

Thursday, June 10 — NCORE 2021 Concurrent Sessions

(Listing Does not Include Invited Breakout Sessions under Development)

10:30 am – Noon *CDT*

Increasing Faculty Diversity on Campus: Cluster Hiring as a Solution

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

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

Presenter(s):

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

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

10:30 am – Noon *CDT*

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

African American faculty, as well as other faculty of color, are woefully underrepresented in the academy. While this underrepresentation is pervasive, it is not legally defensible. Student diversity in higher education as a compelling state interest has frequently been argued and consistently upheld in the U.S. Supreme Court for over 40 years starting with *Bakke v. Regents of the University of California* and recently reaffirmed in *Students for Fair Admissions, Inc. v. Harvard University Resources*. However, the Supreme Court has heard no cases regarding faculty diversity.

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

Presenter(s):

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

10:30 am – Noon *CDT*

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

This session will benefit those interested in building connections with and delving into a deeper understanding of divergent experiences of those who identify as women as it relates to racial identity. So often we talk the talk; now it is time to walk the walk and break down barriers, build bridges, and develop steps that lead to opportunity, allyship, and lasting change.

Recognizing the need for an environment that encourages the sharing of diverse perspectives, University of North Carolina Wilmington's (UNCW) Human Resources Diversity Equity Inclusion, Learning Development Specialist, Kimberly McLaughlin-Smith, developed Skin in the Game (SIG). The SIG model promotes authenticity, encourages courage, and bridges divisions between women of color and white women in predominantly white institutions.

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

Presenter(s):

Kimberly McLaughlin-Smith, National Multicultural Institute Certification, NC State Employee Mediation Certification, Inclusion and Diversity Learning Development Specialist, Human Resources, University of North Carolina Wilmington—Wilmington, NC

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

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

10:30 am – Noon *CDT*

Diversity training development: "Exposing" white fragility.

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

Presenter(s):

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

10:30 am – Noon *CDT*

BIPOC and white supremacy in the workplace

The normalization of a certain pattern of behaviors that have negatively affected the society as a whole but that especially have literally devastated BIPOC communities is so blatantly displayed, as any normalized pattern is, that it is very difficult for us BIPOC to identify those patterns. We just know that they make us feel uncomfortable, that we don't like them, but don't know exactly why as 'it is the norm'. In our fight for survival we, BIPOC, have even learned to display those same patterns to our own detriment and to the detriment of our communities.

Those patterns or behaviors conform to a phenomenon so pervasive, so 'natural' that we seldom stop to review and analyze it let alone call it for its name: white supremacy.

While white supremacy is a global phenomenon it has a special and unique 'flavor' in the US and specially in the workplace. As BIPOC it behooves us to learn to identify how this phenomenon operates in the workplace. Identifying and being able to put a name to issues is the first step in addressing those issues.

a) After the presentation, attendees will be able to identify some of the most pervasive white supremacy patterns in the workplace

b) After the presentation, attendees will be able to use in their daily activities a simple yet accurate analysis tool from *Dismantling Racism: A Workbook for Social Change Groups*, by Kenneth Jones and Tema Okun, ChangeWork, 2001 which will guide them in finding antidotes to the white supremacy 'alphabet' in the academic workplace they are often met with

Presenter(s):

Patricia Juárez, Temachtiani, Business Systems Analyst, Central IST, University of California at Berkeley—Berkeley, CA

10:30 am – Noon *CDT*

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

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

Presenter(s):

Debra Griffith, MA, Ed.D. Organizational Leadership, Vice President, Student Services, Diversity, and Inclusion, Student Services, West Valley College—Saratoga, California

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

10:30 am – Noon *CDT*

Operationalizing an Equity Framework in CUNY ASAP

This session will help those interested in utilizing Critical Race Theory (CRT) and other higher education critical scholarship to create college-wide awareness and change to minimize racial equity gaps. This session will demonstrate how the CUNY Accelerated Study in Associate Programs (ASAP) Central Office operationalized an equity framework through a comprehensive retention initiative focused on minimizing racial equity gaps across its eleven partner colleges, which serves more than 25,000 students across New York City. The Central Office utilized CRT & scholar-practitioner based research by USC's Center for Urban Education to analyze current policies, practices, and outcomes with each colleges' ASAP leadership team to understand how systemic racism permeates throughout our program and to inform future steps to ensure that we utilize anti-racist and anti-deficit practices (Ladson-Billings 1995; Bensimon 2012; Bensimon & Dowd 2015; Malcolm-Piquez & Bensimon 2013). Ultimately, the Central Office created a semester-long planning process with its eleven campus partners to center the need for practitioners to become knowledgeable and aware of critical scholarship to serve Black and Latinx students in an asset-based way and create retention plans that focus on empowering historically minoritized students. All materials and presentations that ASAP created will be shared in this session.

Presenter(s):

Theresa Williams, EdD, ASAP Director for STEM Initiatives & Special Projects, Academic Affairs - Accelerate Study in Associate Programs, City University of New York—New York, New York

Ancy Skaria, MA, Assistant Director of Program Management, Accelerated Study in Associate Programs (ASAP) - Academic Affairs, City University of New York—New York, New York

10:30 am – Noon *CDT*

Social Justice and Higher Education: How One University's Racialized Caucus is Making the Road by Walking

This session should particularly benefit higher education faculty who are interested in anti-racist faculty organizing and administrators who are committed to racialized faculty being treated more equitably within their institution. This session will outline the context/history/current status of the formation of one racialized faculty caucus at a public institution in NYC. The caucus emerged out of ESC's applying for PRODiG proposal funds (a SUNY-funded initiative allocating monies to support faculty from historically under-represented populations in various categories such as recruitment, retention, etc.). In preparation for submission, focus groups of racialized faculty across the College were formed to gain qualitative data that would inform the proposal - in particular, a faculty hiring self-assessment and proposed hiring plan. This meant better understanding racialized faculty experiences at ESC. In focus groups, faculty shared their experiences/challenges of working at ESC. The caucus has been regularly meeting to discuss common concerns and provide support/solidarity to each other - hence the racialized caucus. In addition, in keeping with the systemic nature of PRODi-G, the caucus functions to critique and expose institutional practices, policies, and procedures that disadvantage racialized faculty and maintain inequity, specifically, racial inequity. The session unpacks this process and possibilities/landmines of racialized faculty organizing around racial justice.

Presenter(s):

Dianne Ramdeholl, EdD, Associate Professor, Graduate School of Education, SUNY Empire State College—NYC, NY

10:30 am – Noon *CDT*

The Ties That Bind: Women of Color Discuss Their Commitment To Racial Equity Work in Higher Education

Where is the diversity work done in your institution, and who does it? Women of color from different backgrounds and at various points in their professional journey at Simmons University - an Assistant Provost and a Director of Global Education - will discuss their experience with racial equity work at their university. While none of these women work in an official DE&I role, inclusive excellence remains a core part of their professional journey. This session, geared towards women of color, invites participants to discuss and acknowledge the vast array of racial equity work taking place beyond the DE&I office and the role women of color play in sustaining this work. In particular participants will: reflect upon and give voice to the experiences that shape interest in racial equity work within higher education; develop strategies for embedding racial equity into one's work and outcomes; and develop strategies for ensuring the work is supported and elevated by the institution.

Presenter(s):

Nakeisha Cody, PhD, Assistant Provost, Provost Office, Simmons University—Boston, MA

Mary Struzska-Tyamayev, MA, Director, Center for Global Education, Simmons University—Boston, MA

10:30 am – Noon *CDT*

Mentacide, traversing Whiteness

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

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

Presenter(s):

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

10:30 am – Noon *CDT*

There's No Fun Without U!

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

Presenter(s):

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

Samantha Vega, svega1@rollins.edu, Associate Director, Center for Inclusion and Campus Involvement, Rollins College—Winter Park, FL

2:30 – 5:30 pm *CDT*

1. When a Discriminatory Incident Occurs

Often, discriminatory incidents and lawsuits emerge from environments where diversity issues are seldom discussed and where cultural differences are "celebrated" but not practiced or represented. During this workshop, we will explore how to create a culturally competent and sensitive community that is able to embrace and respond to diversity.

Participants will:

- Understand how one's personal and community history affects one's self esteem and sense of safety
- Learn ways to respond with honesty and compassion when a conflict occurs that involves a diversity issue
- Create a sense of community and understanding among a diverse culture of people
- Learn how to ask meaningful and intimate questions of individuals from diverse cultures
- Understand how differences (i.e. racial, gender) can affect relationships, communications & behaviors
- Discover how to observe and make use of the intent and impact of all of our communications
- Learn the art of listening and responding cross-culturally

Presenter(s):

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

2:30 – 5:30 pm *CDT*

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

In these times of racial reckoning and renewed demands for true racial justice and the dismantling of both systemic racism and the legacy of white supremacy throughout every aspect of all colleges or universities, it is critical that we increase the internal capacity of white leaders and change agents to effectively partner with their BIPOC colleagues to manifest real, sustainable change. It is no longer acceptable to collude with systemic racism by off-loading anti-racism work onto only Senior Diversity Officers and Directors of Multicultural Center as well as every other BIPOC colleague, regardless of their other assigned roles and responsibilities.

As leaders react to the next example of racist police brutality or another white supremacist insurrection and attempted coup, they must move beyond posting another statement about the need for respect, belonging, healing and unity. They must move beyond holding yet another town hall or forming one more exploratory task force. It is critical that white leaders and managers work with their Colleagues of Color to mobilize everyone in the organization to create structural change that accelerates meaningful, sustainable transformation and racial justice.

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

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

Presenter(s):

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

2:30 – 5:30 pm *CDT*

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

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

Presenter(s):

D. Scott Tharp, Ph.D., M.S.W., Assessment & Effectiveness Specialist, Office of the Vice President for Student Affairs, DePaul University—Chicago, Illinois

2:30 – 4:00 pm *CDT*

Nexus: Collaborating for Student Success Through TIP, CRP, and CRT (Trauma-Informed Practices, Culturally-Responsive Practices, and Critical Race Theory)

The Nexus panel will address best practices for trauma stewardship that is culturally-responsive and race-conscious. The session will begin with brief panelist introductions, including each one's areas of expertise in trauma stewardship. Then the facilitator will give a fifteen-minute presentation about recent scholarship in the integration of TIP (Trauma-Informed Practices), CRP (Culturally-Responsive Practices), and CRT (Critical Race Theory) to increase student success rates, especially with students for whom too many educators have accepted low success and retention rates. The facilitator will describe how colleges and universities tend to excel in addressing acute trauma in white students but do not have many alternative practices that address complex, historical, and systemic trauma, restoration, and community healing in marginalized student groups. The session will look forward to a collaborative model of truly inclusive trauma stewardship through the nexus of TIP, CRP, and CRT. Then the floor will open to a dynamic question/answer/discussion session. Panelists will choose which questions they want to address in a spontaneous manner. This panel discussion will be highly interactive and should particularly benefit students, educators, and administrators who want to advance their understanding of inclusive trauma stewardship and its importance to student success and satisfaction.

Presenter(s):

Tammy Dowd Shearer, MS, LMHC, Counseling Faculty, Counseling, Portland Community College, Sylvania Campus—Portland, OR

Tony Funchess, BA, Social Media Manager & Development Assistant, Communications, Constructing Hope—Portland, Oregon

Alicia Gonzalez, BA, MA, Assistant Coordinator; Coordinadora del Programa de Transiciones Oeste, Women's Resource Center, Portland Community College, Rock Creek Campus—Portland, Oregon

Javelin Hardy, MSW and CWSA, Counseling Faculty, Counseling, Portland Community College, Cascade Campus—Portland, Oregon

Bryan Hull, MA, English Faculty, English, Portland Community College, Sylvania Campus—Portland, OR

Jane Zunkel, MA, TESOL Certificate, English Faculty, English, Portland Community College,
Cascade Campus—Portland, Oregon

2:30 – 4:00 pm *CDT*

Project MALES: A Decade of Preparing Faculty, Administration, and Staff of Color

Project MALES Student Mentoring Program is a research-based student mentoring program at The University of Texas at Austin that pairs graduate and undergraduate student mentors with local middle and high school young men in the central Texas region. Through our intergenerational mentoring model, over 40 master's and doctoral graduate students majorly of predominantly first-generation Latinx backgrounds, have served as mentoring site coordinators and research assistance. From their experience with Project MALES, many of these graduate students have continued to doctoral programs at R1 institutions, faculty positions, and administrative positions ranging from program coordinator to college president. This session will highlight the experiences of the graduate students, the support they received from culturally matched faculty and staff, and how partaking in civic guided community work ultimately made them not only succeed at UT Austin but post graduate school.

Presenter(s):

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

Mike Guitierrez, M.Ed., Senior Program Coordinator, Student Success Initiatives, The University of Texas at Austin—Austin, Texas

Rico Gonzalez, M.Ed., Project MALES Administrative Program Coordinator, Division of Diversity and Community Engagement, UT Austin—Austin, Texas

2:30 – 4:00 pm *CDT*

Creating and Implementing a DEI Strategy

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

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

Presenter(s):

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

2:30 – 4:00 pm *CDT*

Adultism: The Training Ground for All Other Oppressions

It's not a coincidence that every major global social movement has been led by young people and young adults. Little ones come into the world clear about injustice and believing they can make things right in the world. Adultism is the institutionalized mistreatment of young people. Adultism has us minimize, forget or excuse the mistreatment we received as targets of this oppression: being dismissed, demeaned, not believed, "adultified," ignored, neglected, mocked, lied to, bullied, physically hurt, etc. As we internalize hurts from adultism throughout childhood, it becomes harder for young people to hold onto their innate sense of power. Most people have never heard of Adultism, yet it's an oppression everyone has experienced. Most people don't understand how it operates, yet Adultism continues to have lasting effects on our adult lives and capacity to end racism and other forms of oppression. This session should particularly benefit those who want to understand how Adultism is the training ground for all other oppressions and how the unhealed hurts from Adultism result in patterns of powerlessness, discouragement, and disappointment. This session will benefit any who wish to heal in community from these early experiences and create a just world for all.

Presenter(s):

Kathleen Rice, PhD, Associate, Associate, Luna Jiménez Institute for Social Transformation—Portland, OR

Bert Debusschere, PhD, Associate, Associate, Luna Jiménez Institute for Social Transformation—Portland, OR

Nanci Luna Jiménez, CPF, Founder & President, Founder, Luna Jiménez Institute for Social Transformation—Portland, OR

Eileen Webb, N/A, Associate, Associate, Luna Jiménez Institute for Social Transformation—Portland, OR

2:30 – 4:00 pm *CDT*

The Games We Play: Examining the Racial Equity Implications of the California Pay for Play Act

This session examines the recent passing of SB-206, commonly known as the "Pay for Play Act", and its racial equity implications for student-athletes of color. The historical context concerning student-athletes' struggles for fair compensation and NCAA regulations regarding student's profiting from their Name, Image, and Likeness (NIL) rights will be discussed. This session will provide valuable insight into the often raceless ways that the Pay for Play Act has been discussed in sports media and popular media, and how this colorblind approach has resulted in inequitable practices. Lastly, this session will examine the role of professional athlete's activism in promoting awareness of this policy as an example of how leveraging various forms of capital can improve the implementation of this policy within California and beyond. This session should particularly benefit participants who are advocates for collegiate student-athlete success including practitioners, scholars, athletic directors, as well as those interested in the intersection of business and college athletics.

Presenter(s):

Isaiah Simmons, MPP, Research Associate, USC Race and Equity Center, University of Southern California—Los Angeles, CA

2:30 – 4:00 pm *CDT*

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

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

Presenter(s):

Maria Ramirez, MA, Director of Equity Initiatives, Dean's Office, NYU Steinhardt—New York, NY

Reed Swier, MS, MEd, Equity Associate, The Metropolitan Center for Research of Equity and Transformation of Schools, NYU Steinhardt—New York, NY

2:30 – 4:00 pm *CDT*

Demystifying the Model Minority Myth: Critical Reflections and Implications for APIDA Student Experience and Success in Higher Education

This workshop explored and re-examined the "Model Minority" stereotype towards Asian Americans, while the "model minority stereotype characterizes Asians in the United States as achieving the American Dream through hard work, perseverance, and extreme levels of individual effort and sacrifice" (Hartlep, 2013). This racial framing of success categorizes Asian Americans in a place of otherness. Frequently, the model minority stereotype associates Asian American academic achievement and testing success to "culture", that is, Asian American "deference to family, dedication and devotion to academic studies, and outright parental discipline" (Hartlep, 2013, p.1). However, these cultural interpretations not only over-generalize a homogenized ethnic and racial "group's" culture, but also inadequately account for important structural forces such as race, gender, and class which impact student performance (Lew, 2011).

This workshop critically reviewed the concept of "model minority" in combine with narrative stories from three Asian American students as they seek meanings of identity amidst the cultural racism, implicit biases and marginalization they have encountered, struggled in and navigated through their racialized experiences in the higher education. Implications for related culturally responsive pedagogy and social justice practices will be introduced and discussed. Guided by the Critical Race Theory, this workshop aimed at unveiling how historical perspectives and stereotypes maintained inequalities and proposed practical suggestions to assist Asian American students to find cultural fitness and achieve academic success.

Presenter(s):

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

2:30 – 4:00 pm *CDT*

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

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

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

Presenter(s):

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

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

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

4:30 – 6:00 pm *CDT*

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

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

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

Presenter(s):

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

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

Shakoor Ward, Ph.D., Professional Development Coordinator, Affirmative Action Office, Penn State—University Park, PA

4:30 – 6:00 pm *CDT*

Exploring Effective Faculty-Student Mentoring Practices at the Graduate Level

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

Presenter(s):

Edgar Lopez, M.Ed., Research Associate, Pullias Center for Higher Education, University of Southern California—90089, California

4:30 – 6:00 pm *CDT*

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

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

Presenter(s):

Amira Mattar, J.D., Michael Ratner Justice Fellow, Civil Rights, Palestine Legal—New York, New York

Nina Shoman-Dajani, Ed.D., Assistant Dean, of The Learning Enrichment and College Readiness Department, Moraine Valley Community College—Palos Hills, Illinois

Daniel Segal, Ph.D, Jean M. Pitzer Professor of Anthropology & Professor of History, Department of Anthropology, Department of History, Pitzer College—Claremont, California

Ahmad Daraldik, B.A. In Process, Student, Department of International Affairs, Florida State University—Tallahassee, Florida

4:30 – 6:00 pm *CDT*

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

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

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

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

Presenter(s):

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

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

4:30 – 6:00 pm *CDT*

Vitamin D: The Diversity Ingredient Every Nursing Program Needs

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

Presenter(s):

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

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

4:30 – 6:00 pm *CDT*

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

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

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

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

Presenter(s):

Shabaz Brown, M.S., CFLE, Student Services Coordinator - African American/Black, Multicultural Center, University of North Texas—Denton, Texas

Damian Torres, M. Ed., Director, Multicultural Center, University of North Texas—Denton, Texas

4:30 – 6:00 pm *CDT*

Diversity Ambassador Program: Raising Consciousness Through Co-Curricular Experiences

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

Presenter(s):

Tashiana Bryant-Myrick, Ed.D, Interim Senior Coordinator, Cultural Centers, Office of Student Life & Cultural Centers, Cal Poly Pomona—Pomona, California