NCORE Sessions - Wednesday, June 9, 2021

10:30 am – 12:00 pm CDT

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

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.

Presenter(s):

Ericka Huggins, MS, Facilitator, World Trust Educational Services, Racial Equity Learning Labs—Oakland, CA
#3206 — A New Racial Reckoning in Academia

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.

Presenter(s):

**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

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

**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
10:30 am – 12:00 pm CDT
#3207 — Let’s Talk About Sex(uality) and Gender: Senior Diversity Officers and Advancing LGBTQ Justice

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.

Presenter(s):

**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
10:30 am – 12:00 pm CDT

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

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.

Presenter(s):

**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
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
10:30 am – Noon CDT
#3210 — Building a Diverse Faculty, One Search at a Time

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

Presenter(s):

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

**Jessika Chi**, MA, Assistant Dean for Institutional Diversity, Office for Institutional Diversity, Reed College—Portland, OR
10:30 am – Noon CDT

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

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

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.

Presenter(s):

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

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

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

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

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

Presenter(s):

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

**Paola Mora Paredes**, MA, Retention Specialist, Multicultural & Dream Center, College of San Mateo—San Mateo, CA
10:30 am – Noon CDT

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

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

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

Presenter(s):

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

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

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

Presenter(s):

**Reyna Flores**, 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
10:30 am – Noon CDT
#3215 — The Debate Workshop Remix: Cultivating Powerful Debate Voicess

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

Presenter(s):

Chiara Fuller, PhD student, MA, EdM, Debate and Public Speaking Education Specialist, English Education, Teachers College, Columbia University—New York City, NY
This study advances our understanding of the extent of food insecurity among community college students. I found a rate of food insecurity much higher than that of the general U.S. population. I found students of color and first-generation college students were much more likely to be food insecure. Findings were largely consistent with the literature on student food insecurity, especially the one previous study of community college students. Food insecurity can have a serious negative impact on student success—academic, behavioral, and social.

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

Presenter(s):

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

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

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

Presenter(s):

**Anthony Wilder**, 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
10:30 am – Noon CDT  
#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

Session Abstract

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

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

Presenter(s):

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

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

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

Presenter(s):

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

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

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

Presenter(s):

**Redeem Francis**, 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
2:30 – 5:30 pm CDT

#3400 — How Did We End Up on a Plantation?!

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

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

Presenter(s):

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

Amena Johnson, MS, EdD, Assistant Director, LGBTQ Resource Center, Georgetown University—Washington, DC
2:30 – 5:30 pm CDT
#3401 — Let's Get Real: How to Have Authentic & Transformative Conversations About Racism

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

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

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

Presenter(s):

Lee Mun Wah, MA, MS, Executive Director, Master Diversity Trainer, N/A, StirFry Seminars & Consulting—Berkeley, CA
2:30 – 5:30 pm CDT  
#3402 — Responding to Microaggressions with Microresistance for Institutional Change

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

Presenter(s):

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

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.

Presenter(s):

**Belinda Biscoe**, PhD, Senior Associate Vice President for Outreach/College of Continuing Education, The University of Oklahoma—Norman, OK
2:30 pm – 4:00 pm CDT

#3506 — Calling In the Calling Out Culture

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.

Presenter(s):

Loretta Ross, Activist, Public Intellectual, Professor, Visiting Associate Professor of the Study of Women & Gender Institution, Smith College—Northampton, MA
2:30 pm – 4:00 pm CDT

#3507 — Disrupting Colonial Constructs: Supporting Indigenous LGBTQIA2S+ Scholars

There is a history of colonization that specifically eliminated Native American and/or Indigenous individuals who contemporarily identify with the LGBTQIA2S+ communities. This session is meant to configure culturally-relevant practices to support LGBTQIA2S+ Indigenous students and share knowledge(s) on how to curate an environment that encourages and bolsters their success in higher education. Participants will acquire the ability to disrupt current colonial practices and integrate decolonial practices through facilitated roundtable discussions from three individuals with various higher education and student affairs experiences. Each of them will share insight and practical knowledge(s) on student support for Native American and/or Indigenous LGBTQIA2S+ individuals.

Presenter(s):

**Browning Michael Neddeau**, EdD (Citizen Potawatomi Nation), 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

**Charlie Amáyá Scott** (Diné) PhD Higher Education Student, Graduate Assistant, Morgridge College of Education, University of Denver—Denver, CO

**Andy Reza**, MEd, Multicultural Programs Coordinator, Cardinal Stritch University—Milwaukee, WI

**Cori Bazemore-James**, PhD (Seneca), Director of Retention and Success, Graduate School Diversity Office, University of Minnesota-Twin Cities—Minneapolis, MN

**Stephen Pilcher**, BA (Oglala Sioux Tribe), Student Affairs Officer, American Indian Studies Interdepartmental Program, University of California, Los Angeles (UCLA)—Los Angeles, CA
2:30 pm – 4:00 pm CDT

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

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.

Presenter(s):

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 Pittsburg—Pittsburgh, PA

Michélé Elaine Smith, PhD, Vice President of Workforce Solutions, Harper College—Palatine, IL
2:30 – 4:00 pm CDT
#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

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

Presenter(s):

Japannah Kellogg, 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
2:30 pm – 4:00 pm CDT
#3510 — BAD FORTUNES: the Asian American Tarot and Mental Health in a Time of Anti-Asian Violence

This interactive, arts-based workshop offers new modes of engaging Asian American students in a time of crisis. We are amidst an ongoing Asian American mental health epidemic, worsened by the COVID-19 pandemic and the rise of anti-Asian violence. Existing mental health approaches are limited, often limiting. The Asian American Tarot is an arts and humanities intervention, an original set of tarot cards that trace the hidden contours of Asian American life. Used in classrooms and counseling centers across the country, the deck moves beyond individual pathology to locate Asian American unwellness in larger structures and offer new understandings of racism, productivity, and mental health. This session draws upon the deck as a resource to expand our approaches for serving Asian American student communities and encourage new wellness practices. It includes live tarot readings, modeling new teaching practices, and developing student-led programming. The target audiences include educators, student services staff, counseling center staff, and students.

Presenter(s):

Mimi Khúc, PhD, Managing Editor, The Asian American Literary Review; Scholar/Artist/Activist-in-Residence, Disability Studies Program, Georgetown University—University Park, MD

Lawrence-Minh Bùi Davis, PhD, Editor-in-Chief, The Asian American Literary Review—University Park, MD
2:30 – 4:00 pm CDT

#3511 — Empowering Diversity and Inclusion: A Multicultural Approach to Improve Teaching Practice for Historically Marginalized Students in Higher Education

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

Presenter(s):

Huanshu Yuan, PhD, Associate Director, Multicultural Services, Texas A&M University—College Station, TX
2:30 – 4:00 pm CDT
#3512 — "A Day, a Week, in a Month During a Year of Covid-19... The Pandemic of Racism Yet Still Serving Community Needs in Higher Education"

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

The historic NCORE conference brings "scholars, practitioners, researchers, social change agents and students interested in the intersections between race, ethnicity, social class, gender, ability status, sexual orientation, and religious affiliation in psychology, education, and social work". As members of the NCORE community, we have born witness to the insidious, pernicious effects of systemic racism that includes health disparities of the COVID-19 pandemic, xenophobia in communities and the murder of Black and Brown people by police, attempted suppression of social protests and repeated backlashes for urgent calls to action and social justice connecting.

In this dynamic, engaging and reinvigorating NCORE presentation, there will be use of facilitated shared narratives, responses to film clips, didactic presentations and more to dynamically create an environment of learning and education to acknowledge (and replenish!) our skills and abilities to teach as psychologists. The context of current times nationally in the U.S. and internationally creates imperatives for us to (re)humanize each other. Movements for continuing social justice, compassion with others especially those marginalized and forming relational bridges across divides seems all the more an imperative. Continuing to learn this, teach this through our field of psychology is ideal. The NCORE 2021 conference theme is an ideal fit for this roundtable conversation.

Presenter(s):

Matthew Mock, PhD, Professor of Psychology, College of Psychology, John F. Kennedy University—Pleasant Hill, CA
2:30 – 4:00 pm CDT

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

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

Presenter(s):

Lane Washington, 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
2:30 – 4:00 pm CDT

#3514 — Allyship and Solidarity: Aligning Our Intentions with Our Actions

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

Presenter(s):

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

2:30 – 4:00 pm CDT

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

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

Presenter(s):

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

**Stephanie Zee**, MEd, Coordinator of Well-Being, Health Network, Colorado State University—Fort Collins, CO
2:30 – 4:00 pm CDT
#3516 — In the Aftermath of Breonna Taylor & George Floyd: A Comparative Examination of Association of American Universities' (AAU) and Historically Black Colleges and Universities' (HBCU) Statements of Solidarity

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

Presenter(s):

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

Levon Esters, PhD, Professor/Director of the Mentoring@Purdue Program, Agricultural Sciences Education and Communication, Purdue University—West Lafayette, IN
2:30 – 4:00 pm CDT

#3517 — A Decade of Service to Men of Color: Research, Mentorship, & Partnerships

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

Presenter(s):

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

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

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

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

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

Celine Norman, BA, Mentoring Site Coordinator and Graduate Assistant, Project MALES, Department of Curriculum and Instruction, The University of Texas at Austin—Austin, TX
2:30 – 4:00 pm CDT

#3518 — Moment of Clarity: How CBFOs Bridge the Gap as Support Mechanisms for Students of Color

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

Presenter(s):

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

Presenter(s):

Nolan Cabrera, PhD, Associate Professor, Center for the Study of Higher Education, University of Arizona—Tucson, AZ
4:30 pm – 6:00 pm CDT

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

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 of 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.

Presenter(s):

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
“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.

Presenter(s):

**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
4:30 – 6:00 pm CDT

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

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

Presenter(s):

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

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

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

1. facilitated firsthand immersion in a contemplative group practice to directly experience the embodied nature of becoming antiracist educators in a collective context;

2. the opportunity for critical reflection around racial identity inspired by what educators in the learning community shared as being most valuable in their understanding and furthering of racial healing; and

3. an overview of research and resources intended to offer participants a toolkit for action-oriented next steps for integrating antiracist pedagogy into their educational contexts to help transform their institutional communities.

Presenter(s):

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

Presenter(s):

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

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

Presenter(s):

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

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

Presenter(s):

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

Presenter(s):

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

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

Presenter(s):

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

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

Shawnise Miller, PhD, MSSW, Assistant Professor and MSSW Director, Kent School of Social Work, University of Louisville—Louisville, KY
4:30 – 6:00 pm CDT

#3617 — Non-Black Latinx in Higher Ed: Addressing Anti Blackness in Communidad

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

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

Presenter(s):

Luz Burgos-Lopez, 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
4:30 – 6:00 pm CDT
#3618 — Public/Private Partnerships for the Advancement of Diversity, Equity and Access in Education

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

Presenter(s):

Olufemi Ogundele, BS, 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