

# Tuesday, June 8 — NCORE 2021 Concurrent Sessions

(Listing Does not Include Invited Breakout Sessions under Development)

10:30 am – Noon *CDT*

## **"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**

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.

Presenter(s):

**Elissa Buxbaum**, M.S.Ed, 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

10:30 am – Noon *CDT*

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

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 (PWIs), 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.

Presenter(s):

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

10:30 am – Noon *CDT*

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

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)

Presenter(s):

**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

10:30 am – Noon *CDT*

**Title of Presentation: "Nothing about us, without us, is for us: A Case study on strategies for retaining BIPOC and First Gen students"**

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.

Presenter(s):

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

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

10:30 am – Noon *CDT*

## **The Hip-Hop Mindset**

This session explores professional practices, ideologies, and ways of thinking, being and doing that all come together to form a theoretical construct called the "hip-hop mindset." Hip-hop culture has been documented and understood to be more than just the music that frames its foundation. And the populations of people who identify with this culture and comprise what has now become multiple generations of hip-hop are also made up of more than artists. Hip-hop culture is also embedded in the professional acumen of educators, community leaders, politicians, doctors, lawyers, restaurateurs, and writers, all of whom make up the hip-hop community. We are all hip-hop. And we bring a hip-hop mindfulness to how we work and show up in the world. This project is primarily focused on understanding what the hip-hop mindset looks like in the field of education. But the lessons learned and insights shared are relevant across many professions and industries. Ultimately, a hip-hop mindset is a professional praxis that respects and values being both original and innovative. It is a space that welcomes new ways of knowing, being and learning. Creativity is central. Hip-hop habits of mind are marked by high levels of drive, ambition, confidence, self-worth. Hip-hop demands an ethic of excellence—to say it, show it and prove it. We celebrate our greatness. We command attention. We claim our space. In other words we own the spaces we occupy. Brag, boast, pose. These are all necessary forms of self-love. But hip-hop is also a space of honor, community, kinship and grace. Most importantly, the hip-hop mindset gives us all (students, educators or any professional) the permission to show up in life as your full authentic self and shine in your culturally unique way. It gives us freedom. All of this and more is unpacked in this session that is aimed at building cultural efficacy and professional agency among educational leaders and educators. This work is not focused on how hip-hop can help your students, it explores how hip-hop can help you.

Presenter(s):

**Toby Jenkins**, PhD, Associate Professor, Educational Leadership & Policy, University of South Carolina—Columbia, SC

10:30 am – Noon *CDT*

## **Decolonizing Higher Education: Practical Applications at a Maryland Community College**

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.

Presenter(s):

**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

10:30 am – Noon *CDT*

## **It's the Structural Oppression for Me - Implementing change in Minnesota after George Floyd's murder**

In 2020 everything changed. Suddenly, public health was at the center of everyone's conversation. And for those of us in Minneapolis, the world seemed to be shifting beneath our feet after the murder of George Floyd. At the UMN School of Public Health, we found ourselves at the center of two very salient crises: COVID and racism. The School of Public Health (SPH) is located in Minneapolis, just miles away from where George Floyd was murdered in May 2020. SPH, as a reflection of UMN and Minnesota as a whole, is a very white institution that has historically struggled to include and connect with POC, particularly Black and Indigenous people, who experience vast disparities in the state in health, incarceration, and education. Students, alumni, and faculty at the School had been complaining for years about issues in the curriculum, discrimination, and the whiteness of the faculty and leadership. SPH had to make immediate changes and plan for new realities. This presentation will delve into how leadership and the DEI staff responded, and what the future looks like for the school. This session should particularly benefit those interested in organizational change and DEI management in graduate and professional school settings.

Presenter(s):

**Lauren Eldridge**, MS.Ed., Director of Diversity, Equity, and Inclusion, School of Public Health, University of Minnesota—Minneapolis, MN

**Gayle Smaller Jr.**, M.S., Coordinator of Diversity, Equity, and Inclusion, School of Public Health, University of Minnesota—Minneapolis, MN

10:30 am – Noon *CDT*

## **Social Psychologists Working for Anti-Racist Structural Transformation in Higher Education Institutions**

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.

Presenter(s):

**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, Oregon

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

10:30 am – Noon *CDT*

## **Universities Studying Slavery as a Vehicle for DEI Work at Elon University**

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.

Presenter(s):

**Tyrone Jean**, M.Ed, 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

10:30 am – Noon *CDT*

## **Growing Pains: LatinX and Multicultural Greeks at HBCUs**

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.

Presenter(s):

**Rasheed Cromwell**, Esq., President, NA, The Harbor Institute—Washington, DC

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

10:30 am – Noon *CDT*

## **Race and Ethnicity: Transforming Perceptions and Addressing the Social & Racial Injustices of the Death Penalty**

This session should particularly benefit by offering an introduction to the key components of racial and social injustice inherent in the capital punishment system. The objective is to develop knowledge of critical key facts of the death penalty, understand the underlying factors of racism that play a significant role, and abolish its use on a national and global scale.

Presenter(s):

**Victoria Velazquez**, Undergraduate | The LOGOS Staff Writer, Sociology Student, College of Humanities, Arts, and Social Sciences, University of the Incarnate Word—San Antonio, Texas

2:30 – 5:30 pm *CDT*

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

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.

Presenter(s):

**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

2:30 – 5:30 pm *CDT*

## **"Social Justice in Times of Racial Pandemic: Asian Americans Rising Up, Speaking Out, Staying Strong"**

Abstract:

The global pandemic in current context has re-exposed xenophobia impacting the mental and social wellness of those seen as Asian and Asian American. For all of us on university campuses, race, culture, class and social diversity are inextricable aspects of our work. So are the traumas of racism, social "othering" and systemic oppression. A frame of social justice is critical, essential for our contributions presently, for the future and referencing the past. This time period underlines how the health and wellness of one is integrally tied to that of others. The virus of the pandemic further exposed the virus of racism, xenophobia, all the more against Asians and Asian Americans. These relational forms of inequities against those seen as Chinese and Asian is not new but historical. This has been a significant topic on university and college campuses. During this presentation, there will be a revisiting of historical as well as current inequities and their impact on multicultural communities including Asian Americans. Attendees will experience this through a guided virtual experience. Of additional importance, social movements and relational practices, including those by psychologists, campus and program staff, advocates, to confront and heal from the "virus" of xenophobia will be presented. Finally, our taking care of our own personal wellness as university staff, professors, students, community members, and those of us whose primary work as "soul healers" will be presented.

This presentation will be made in honor of Dr. Jean Lau Chin, EdD. With Dr. Chin as the primary editor with Evie Garcia and Art Blume, Dr. Mock wrote a chapter titled "Asian Americans: Rising Up and Speaking Out for Greater Equity". This will be published by Praeger appearing in a three-volume series "The Psychology of Inequities" in 2021 by Praeger Press.

Presenter(s):

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

2:30 – 5:30 pm *CDT*

## **Racism Untaught: Revealing & Unlearning Racialized Design**

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](http://racismuntaught.com).

Presenter(s):

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

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

2:30 – 4:00 pm *CDT*

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

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 folk 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.

Presenter(s):

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



2:30 – 4:00 pm *CDT*

## **Achieving Equity and Social Justice in Higher Education: Developing Culturally Responsive Teachers for Minority Students**

Historically marginalized students have been struggling to experience educational equity and excellence in U.S. society and educational system, in particular, to receive equal access to qualified educational resources and academic achievements as their White counterparts do. The increasing population of culturally and ethnically minority students in higher education in the United States makes attention to the issue of how to improve current educational philosophies, instruction and curriculum design, investment, and organization to meet the need of minority students vital. This research study addressed this issue by examining faculty teaching practice and college student learning in a culturally and linguistically diverse academic environment by using a qualitative case study to explore the racial and cultural dimensions of historically marginalized students' learning and how faculty respond to them in a university setting.

Presenter(s):

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

2:30 – 4:00 pm *CDT*

## **HBO's *The Wire* as critical pedagogy for contemporary social issues**

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.

Presenter(s):

**AJIA MEUX**, MSW, Doctoral Student, Gaylord College of Journalism and Mass Communication, University of Oklahoma—Norman, OK

2:30 – 4:00 pm *CDT*

## **Mo' Melanin, Mo' Problems: How Race Impacts Supervision**

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.

Presenter(s):

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

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

2:30 – 4:00 pm *CDT*

## **Don't 'dis' me: The Importance of Including Disabled Identities in Teaching Spaces**

This session will particularly benefit those aiming to expand their knowledge of designing inclusive learning spaces. This session is specifically aimed at including those with disabled identities in academic environments. You will learn how to combat exclusive or ableist behaviors, whether intentional or not, to create a more welcoming space for students with disabled identities. Intersectionality is key for a holistic learning experience, being able to approach spaces with this lens is crucial. Whether you are a beginner or intermediate social justice practitioner, in a teaching or professional space, this session will equip you with knowledge to better advocate for your community or act as an ally for others.

Presenter(s):

**Jaxson Benjamin**, MEd expected completion Summer 2021, Educational Consultant, Center for Human Sexuality, Widener University—Philadelphia, PA

2:30 – 4:00 pm *CDT*

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

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..

Presenter(s):

**Alise Dabdoub**, M.S., 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

2:30 – 4:00 pm *CDT*

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

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.

Presenter(s):

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

**Ann Marie Garran**, Ph.D., MSW, Associate Professor, School of Social Work, University of Connecticut—Hartford, CT

2:30 – 4:00 pm *CDT*

## **Arab American Students Invisible No More: How to Create More Inclusive Colleges**

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.

Presenter(s):

**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

2:30 – 4:00 pm *CDT*

## **Different forms of equity: How the Measure of Racial Equity is More Than Just Monetary**

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.

Presenter(s):

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

4:30 – 6:00 pm *CDT*

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

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.

Presenter(s):

**David Humphrey**, Ph.D., Chief Diversity & Inclusion Officer, School of Education, Office for Diversity, Inclusion, Justice, Equity, University of Michigan—Ann Arbor, Michigan

**Camea Davis**, Ph.D., 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, Georgia

4:30 – 6:00 pm *CDT*

## **If It Feels Normal, It's Not Equity: Assessment for Racial Equity**

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.

Presenter(s):

**Patrick Morriss**, M.S. Mathematics, Math Instructor, Mathematics, Foothill College—Los Altos Hills, CA

4:30 – 6:00 pm *CDT*

## **The Situation Room: Breaking News Everyone Needs DEI**

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.

Presenter(s):

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

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

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

**Cameron Woods**, ESQ., Counsel, Global Labor and Employment Law, McDonald's Corporation—Chicago, IL

4:30 – 6:00 pm *CDT*

## **The Category is Brotherhood: Intentional strategies to enhance the experiences ofGBTQQ Men of Color**

This session aims to unpack intentional, inclusive, and constructive strategies; encouraging campuses to evolve their concept of brotherhood towards embracing the diversity within your men of color related programs. Historically the discussions to support men of color across college campuses, have rendered invisible the experiences of brothers who are GBTQQ (Gay, Bisexual, Men of Trans Experience, Queer, or Questioning). However, like the man-box it is unhealthy for college-based men of color programs to practice a restrictive one size fits all approach.

This session will provide a space for participants to recognize how narratives of GBTQQ men of color, must be celebrated in order to disrupt preexisting program structures that prevent students who identify as GBTQQ to embody their authentic selves. Research shared will illustrate that GBQQ men of color college students of color develop in-depth levels of sexual discretion as a form of coping that often leads to detrimental academic and personal effects in his/their collegiate career. Aiming to raise a collective consciousness regarding the intersections of masculinity, ethnicity, and identity this session intends on being a tool for growth and exploration for those key personnel who regularly interact with this invisible population of men of color.

Presenter(s):

**Vincent Harris**, PhD, Director, Male Success Initiative-Fullerton, California State University, Fullerton—Fullerton, CA

4:30 – 6:00 pm *CDT*

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

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.

Presenter(s):

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

4:30 – 6:00 pm *CDT*

## **Failing at Anti-Black Racism in Graduate Education at Stanford**

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](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.

Presenter(s):

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

**Judith T. Ned**, Ed.D., Diversity Outreach and Engagement Officer, Stanford Biosciences, Office of Graduate Education, Stanford University, School of Medicine—Baton Rouge, LA

**Miranda B. Stratton**, Ph.D., 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**, Ph.D., 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

4:30 – 6:00 pm *CDT*

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

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.

Presenter(s):

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

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

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

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

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

4:30 – 6:00 pm *CDT*

## **Take a SEAT (Social justice, Equity, Accountability, Transformation) at the Table**

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.

Presenter(s):

**Felicia Lundquist**, M.Ed., Director, Multicultural Affairs, Springfield College—Springfield, MA

**Charisse DelVecchio**, M.Ed., Graduate Associate, Multicultural Affairs, Springfield College—Springfield, MA

4:30 – 6:00 pm *CDT*

## **Diversity Leadership Roles within Higher Education**

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.

Presenter(s):

**Tamara Johnson**, Ph.D., Vice President for Diversity and Inclusion, Diversity and Inclusion, Adler University—Chicago, IL

**Celina Chatman Nelson**, Ph.D., Associate Dean for Academic Diversity and Inclusion, Graduate School of Arts and Sciences, Columbia University—New York, New York