies to Lead White Accountability Groups on College and University Campuses

Track: Race and Social Justice in Higher Education

Description: In these times of racial reckoning and renewed demands for true racial justice and the dismantling of both systemic racism and the legacy of white supremacy throughout every aspect of all colleges or universities, it is critical that we increase the internal capacity of white leaders and change agents to effectively partner with their BIPOC colleagues to manifest real, sustainable change. It is no longer acceptable to collude with systemic racism by off-loading anti-racism work onto only Senior Diversity Officers and Directors of Multicultural Center as well as every other BIPOC colleague, regardless of their other assigned roles and responsibilities. As leaders react to the next example of racist police brutality or another white supremacist insurrection and attempted coup, they must move beyond posting another statement about the need for respect, belonging, healing and unity. They must move beyond holding yet another town hall or forming one more exploratory task force. It is critical that white leaders and

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

In this engaging, practical session, participants will explore and practice proven strategies and approaches to design and lead White Accountability Groups for both required or "highly encouraged attendance" for groups of leaders and managers as well as open access sessions in the organization.

Presenters:

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

4403 – Designing Social Justice Education Workshop Curriculum: A Step-By-Step Process for Practitioners

Track: Student Affairs and Affiliated Professionals

Description: Designing social justice education experiences should be an intentional process grounded in scholarship that uses theory to inform practice; however, relatively little literature is available on how to intentionally design co-curricular educational experiences to cultivate cultural competence. This workshop synthesizes the existing literature and research on social justice education curricula design (Tharp & Moreano, 2020) and shares Tharp's (2015) four-part framework to systematically design social justice education workshops based on contextual influences, theories and frameworks, cultural competence learning outcomes, and pedagogical considerations. This workshop teaches the four-part model and provides space to apply the process as you design (or revise) a workshop curriculum to take back to campus. This workshop is very hands-on and will utilize mini-lecture, independent work, and small group activities as we practice designing workshop curriculum that you can begin using when you return to campus. This workshop should particularly benefit staff or faculty who develop social justice education workshops, as well as those who want to learn an intentional process to design curriculum for social justice education outcomes.

Presenters:

D. Scott Tharp, PhD, MSW, Assessment & Effectiveness Specialist, Office of the Vice President for Student Affairs, DePaul University—Chicago, IL

4404 – Has Your Rhetoric on “diverse” Hiring Led to Anti-Racist, Culturally Competent Hiring Practices?: Practical Strategies that Work for Attracting, Hiring and Retaining Excellent Anti-racist, Culturally Conscious and Competent Faculty, Administrators and Staff

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

Description: We frequently assert, in both webpages and strategy plans, that we are committed increasing “diversity” in hiring, yet such big picture planning rarely leads to actual and effective changes in “the way things are done here.” We almost never include, in the knowledge, skills and experience required in candidates during the hiring process, those that are specific to acting with culturally competent and anti-racist behaviors in the position. Hiring without consideration of these indicates that we do not consider them essential for academic and institutional excellence and equity. It demonstrates, to both potential applicants and current members of the campus community, that the institution is committed to the status quo, hiring candidates that reinforce “what we have always done.” It sends the message that any attempt to critique such practices will be met with a repetition of the existing “diversity” rhetoric. If we are seriously interested in what anti-racist and culturally competent members would bring to our institutions, we need to be selecting candidates who would bring such relevant knowledge and skills to our disciplines, classrooms, offices, policies and practices. If we wish to retain such members, then all positions must include requirements for position relevant skills. This workshop will offer practical and adaptable methods and strategies - including examples of job advertisements, targeted rubrics and effective questions – to ensure we are prioritizing these essential needs in all of our hiring. Anyone invested in improving hiring and retention results at their college or university will benefit from this workshop.

Presenters:

Cristine Clifford Cullinan, PhD, Founder, ALiVE: Actual Leadership in Vital Equity—Wilsonville, OR

Emma Coddington, PhD, Associate Professor of Biology, Neuroscience and Women & Gender Studies Programs, Willamette University—Salem, OR

Kalyan Ali Balaven, JD, Director of Teaching and Learning, The Athenian School—Danville, CA

4405 – For Chief Diversity Officers and the Positional Powers Above and Around Them

Track: Race and Social Justice in Higher Education

Description: In this day of age where many organizations have established Chief Diversity Officer (CDO) positions in the wake of clear, recurring demonstrations of racism, how is the CDO meaningfully supported by leaders holding positions above them and at their same level? If the organizational work of racial equity is to be taken seriously and have success, CDO’s must be heard, heeded and empowered by those within the organization who hold power. Too often, the establishment of a CDO position is reduced to a form of credentialing by the organization (D’Angelo, 2018) yielding little substantive action to identify, uproot and replace policies, practices and mindsets that ensure the permanence of racial inequities and the marginalization of those with non-dominant identities. Predictable, recurring patterns of marginalization CDO’s experience within their organizations will be centered and leveraged to inform and guide this

discussion and the resulting leadership actions. This session should particularly benefit CDO's and leaders holding lateral or higher positions in the organizational hierarchy who are serious about racial equity and ensuring their organization's efforts move beyond superficial performative acts to substantive anti-racist action.

Presenters:

Leidene King, Consultant, LCK Coaching & Consulting LLC—New York, NY

4506 – Multiracial Voices Across Higher Education: Experiences and Strategies from Diverse Multiracial Students, Staff, and Faculty

Track: Race and Social Justice in Higher Education

Description: Data from the National Center for Educational Statistics (2020) indicate that the number of Multiracial faculty, students, and staff in higher education is increasing. At the same time, our understanding of race, racial identity, and many aspects of racism such as colorism and racial categorization, is evolving. Given their increasing presence and impact, Multiracial people are important voices to include in analyses of how race, racism, and related issues “show up” in campus policies and procedures, interpersonal and group dynamics, and system wide DEI efforts. This session highlights the experiences of five Multiracial students, staff, and faculty whose lives, work, and research inform topics such as inclusion/exclusion, nationality, identity fluidity, colorism, anti-Blackness, and the impact of Multiracial people on campus DEI programs. Because the panelists reflect differences in a number of areas (including racial background, racial identity, positions, geographical location, and age) this session highlights how diverse Multiracial experiences on a range of campuses (including community colleges, HBCUs, HSIs, MSIs, and four year institutions) can inform and strengthen the understanding and pursuit of racial justice in many areas of academic and co-curricular life. Centering a facilitated conversation between panelists followed by a dialogue between panelists and attendees, this session promotes a greater understanding of how Multiracial students, faculty, and staff experience aspects of campus life often taken for granted by others. Through these discussions, participants will gain strategies relevant to student/staff/faculty organizations, demographic data collection for administrative and research purposes, campus climate initiatives, strategic planning, and support services.

Presenters:

Rebecca Cepeda, MEd, Doctoral Student, Higher Education and Student Affairs, The Ohio State University—Columbus, OH

Nick Davis, BA, Community Engagement Specialist, Office of the Lt. Governor of Illinois—Chicago, IL

Marc Johnston-Guerrero, PhD, Assistant Chair for Enrollment Management, Dept. of Educational Studies and Associate Professor, Higher Education & Student Affairs (HESA), College of Education and Human Ecology, The Ohio State University—Columbus, OH

Naliyah Kaya, PhD, Associate Professor of Sociology and Sociology Coordinator, Montgomery College—Tacoma Park, MD

Victoria Malaney-Brown, PhD, Director of Academic Integrity, Office of the Dean., Columbia University—New York, NY

Charmaine Wijeyesinghe, EdD, Author and Consultant on intersectionality, racial identity, and social justice education, —Delmar, NY

4512 – Creating and Implementing a DEI Strategy

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

Description: We are not all the same. We bring our own experiences, backgrounds, and thinking to our work. These differences are valuable assets -diversity is a proprietary advantage for companies - driving innovation and dramatically improving business performance. However, diversity is more than a mandate or box to check. And DEI is a long-term change process that can quickly become overwhelming.

This session should particularly benefit those looking to understand what DEI is, the stages of Diversity, and the components of successful DEI planning. Covering recruitment and talent acquisition, employee experience, customer and employer branding, community investment, and supplier diversity, we provide:

We include timelines and reports that you can use as templates for your plans. We then showcase some DEI best practices. The best practices are a reminder for the organization while going through creating and implementing a DEI strategy for each component. Our industry expertise gives our customers the tools and knowledge they need to radically change how they approach talent acquisition and management. At Circa, we believe that diverse teams have the power to transform business.

Presenters:

Roselle Rogers, Vice President, Diversity Equity, and Inclusion, Corporate, SPHR, SHRM - SCP—Milwaukee, Wi

4515 – Facilitating Anti-racism Work in Academia During a Global Pandemic and Racial Justice Movement

Track: Race and Social Justice in Higher Education

Description: This session will describe the coordinated response by Higher Education leaders to racial injustices experienced by the School's community - precipitated by the global Black Lives Matter movement and exacerbated by the COVID-19 pandemic. This case study will specifically focus on the partnership with professional, external equity consultants to facilitate responsive dialogues between faculty, administrators, students, alumni, and staff, and support the development of anti-racist identities and practices among community members. The presenters will analyze the efficacy of the anti-racism work that occurred in academic departments and share specific challenges that they encountered that practitioners should prepare for. Additionally, the presenters will share specific restorative practice techniques and scholarship that was used to ground their work. This session should particularly benefit leaders in Academia, faculty and staff that lead and support DEI work at their institutions, and student or community organizers that wish to move toward restoration and healing.

Presenters:

Maria Ramirez, MA, Director of Equity Initiatives, Dean's Office, NYU Steinhardt—New York, NY
Reed Swier, MS, MEd, Equity Associate, The Metropolitan Center for Research of Equity and Transformation of Schools, NYU Steinhardt—New York, NY

4517 – 'We're admitted, but we don't graduate': Towards a Model of Institutional Collaboration to Support Black and Latino College Men

Track: Student Affairs and Affiliated Professionals

Description: Despite the deficit rhetoric regarding men of color in higher education, Black and Latino men at Rutgers University-New Brunswick (RU-NB) have demonstrated higher rates of persistence and graduation than the national average. Through the use of Harper's (2010) anti-deficit achievement framework, this study sought to understand the social and academic forces driving Black and Latino men's persistence through graduation at RU-NB. This study sought to answer the following research questions: 1. How do Black and Latino college males manage to persist and earn their degrees, despite transition issues, racist stereotypes, academic underpreparedness, and other negative forces? 2. What resources are most effective in helping Black and Latino college male achievers? and 3. How do Black and Latino college males go about cultivating meaningful, value-added relationships with key institutional agents?

This study revealed several opportunities for future research and implementation of better practices to continue serving the needs of this specific student population. Semi-structured individual interviews with 18 young Black and Latino men revealed valuable findings for institutions of higher education. The participants represented various demographics, with $\frac{2}{3}$ of participants majoring in the STEM field. Presenters will provide a thorough overview of the design of this study, important and relevant findings, and a detailed explanation of the implications for practice. Presenters will also engage participants in interactive dialogue to cultivate awareness, effort, and commitment for supporting Black and Latino men on college campuses. This session should particularly benefit administrators, faculty, and practitioners committed to increasing efforts to support the academic and personal pursuits of Black and Latino undergraduate students. This empirical study is a continuation of the work established by the RU-NB 2011 Committee on Student Success.

Presenters:

Roberto C. Orozco, MS, PhD Candidate, Higher Education, Rutgers University-New Brunswick—New Brunswick, NJ

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

Erik Esqueda, BA, Graduate Program Coordinator, Center for Social Justice Education and LGBT Communities, Rutgers University-New Brunswick—New Brunswick, NJ

4606 – The Roots of Whiteness

Track: Race and Social Justice in Higher Education

Description: Jacqueline Battalora's research explores when, where, how, and why the human category "white" was first asserted in law. The intersection of class and gender are revealed as integral to the invention that by the 20th century is reasoned to be "race." The legal history exposes race as a construct and reveals a mindset that is foundational to the United States shaping every institution, workplace, and community we interact within today. Understanding whiteness and how it is seamlessly reproduced generation after generation is essential for anyone engaging in antiracism, anti-bias work today whether that effort is on an individual or organizational basis.

Presenters:

Jacqueline Battalora, JD, PhD, MTS, Professor of Sociology and Criminal Justice, Saint Xavier University—Chicago, IL

4608 – And then they came for me, and there was no one left: The Inequities of Cancel Culture

Track: Race and Social Justice in Higher Education

Description: The adage is “Those who live in glass houses should not throw stones.” This suggests that one, vulnerable to criticism, should not criticize others. Paton (2007) asserts that community resilience is the capacity by which its members and the systems that facilitate its normal activities adapt in ways that maintain functional relationships in the presence of significant disturbances (p.7). Recently, pop culture has called attention to a concept called “Cancel Culture.” Cancel Culture is defined as a form of boycott in which someone, typically a celebrity, has shared a questionable opinion, or again, has had problematic behavior called out on social media. That person is then “canceled,” which essentially means they are boycotted by a large number of people; sometimes leading to massive declines in the fanbase and career. But, is this concept equitable? Does cancelling a person, concept or idea really make you an activist? What gives the justification to cancel a person or concept? What are the benefits of restorative justice in an age of cancel culture? What happens when everyone has been cancelled? This session should particularly benefit social justice practitioners interested in the negative ways this work can impact our goals as a community focused toward equity.

Presenters:

Sabrina Griffith, CDP, Director of Diversity, Equity & Inclusion, Ultimate Medical Academy—Tampa, FL

Ebony Ramsey, MEd, Assistant Dean for Student Involvement, Maryville University—St. Louis, MO

4609 – The College Choice Process as a Latina/o/x Family Affair

Track: Race and Social Justice in Higher Education

Description: This session will provide an overview on how K-12 and higher education systems have engaged with Latina/o/x families in the college preparation and choice process. Traditional theories around college preparation and college choice and their application to Latina/o/x students and families will be discussed. Participants will engage in a discussion of practical strategies for engaging families. Attendees will also be encouraged to share practices. This session is a timely resource for researchers, K-12 educators and student affairs practitioners working with and for the Latina/o/x community.

Presenters:

Judy Marquez Kiyama, PhD, Associate Vice Provost, Faculty Development, University of Arizona—Tucson, AZ

Janette Mariscal, PhD, Assistant Director, McNair Scholars Program, California State University, Long Beach—Long Beach, CA

4610 – Stand Up When It Counts: Bystander Intervention Discussion Program for Faculty, Staff, Graduate Students and Postdocs in the College of Earth and Mineral Sciences at Penn State

Track: Race and Social Justice in Higher Education

Description: We all want to build more inclusive learning and working environments, yet micro-aggressions and other problematic situations continue to persist. We want to support our colleagues, but what can we do in the moment? Or after?

Faculty, staff, graduate students and post-doctoral researchers in Penn State's College of Earth and Mineral Sciences participated in an innovative scenario-based workshop designed to build capacity for effective allyship by providing participants with strategies and tactics for intervening in problematic situations and resources for following up. The discussions were co-facilitated by staff in the Affirmative Action Office and Stand for State, Penn State's bystander intervention initiative. Stand for State teaches the 3D's of stepping in: Direct, Distract, and Delegate. Learn about how this program was developed, what participants learned, and how bystander intervention principles were utilized to build active allyship and to prompt action to interrupt problematic behavior. This session should particularly benefit practitioners who seek to build more welcoming and inclusive work environments and to cultivate active allies.

Attendees will learn about how the "Stand Up When It Counts: Bystander Intervention Discussion Program for Faculty, Staff, Graduate Students and Postdocs in the College of Earth and Mineral Sciences at Penn State" was developed, what participants learned, and how the bystander intervention approach works.

Presenters:

Victoria Sanchez, PhD, Associate Dean for Educational Equity, College of Earth and Mineral Sciences, Penn State—University Park, PA

Katie Marshall, MEd, LPC, NCC, Mental Health Case Manager, World Campus, Penn State—University Park, PA

Shakoor Ward, PhD, Professional Development Coordinator, Affirmative Action Office, Penn State—University Park, PA

4612 – Exploring Effective Faculty-Student Mentoring Practices at the Graduate Level

Track: Ongoing Doctoral Research

Description: Latina/o doctoral students are severely underrepresented across research institutions, which impacts the ability of colleges and universities to diversify their faculty. This ongoing doctoral study explores the narratives of 20 Latina/o doctoral students and their perceptions on their faculty-student mentoring relationships to uncover which mentoring strategies and practices were most useful in helping them navigate their doctoral program at research-intensive institutions. Building on validation theory, Latina/o doctoral students will highlight the validating moments in their mentoring relationships that contributed to their socialization processes and toward doctoral degree completion. Data will be drawn from narratives and reflections of Latina/o doctoral students to highlight pivotal moments and illustrate how faculty mentors trained and socialized them throughout their program. This session will share preliminary findings and recommendations on how doctoral programs, graduate faculty, and student affairs practitioners can better support Latina/o students in building supportive mentoring relationships that will help them succeed in their doctoral programs.

Presenters:

Edgar Lopez, MEd, Research Associate, Pullias Center for Higher Education, University of Southern California—90089, CA

4613 – Campus Palestinian Activism, Racial Justice, Solidarity Movements and Legal Implications

Track: Race and Social Justice in Higher Education

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

Presenters:

Amira Mattar, JD, Michael Ratner Justice Fellow, Civil Rights, Palestine Legal—New York, NY
Nina Shoman-Dajani, EdD, Assistant Dean, of The Learning Enrichment and College Readiness Department, Moraine Valley Community College—Palos Hills, IL

Daniel Segal, PhD, Jean M. Pitzer Professor of Anthropology & Professor of History, Department of Anthropology, Department of History, Pitzer College—Claremont, CA

Ahmad Daraldik, Student, Department of International Affairs, Florida State University—Tallahassee, FL

4614 – Supporting and Understanding Faculty Development in Inclusive Pedagogy: Washburn University's Certificate of Inclusive Teaching and Learning

Track: Race and Social Justice in Higher Education

Description: The Center for Teaching Excellence and Learning (C-TEL) at Washburn University offered a Certificate of Inclusive Teaching and Learning for the first time in 2019. Faculty could earn this certificate by attending at least nine workshops or events focused on diversity and inclusion in teaching and learning. 32 faculty members earned the certificate in the program's first year. This presentation will provide best-practice and anecdotal methods for establishing such a program. In addition, it will share results from a research study conducted with those who earned the certificate at Washburn that examined how faculty translate and implement training on inclusive teaching into teaching practice. Research questions in this study included:

- 1) How does a faculty development program focused upon diversity and inclusion influence or fail to influence pedagogical and curricular change?
- 2) How do faculty members' expectations compare to their understandings of implementation when they attempt to become more inclusive teachers?
- 3) What types of curricular or pedagogical changes do faculty implement following training on inclusive teaching?

This session should particularly benefit faculty developers and administrators in higher education who seek to develop similar programs or understand how faculty development programs focused on inclusive teaching and learning are translated in the actual classroom environment.

Presenters:

Kelly Erby, PhD, Associate Professor/ Assistant Dean, History/College of Arts and Sciences, Washburn University—Topeka, KS

Melanie Burdick, PhD, Associate Professor/ Director, English/ Center for Teaching Excellence and Learning, Washburn University—Topeka, KS

4615 – Vitamin D: The Diversity Ingredient Every Nursing Program Needs

Track: Race and Social Justice in Higher Education

Description: This session will highlight the perceptions of students from diverse racial and ethnic backgrounds that participated in the mentoring component of the Dedicated to Diversity (D2D) Nursing Retention Program which was endorsed by the Health Resources and Services Administration (HRSA) grant. Information on the background and rationale for the D2D Mentoring will also be provided. Finally, the presenters will discuss compelling themes that emerged from the Value of D2D Mentoring survey. This session should particularly benefit students, educators, and administrators who are interested in the success and retention of students from diverse racial and ethnic backgrounds.

Presenters:

Toinette Higgins, PhD, RN, CNE, Clinical Assistant Professor, Nursing, College of Nursing—Atlanta, GA

Natasha Laibhen-Parkes, PhD, Clinical Assistant Professor, Nursing, College of Nursing—Atlanta, GA

4616 – 'Cuz I'm Black Y'all: Unapologetically affirming Blackness as a path for student success

Track: Student Affairs and Affiliated Professionals

Description: As institutions declare diversity and inclusivity as core values, they are often negligent in demonstrating these qualities to their campus communities. While campuses attempt to interrogate recurring issues that center Black students' attendance at their Universities, they should further engrain equity and inclusion in concerns for meeting the needs of their Black students. The presenters of this session will suggest strategies to better retain these students and ensure Black identities are represented and reflected in multiple dimensions across campus.

The Black Student Experience (BSE) retreat promotes a sense of culture and belonging by providing a platform for students to amplify their experiences through mentorship, identity development activities, affinity building, and reflection. Continuing over a decade, BSE started as a grassroots effort in which Black student leaders wanted to combine their freshman orientation and Leadershape experiences to holistically capture and meet their needs. Thus, BSE became the program that would overwhelmingly enhance the first-year experience for incoming freshmen and transfer students. These students would also gain insight regarding how their intersections and student experiences meet social justice and servant leadership, along with action steps to take within their communities throughout the year.

In this session, the presenters utilize multiple frameworks to provide a roadmap of how programs such as the Black Student Experience retreat cultivate the identity and leadership development of Black students. This session will particularly benefit participants who are interested in the success and retention of students in marginalized communities with an emphasis on identity-based mentorship and leadership initiatives.

Presenters:

Shabaz Brown, MS, Student Services Coordinator - African American/Black, Multicultural Center, University of North Texas—Denton, TX

Damian Torres, Med, Director, Multicultural Center, University of North Texas—Denton, TX

4617 – Diversity Ambassador Program: Raising Consciousness Through Co-Curricular Experiences

Track: Student Interest and Engagement

Description: The Diversity Ambassador Program facilitates a journey where students of diverse racial and cultural backgrounds apply Cal Poly Pomona's experiential "Learn by Doing" philosophy to a co-curricular experience that centers issues of social injustice in American history. The purpose of this session is to explore the experiences of students who participated in Cal Poly Pomona's Diversity Ambassador Program. The Diversity Ambassador Program is a year-round academic program organized by the African American Student Center (AASC) at California State Polytechnic University, Pomona (Cal Poly Pomona).

Presenters:

Tashiana Bryant-Myrick, EdD, Interim Senior Coordinator, Cultural Centers, Office of Student Life & Cultural Centers, Cal Poly Pomona—Pomona, CA

Friday, June 11th

5204 – Creating SOUL at a HWI

Track: Student Affairs and Affiliated Professionals

Description: Following a well-publicized incident involving a fight between two Black women students at The University of Oklahoma (OU), and amidst continued racialized incidents that have occurred Sisters of OU Learning/Living/Loving/Leading (SOUL) was conceived. Daring to build a community through a conference that recognizes and celebrates Black women and our social belonging within this historically white institution (HWI), This seven-year conference has achieved success in creating a sisterhood and networking opportunities for its African & African American women students, faculty, staff, and alumni. Come hear, experience, an understand how this conference derived and may serve as a model for those who are interested in similar projects at their institution.

Presenters:

Deborah Binkley-Jackson, MHR, LPC, Program Director, Project Threshold, The University of Oklahoma—Norman, OK

E. Cheryl Ponder, MBA, MEd, PhD, Life Coach, Academic Success, The University of Oklahoma—Norman, OK

5206 – The Tightrope of Freedom of Speech and Academic Freedom in Bias Reporting, Response and Dialogue

Track:

Description: Freedom of speech, a democratic idea protected by the First Amendment that gives ways to the right to express opinions has become a highly precarious area of contention. Within the academy freedom of speech takes the form of academic freedom whereby students and faculty have the right to express their views — in speech, symbolically, in writing and through electronic communication. And while freedom of speech and academic freedom have limits, they do not make clear boundaries between bias and hate speech, left up to institutions to sort out. This conundrum has led many IHEs to put in place response mechanisms and procedures to address bias and hate discourse on their respective campuses, including policies, programming and dialogue focused on promoting respect and civility.

But what exactly is freedom of speech and what does it look like in practice? Can we have freedom of speech while also understanding the lived realities of hurtful expression on our campuses? And, what by way of free speech might constitute harm, and how do we know? This session, led by two seasoned higher education scholars and practitioners who grapple with these issues in their day-to-day practices in and outside of the classroom, offer a space of engagement and strategy. Participants will: (1) gain understanding of freedom of speech, academic freedom and challenges inherent in engaging and facilitating this work; (2) walk away with clearer understanding of implications for freedom of speech in public vs. private contexts; (3) practical strategies for addressing bias and bias reporting, response and dialogue.

Presenters:

Michael Benitez, Jr., PhD, Vice President for Diversity and Inclusion, ; Independent Consultant, Speaker and Workshop Leader, Metropolitan State University of Denver—Denver, CO
Katia Cambell, PhD, Professor, Communication Studies, Metropolitan State University of Denver—Denver, CO

5210 – Positioning the Small Liberal Arts College to Institutionalize Diversity, Equity, and Inclusion Through Strategic Planning anPositioning the Small Liberal Arts College to Institutionalize Diversity, Equity, and Inclusion Through Strategic Planning and Engagement

Track: Chief Diversity Officer and Executive Leadership

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

However, the challenges to these efforts have been exacerbated by the COVID-19 global pandemic and intensified social and civil unrest.

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

Presenters:

Tamara Stevenson, EdD, Vice President, Diversity, Equity, & Inclusion/Chief Diversity Officer, Diversity, Equity, and Inclusion, Westminster College—Salt Lake City, UT

Melanie Agnew, PhD, Dean, School of Education, Westminster College—Salt Lake City, UT

Marco Barker, PhD, Vice Chancellor, Diversity and Inclusion, University of Nebraska-Lincoln—Lincoln, NE

5211 – Student assessment and application of findings during the COVID-19 pandemic: A focus on race, discrimination, and mental health

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

Description: University student experiences during the COVID-19 pandemic continue to vary. It is important to explore and address how mental health and discrimination among campus communities may be impacted by the larger social environment during a pandemic. This presentation will provide findings from two different cross-sectional studies conducted on the same midwestern campus, one during summer 2020 and the second in early 2021.

Undergraduate and graduate students completed anonymous electronic surveys including questions related to individual demographics, experiences of discrimination related to the pandemic and/or recent police brutality and systemic racism in the U.S., as well as mental health needs and services utilized during the COVID-19 pandemic. Research findings will be stratified and compared between racial groups for both study samples. Evidence-based recommendations and additional steps for future research and application will be discussed. Examples of campus efforts, including a health campaign implemented fall 2020, will be provided and connected to research and evaluation findings. This session should particularly benefit individuals interested in research among college students and how findings may be applied and connected to health promotion programming among diverse campus communities.

Presenters:

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

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

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

5212 – "Ok, I Know Better. How Do I Do Better?": Applying Critical Consciousness in Higher Education While Simultaneously Holding the Roles of Student and Employee

Track: Intersectionality, Identities and Discussions

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

Presenters:

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

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

Neil Golemo, MEd, Director, Campus Living & Learning, Texas A&M University Galveston Campus—Galveston, TX

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

Lauren Meyer, MS, Student Organization Recognition Specialist, Department of Student Activities, Texas A&M University—College Station, TX

5213 – Examining Culture Wealth and Identity as Risk and Protective Factors of Resilience Among Minority Students

Track: Ongoing Doctoral Research

Description: Mental health has remained a concern within higher education (Kroshus et al., 2020) with minority students being especially vulnerable to feelings of isolation and lack of social support (Harper & Quaye, 2007; Pike & Kuh, 2006). Causadias and Cicchetti (2018) assert that "culture plays a pivotal role in adaptive and maladaptive development" (p. 1549). Further, Latinx and Black students, in particular, continue to lag behind their White peers in terms of enrollment and degree attainment in higher education in American (NCES, 2020), which may be attributed to their mental health, coping, and resilience. Thus, the current study aims to investigate the relationship between culture and resilience among minority students using the newly developed Cultural Wealth Coping (CWC) scale and Cross Ethnic-Racial Identity Scale-Adult (CERIS-A) measure. The CWC showed promising results in a validation study and is the first of its kind to quantify cultural wealth (Kanagui-Muñoz, 2014). Likewise, the CERIS-A showed sound psychometric features in a validation study and is the first of its kind to produce an attitude-based measure intended for all minority groups (Worrell et al., 2019). These two measures will be used alongside a highly validated measure of resilience - the Connor Davidson Resilience Scale (CD-RISC 10; Kuiper et al., 2019). To address the previously mentioned persistent issues, the goal of this study is to assess what components of ethnic-racial

identity development and cultural wealth contribute to or hinder resilience among these two minority populations. It is hypothesized that both scales will serve as a reliable tool to identify protective and risk factors to resilience, providing invaluable knowledge for educators, administrators, and policymakers to better support these student populations. Multiple regression analyses will be used to illuminate risk and protective factors to resilience among Latinx and Black students. Moderated and first stage moderated-mediated regression analyses will be used to further investigate the relationship between CERIS-A subscale, CWC domains, and resilience. Findings will be discussed with the intent to advise diversity, equity, and inclusion (DEI) initiatives on college campuses, inform curriculum and policy development and potentially serve as a guide for understanding others.

Presenters:

Stephanie Cuellar, MA, Higher Educational Leadership Doctoral Student, College of Education, Texas Christian University—Fort Worth, TX

5214 – Recontextualizing Whiteness in Education: The Role of Racial Awareness

Track: Ongoing Doctoral Research

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

Presenters:

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

5215 – Beyond Anti-Racism Rhetoric: Embodied Anti-Racism in Higher Education Professionals Informs Long-term, Purposeful Anti-Racist Action

Track: Race and Social Justice in Higher Education

Description: As a nation in the middle of battling a deadly pandemic that is disproportionately affecting people of color and where, in response to the murder of George Floyd and other Black women and men by law enforcement, Black Lives Matter protests have swept the nation demanding for the dismantling of systemic racism throughout societal structures, the United States education system is being called to examine and undo its racism. In higher education, ignited both by the mass racial justice uprising and student activists' racial justice demands,

university leaders, faculty, and staff have been relaying messages of solidarity, support, and commitment to fighting racism institutionally. Some have offered actionable steps to achieving these promises that are actively being implemented or developed, and others have offered statements and intentions for forming better practices against racism. Yet, we must move beyond words. In truly aiming to dismantle racism, particularly anti-Black racism, in higher education, institutional leaders, faculty, and staff must understand what this commitment truly entails; informed action through embodied, visceral anti-racism.

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

Presenters:

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

5216 – Disrupting White Scripts in Higher Education

Track: Race and Social Justice in Higher Education

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

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

Presenters:

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

5217 – Reimagining Admission Application Evaluation: Opportunity for holistic, collaborative and equitable application review amid global pandemic

Track: Race and Social Justice in Higher Education

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

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

Presenters:

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

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

5218 – 10 Myths of Social Justice

Track: Student Affairs and Affiliated Professionals

Description: The term "social justice" is being used (and misused) on college and university campuses more and more these days. What exactly is social justice? What is a socially just community? What are the characteristics of a campus community committed to social justice? How do race, racism, whiteness & privilege fit into the social justice conversation? In this program, the 10 myths of social justice will be shared as well as an questionnaire that can be used to gain insights into your campus' commitment to inclusion, equity and social justice. "Injustice anywhere is a threat to justice everywhere!"

Presenters:

Vernon Wall, MS, Director - Business Development, Business Development, LeaderShape, Inc.—Washington, DC

5219 – #WhoAmI?: Impact of Social Media on Gen Z

Track: Race and Social Justice in Higher Education

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

Presenters:

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

5400 – Moving Beyond Bias: A University of California and California State University Day-Long, Evidence-Based Implicit Bias Pilot Program

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

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

Presenters:

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

Carmel Saad, PhD, Associate Professor of Psychology, Psychology, Westmont College—Santa Barbara, CA

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

5401 – DiY: Creating Sustainable Spaces for Student Affairs Professionals to Explore Race and Identity

Track: Race and Social Justice in Higher Education

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

Presenters:

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

Mydashia Hough, MEd, Academic Advisor, Student Affairs, Columbia University—New York, NY

Rachel Nieves, BS, Student Affairs Assistant, Student Affairs, Columbia University—New York, NY

5402 – Navigating Triggering, Difficult Situations in Racial Justice Work as White Leaders and Change Agents

Track: Race and Social Justice in Higher Education

Description: Facilitating authentic, constructive dialogue about race and racism is a critical core competency for creating inclusive, racially just campus communities. Meetings, workshops, and conversations about anti-racism and racial justice can become "difficult" when participants and facilitators feel "triggered" and experience intense, unexpected emotional reactions to the comments and actions of others.

If well-managed, difficult triggering situations can result in greater understanding, communication, and organizational change. If mismanaged, however, our triggered reactions as white leaders and change agents may shut down the conversation and result in significant misunderstanding, damaged relationships, and long lasting unresolved conflict.

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

This session should particularly benefit white participants who are interested in strategies to facilitate meaningful dialogue among campus constituencies as well as increasing their capacity to respond effectively when they feel triggered, including: senior leaders, faculty, Senior

Diversity Officers, members of Diversity Councils, Multicultural Affairs and student affairs staff, HR professionals, and other types of administrators.

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

Presenters:

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

5403 – Assessing Social Justice Education Workshop Curriculum: Learning Assessment for Practitioners.

Track: Student Affairs and Affiliated Professionals

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

Presenters:

D. Scott Tharp, PhD, MSW, Assessment & Effectiveness Specialist, Office of the Vice President for Student Affairs, DePaul University—Chicago, IL

5404 – The Land Grab University: A Native Review of Land Grant Institutions

Track: Race and Social Justice in Higher Education

Description: Land grant institutions in this country are the subject of renewed interest and scholarship since High Country News published the first in a series of reports detailing the origins of their funding in March of 2020. The passage of the Morrill Act of 1863, signed by President Lincoln, created endowments for states to establish “land grant” universities. The endowments relied on the sale of land primarily stolen from Native people. The “Land Grab

University” story (see www.landgrabu.org) provided a detailed and stunning visual representation of the impact the Morrill act had on establishing this country’s network of universities while bringing to light the colonial foundations of higher education in the US. While the Morrill Act is often seen as a positive catalyst of education, particularly agriculture, understanding the origins of the bill has launched discussion, scholarship and efforts nationally around accountability, reparations and restitution.

This session will explore the history of the US land grab broadly, highlight perspectives from Native scholars and provide the opportunity for open discussion of how institutions are moving forward to address the harmful past and create positive pathways for the future. The session will also look at the University of California as an example of a land grab university system.

Presenters:

Brittani Oron (Hoopa Valley Tribe), PhD Candidate, University of California Davis—Davis, CA

Tristan Ahtone (Kiowa), Editor-in-Chief, Texas Observer—Austin, TX

Kathleen Whiteley, Assistant Professor, University of California, Davis—Davis, CA

Phenocia Bauerle (Apsáalooke), Director, Native American Student Development, University of California, Berkeley—Berkeley, CA

5507 – STEM is Not Enough: Equity and the Importance of MESH Education (Media Literacy, Ethics, Sociology, and History)

Track: Race and Social Justice in Higher Education

Description: In this bold new presentation, Tim Wise explores the current push for STEM education (Science, Technology, Engineering and Math), both in general and for students of color and women, and critiques the single-minded focus on these subjects at the expense of comprehensive civics education. Even the STEM disciplines need a MESH filter, given the way in which science and technology have been weaponized in history against marginalized populations. And as the nation continues to confront the racial disparities in public health dramatically symbolized during the COVID crisis — and grapple with the systemic racism of policing, schools, the job market and other institutional spaces — the need for quality civics education will become even more important. In this presentation, Wise examines the problems with STEM, the necessity of MESH, and how schools can ensure a proper balance between them, for the benefit of all.

Presenters:

Tim Wise, Anti-racism educator and author, SpeakOut - the Institute for Democratic Education and Culture—Nashville, TN

5511 – Student Consultants on Teaching: Faculty Development Based in Diverse Student Experience

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

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

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

Presenters:

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

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

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

5512 – How to Prepare for Conversations About Anti-racism as Womxn of Color at Historically White Institutions

Track: Intersectionality, Identities and Discussions

Description: Anti-racism and anti-bias practitioners often refer to Kimberlé Crenshaw's intersectionality in an attempt to expand our understanding of power, privilege, and positionality; specifically regarding womxn of color and gender expansive BIPOC folks. The concept is incredibly important in faculty development and higher education administration, as social justice educators and practitioners endeavor to drive cultural change at their institutions and improve the experiences and outcomes of faculty, students, administrators, and staff. Literature review of this concept will reveal many resources and perspectives of systemic oppression and intersectional racial justice - but often lacks resources for practitioners of color themselves. Dr. Chandani Patel and Maria Ramirez of NYU seek to push scholarship even further shifting the goal from educating non-BIPOC or White individuals about racism, sexism, and oppression and instead offering support and guidance to womxn of color and gender expansive femmes that are

navigating these realities in their workplaces while leading anti-racism or anti-bias dialogues, trainings, and interventions. We propose a theoretical model that includes key principles centered on self awareness, self preservation, and learning and development for individuals who hold marginalized identities and also seek to facilitate this work. This interactive session will provide participants with an overview of concepts related to intersectionality and how power and positionality may affect womxn of color practitioners professionally and personally while engaged in anti-racism work, strategies from both the presenters and colleagues to successfully navigate the unique challenges of doing this work while holding marginalized identities, and resources for ongoing learning and development. This session should particularly benefit womxn of color and gender expansive femmes in the DEI space or individuals that hire, train, manage and support them.

Presenters:

Maria Ramirez, MA, Director of Equity Initiatives, Dean's Office, NYU Steinhardt—New York, NY
Chandani Patel, PhD, Director, Global Diversity Education, Office of Global Inclusion, Diversity, and Strategic Innovation, NYU—New York, NY

5513 – Navigating Uncharted Territory: Women of Color Managing It All

Track: Intersectionality, Identities and Discussions

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

Presenters:

Reyna Flores, MEd, Program Coordinator, Student Success Initiatives, The University of Texas at Austin—Austin, TX
Cierra Campbell Bridges, MEd, Assistant Director of Admissions, Office of Admissions, The University of Texas at Austin—Austin, TX
Jinane Sounny-Slitine, LMSW, Undergraduate Programs Coordinator, Steve Hicks School of Social Work, The University of Texas at Austin—Austin, TX
Tiffany Hughes, Med, Graduate Research Assistant, College of Education, Dean's Office, The University of Texas at Austin—Austin, TX

5514 – Building Bridges Across Differences: Centering Coalition Building and Collective Liberation in the Context of Online Intergroup Dialogues

Track: Race and Social Justice in Higher Education

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

Presenters:

Easton Davis, BA, Doctoral Student in Cultural Foundations of Education and Intergroup Dialogue Program Graduate Assistant and Co-Facilitator, Cultural Foundations of Education, Syracuse University—Syracuse, NY

Jersey Cosantino, MEd, Doctoral Student in Cultural Foundations of Education and Intergroup Dialogue Program Co-Facilitator, Cultural Foundations of Education, Syracuse University—Syracuse, NY

5515 – Engineering Effective, Efficient, Educational Enterprise for Student Retention, Graduation, and Leadership Development Goals

Track: Student Affairs and Affiliated Professionals

Description: Peer leadership programs can be structured as culturally relevant retention programs to provide timely access to academic resources, outside classroom validation, and cultivate a sense of belonging for first-generation, underrepresented minority, or other underserved students. They can simultaneously create meaningful student leadership development opportunities. The presenter will demonstrate how to develop, implement, and assess such peer leadership programs by introducing literature, logic model, structural components, and evaluation methods that were utilized for Amig@s (a peer leadership program tailored towards first-generation, Latinx students). This session will benefit anyone involved in student support, retention, and/or leadership development programming. It will particularly benefit individuals involved in student support and/or retention programming at large,

historically, and/or predominantly white institutions with or without Minority Serving Institution designation(s) serving underserved students.

Presenters:

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

5516 – For the Brothers': Redefining the Collegiate Experience

Track: Student Interest and Engagement

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

Presenters:

Lashawna Edmond, MEd, Assistant Director for Retention Programs, Student Life, University of South Carolina—Columbia, SC

5517 – Interrupting Oppression in Everyday Situations: An Interactive Theatre Approach

Track: Student Interest and Engagement

Description: Applied theatre as an educational tool is particularly suitable for revealing and illuminating insidious forms of racism and discrimination that can take place within academia. By recreating scenarios based on true personal experiences, interactive theatre addresses the subtleties of privilege and power within the institution. In this workshop we will explore multiple ways to respond to these moments of lived oppression.

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

Join the NASPA award winning graduate student theater troupe "Rehearsals for Life" for a lively and interactive session about how we, as bystanders, can facilitate difficult conversations that often don't happen around issues of race, ethnicity, gender, sexual orientation, nationality and disability. When we hear statements or witness situations that bother us but don't know how to

engage, we often walk away feeling bad that we didn't do something. We will explore the use of theater as a tool for addressing the complex challenges that face students, faculty, and staff across disciplines. This session will particularly benefit participants who are interested in exploring innovative and interactive ways to have difficult campus dialogues and those who want practice interrupting oppression in their personal and professional lives.

Presenters:

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

5610 – Teaching and Learning for Social Impact: a Framework for Faculty Development

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

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

Presenters:

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

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

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

5611 – How The Change of Education Can Result in Ending Systemic Racism

Track: Race and Social Justice in Higher Education

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

Presenters:

Faith Doherty-Unwin, Student, General Education Associates Degree, Cape Cod Community College—Barnstable, MA

5612 – Radical Speculation, World-Building, and Social Justice: Reimagining Higher Education

Track: Race and Social Justice in Higher Education

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

Presenters:

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

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

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

5613 – Strengthening Community and Closing Equity Gaps

Track: Race and Social Justice in Higher Education

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

Key components of the process include:

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

Presenters:

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

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

5614 – The Warning Signs of Racial Reckoning and Nationalism Were Evident for Years: The Importance of Utilizing History for Proactive Measures and Ongoing Campus Action

Track: Race and Social Justice in Higher Education

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

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

Presenters:

Nkenge Friday, EdD, Assistant Vice Chancellor for Strategic Initiatives, Office of Diversity and Inclusion, University of Nebraska-Lincoln—Lincoln, NE

5616 – A Virtual Reckoning: Building and Maintaining Virtual Communities for Students of Color

Track: Student Interest and Engagement

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

Presenters:

Wade Manora, JR., MEd, Assistant Director, Office of Multicultural Student Affairs, University of North Georgia—Gainesville, GA

5617 – There's No Fun Without U!

Track: Student Interest and Engagement

Description: Despite COVID-19, Rollins College found the fun in being quarantined. Completely changing our student activities model, we provided students with over 500 programs during the 2020-2021 academic year. Students were involved in virtual, hybrid, and socially-distanced in-person events. Utilizing Strayhorn's Hypothesized Model, we focused on belonging. This allowed for students to navigate their collegiate career with a sense of involvement and happiness. Creating social fleets, modeled by K-12 curriculum, we assisted students in creating interests groups. These social fleets were then involved in programming produced by the Fun Committee. These programs included a virtual student involvement fair, on-campus movie nights, and heritage month events. We were able to explore and celebrate our diverse community through intentional programming. This allowed students to remain engaged despite burnout.

Presenters:

Alexandra Woods, MA, Assistant Director, Center for Inclusion and Campus Involvement,
Rollins College—Winter Park, FL

Samantha Vega, Associate Director, Center for Inclusion and Campus Involvement, Rollins
College—Winter Park, FL