December 8-10, 2019 | Institute Schedule

Please note: details of this schedule are subject to change as the program is finalized. Please refer to the printed program book you will receive on-site and to the program mobile app for accurate details. This document will be updated as new information is solidified.

Day 1: Sunday, December 8

8:00 a.m. – 5:00 p.m. | Registration

9:00 a.m. - 12:00 p.m | Pre-Institute Workshops

Title: Preparing for the Role of a Chief Diversity Officer

Presenter(s): Ellen Heffernan, President, Spelman Johnson

Robert Page, NASPA Fellow

Abstract:

This pre-conference session will be of particular benefit to professionals seeking to move into the role of Chief Diversity Officer (CDO). Over the past two decades the role of the college or university chief diversity officer has changed significantly. Today’s colleges and universities have expanded the CDO role to support their strategic commitment to a broadly diverse and inclusive campus community, and consequently CDOs have become facilitators of that strategy. There are now multiple pathways to the CDO role and this session will outline the qualifications, characteristics, skills, and experiences that institutions of higher education seek as they evaluate candidates as well as discuss the continued evolution of the role.

Title: Place-Based Community Engagement

Presenter(s): Kent Koth, Executive Director, Seattle University

Erica Yamamura, Independent Educational Consultant
Abstract:

Widely known through the work of the Harlem Children’s Zone and the federal government’s Promise and Choice Neighborhood programs, geographically specific community engagement initiatives have the potential to positively address the challenges of inequity and injustice within our communities. While we may be familiar with these types of place-based initiatives from non-profit organizations or governmental grants, less is known about this type of strategy in higher education. This pre-institute workshop will include a presentation of a recent national study and the facilitators’ recent book on place-based community engagement in higher education, followed by an exploration of several of the most salient topics arising from this promising new strategy.

8:00 a.m. – 5:30 p.m. | Exhibitor and Sponsor Tables Open
12:45 p.m. - 1:20 p.m. | First-Time Attendee Orientation
3:00 p.m. - 4:00 p.m. | Concurrent Sessions I

Title: Syllabus vs. Soapbox: Bringing your Personal Beliefs into Student Interactions
Presenter(s): Alethia Russell, Assistant Coordinator of Recruitment Honors College, The University of Alabama

Rebecca Whitley, Assistant Director of Student Services at the College of Arts and Sciences, The University of Alabama

Topics in EISJ: Self-Care, Mental Health, and Wellbeing; Civic Engagement
Institute Themes: Preventing and Responding to Violence Trauma and Social Unrest; Balancing and Enacting Healthy Brave Spaces and Open Expression
Competencies: Social Justice and Inclusion; Personal and Ethical Foundations

Abstract:

Student affairs educators will discuss ways they can create inclusive educational spaces while managing personal beliefs and identities. With students connected to a variety of social issues, popular social references can serve as platforms for critical conversations. Identifying boundaries of bringing beliefs into classroom discussion, fostering brave educational spaces and civil discourse can be difficult for practitioners. The presenters will identify ways to discern teachable moments from that of personal motives while managing our own work-life identities.
Title: Strengthening our Capacity to Promote Social Justice Through Student Facilitated Dialogue

Presenter(s): Henry Ward, Senior Director of Ethnic and Intercultural Services, Loyola Marymount University

Nile Whitmore, Student Facilitator, Loyola Marymount University

Topics in EISJ: Civic Engagement; LGBTQIA+ Inclusion; Racial Justice; Student Activism

Institute Themes: Establishing and Strengthening Pathways for Success for Minoritized Groups; Balancing and Enacting Healthy Brave Spaces and Open Expression; Fostering Development of Effective Civic and Democratic Engagement for Justice

Competencies: Social Justice and Inclusion; Student Learning & Development

Abstract:
Loyola Marymount University is effectively challenging itself to establish authentic, non-traditional student engagement, by creating spaces for students to manage the dissonance between the promise of equity for all and the reality of their lived experiences. LMU has produced a revolutionary student-led effort called the Intercultural Facilitator (IF) Program. The presenters will discuss the premise of this model and how it develops students educated in social justice pedagogy and highly skilled in principles of facilitation. This is a powerful practice that encourages understanding through dialogue.

Title: The Cost of Free Speech: Exploring the Opacity Between Advocate and Employee in Identity Centers on Campus

Presenter(s): Jes Norman, Education and Outreach Program Coordinator, Princeton University

Eric Anglero, Program Coordinator, Princeton University

Topics in EISJ: Civic Engagement; Student Activism

Institute Themes: Balancing and Enacting Healthy Brave Spaces and Open Expression; Fostering Development of Effective Civic and Democratic Engagement for Justice

Competencies: Social Justice and Inclusion

Abstract:
With the current political climate and social justice issues being in the forefront, higher education institutions appear to use free speech in the context of academic freedom, curricular and co-curricular, as a way to stay visibly neutral. With the roles of identity centers being to create brave and safer spaces for marginalized students, it often comes to these being in institutionalized competition to free speech and leads to student mistrust with their core advocates and identity specific resources. The presenters will articulate the falsehood of free speech on college campuses and the challenges for student facing practitioners to uphold free speech on campus while supporting marginalized students. By engaging in
this workshop, participants will be able to (1) gain tools and resources to support students in holistic ways as student facing employees, (2), to gain connections with different institutions to provide support in strategizing justice-centered responses, (3) understand how to maintain student and administrative trust during times of protest and with issues of social justice, and (4) discuss specific instances and strategies that the Princeton Campus Life Diversity and Inclusion team used during various times during the 2018-2019 school year.

Title: **Black Spaces Matter: Student Perceptions at the National Society of Black Engineers Convention**

Presenter(s): **Rhonda Harley**, Assistant Director of Career Development at the Shiley-Marcos School of Engineering, University of San Diego

Topics in EISJ: Racial Justice

Institute Themes: Establishing and Strengthening Pathways for Success for Minoritized Groups

Competencies: Advising & Supporting; Social Justice and Inclusion

Abstract:

Professional conferences are an effective way for students to build professional networks and market themselves to employers. They can also be a significant financial cost and time commitment. The presenter will provide information on a study that was conducted on the University of San Diego National Society of Black Engineers (NSBE) chapter documenting personal narratives from the conference which enabled stakeholders to enhance their understanding and support of black undergraduate engineers and the importance of investing in their professional development.

Title: **Recruiting and Retaining Male Students of Color: A University and College of Education Partnership**

Presenter(s): **Monika Williams Shealey**, Senior Vice President of Diversity Equity and Inclusion, Rowan University

**Dawn Singleton**, Senior Director of Student Success and Inclusion Programs, Rowan University

**Stacey Leftwich**, Executive Director of Educator Support and Partnerships, Rowan University

**Marcus King**, Student, Rowan University

Topics in EISJ: Accessibility; Racial Justice

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups

Competencies: Advising & Supporting; Social Justice and Inclusion
Abstract:

An important issue facing P-12 education is the need for teachers of color committed to addressing issues of social justice and equity. The presenters will describe Project Increasing Male Practitioners and Classroom Teachers (IMPACT), a unique recruitment and retention program for male teachers of color. Student affairs professionals partner with academic units such as the College of Education to address national problems with local solutions. The presenters will provide information about recruitment and retention, partnering with P-12 community collaboratives, and curriculum and pedagogy.

Title: Cross-Functional Campus Partnerships: Advancing Inclusion for Trans and Nonbinary Communities in Higher Education

Presenter(s): Ewa Nowicki, Registrar, Amherst College
Jxhn Martin, Director of the Queer Resource Center, Amherst College

Topics in EISJ: LGBTQIA+ Inclusion
Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups
Competencies: Social Justice and Inclusion; Technology

Abstract:

Partnerships between Academic Affairs and Equity, Diversity, Inclusion operational areas are critical in creating inclusive support systems for trans and nonbinary students. The presenters will provide information on the relationship building and effectively framing data can help advance institutional change in student information systems, records, and campus awareness of trans and nonbinary student needs. Strategies will be included for implementation of best practices in creating inclusive environments for trans people as well as practical tips for on-campus interactions, records and reporting, and collaborative change management.

Title: Responding to Hate: Addressing Bias Incidents and Hate Crimes on Campus

Presenter(s): Joshua Moon Johnson, Dean of Student Services of Equity Programs and Pathways, American River College

Topics in EISJ: LGBTQIA+ Inclusion; Racial Justice; Self-Care, Mental Health, and Wellbeing
Institute Theme: Preventing and Responding to Violence Trauma and Social Unrest
Competencies: Social Justice and Inclusion; Law Policy & Governance
Abstract:

The presenter will discuss hate and bias incidents occurring on campuses, and guide campuses to understand obstacles while creating comprehensive methods to respond. The presenter will address trends of hate crimes and bias incidents, ways it affects students and communities, and provide tools to equip campuses to manage the impact while also understanding Freedom of Speech. The presenter will provide information based off of a book chapter in the recent book by the presenter, Queer People of Color in Higher Education.

Title: Institutional Flatlining: Understanding Barriers and Building Opportunities for Undergraduate African American Men

Presenter(s): Lance Poston, Executive Director of Inclusive Health and Campus Partnerships, University of Kentucky

Topics in EISJ: Accessibility; Racial Justice

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups; Enhancing Innovative Praxis of Research Theory and Practice; Balancing and Enacting Healthy Brave Spaces and Open Expression

Competencies: Advising & Supporting; Social Justice and Inclusion

Abstract:

In 1986, 57% of African American medical school graduates in the US were men but by 2015 that share had dropped to just 35%, even as the total number of black graduates had increased. Along similar lines, the University of Kentucky College of Medicine’s incoming class has included nearly the same number of African American men over the past three decades. Starting from a point of listening to the experiences of black men who are senior undergraduates and recent alumni, the presenter key barriers limiting black male success in matriculating from undergraduates to medical students. Blending national data trends and intentional localized listening, the presenter will provide information on a two-phased collaborative campus model that blends faculty and staff resources to effectively build an initiative aimed at increasing black male success as undergraduates and increase opportunities in health-focused professional schools.

Title: Sex-Plus: Promoting Gender Equity Through the Concurrent Application of Civil Rights Laws

Presenter(s): Catlin Wells, Title IX Coordinator, Quinnipiac University

Topics in EISJ: Accessibility; LGBTQIA+ Inclusion; Racial Justice

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups; Preventing and Responding to Violence Trauma and Social Unrest

Competencies: Social Justice and Inclusion; Law Policy & Governance
Abstract:
The laws governing non-discrimination at educational institutions are built on a single access framework, which assumes that a person experiences discrimination based on only one aspect of their identity. Because University policies are predicated on these laws, institutions often fail to name the discrimination that occurs at the intersection of identities. The presenter will establish a foundational understanding of intersectionality, review relevant Civil Rights Laws, and discuss how those laws shaped the policies, procedures, and organizational structures of their own institutions.

Title:  
Creating a Culture of Belonging and Inclusion

Presenter(s):  
Jessica Gifford, Associate Director of the Counseling Center, Amherst College

Topics in EISJ:  
Civic Engagement; Self-Care, Mental Health, and Wellbeing

Institute Theme:  
Establishing and Strengthening Pathways for Success for Minoritized Groups; Enhancing Innovative Praxis of Research Theory and Practice

Competencies:  
Student Learning & Development

Abstract:
The presenter will provide a brief overview of the current research on social connection, belonging, and inclusion, and the impact these have on student mental health and academic outcomes. The presenter will provide information on several strategies to help create a culture of belonging and inclusion on campus. The presenter will describe an evidence-based program being implemented at Amherst College, called ProjectConnect, that is focused on strengthening social connection and building empathy across identities.

Title:  
Articulation and Equity: Making Credits Count for Community College Transfer Students

Presenter(s):  
Jenny Grayson, Pathways Outreach Coordinator, California State University, Bakersfield

Jaimi Paschal, Director of the HSI-STEM Grant, California State University Bakersfield

Christa Clark, Co-Articulations Officer, California State University, Bakersfield

Topics in EISJ:  
Accessibility; Minority Serving Institutions

Institute Theme:  
Establishing and Strengthening Pathways for Success for Minoritized Groups

Competencies:  
Assessment Evaluation & Research; Social Justice and Inclusion
Abstract:

To remove equity gaps for underrepresented minority groups and low-income students, we need to solve a fundamental problem: credit loss during transfer. Credit loss decreases persistence, delays graduation, and reduces future earnings. To improve credit transfer, California State University Bakersfield launched a project that inventoried science, technology, engineering, and math (STEM) articulation agreements with 113 community colleges, with surprising results. Join us to learn how we quickly built articulations to create more robust, and equitable, pathways for STEM transfer students.

Title: Advocates for Inclusive Mentoring

Presenter(s): Mary Geller, Vice President of Student Development, College of Saint Benedict
Tya Gray, Program Coordinator, College of Saint Benedict
Sandra Ordones, Student Director, College of Saint Benedict

Topics in EISJ: LGBTQIA+ Inclusion; Self-Care, Mental Health, and Wellbeing; Student Activism

Institute Theme: Balancing and Enacting Healthy Brave Spaces and Open Expression

Competencies: Student Learning & Development

Abstract:

Advocates for Inclusive Mentoring or AIM strives to strengthen CSB historically underrepresented student's personal development and leadership through collaboration with various academic groups on campus to help build community, safe space, brave space and overall student success for historically underrepresented students. We seek to create a sisterhood and a community where we nurture the talents that Bennies already have while also empowering and challenging them to maximize their education and professional goals.

4:15 p.m. – 5:15p.m. | Concurrent Sessions II

Title: Introducing the Invisible Man

Presenter(s): Tyrone Smiley, Assistant Director of Housing and Residence Life, Kennesaw State University
Phillip Sullivan, Associate Director of Residence Life, Kennesaw State University
BaShari James, Graduate Assistant for University Housing, Jacksonville State University

Topics in EISJ: Racial Justice; Self-Care, Mental Health, and Wellbeing

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups

Competencies: Social Justice and Inclusion; Organizational and Human Resources
Abstract:
African-American males are a marginalized staffing population in student affairs. According to the US Department of Education, men and women of color make up 20% of the overall staffing population; however, black males make up 3% of the full-time faculty. Research shows that African-American male staff are commonly faced with racial and diversity concerns, the inadequacy of inclusion and the lack of respect from their peers. TWe will discuss common themes in the literature, current issues from panelist, and explore innovative resources.

Title: Supporting First-Generation Scholars through Curriculum
Presenter(s): Steven D. Parker, Assistant Director of Inclusion and Advocacy, Loras College
Sergio Pérez, Director of Inclusion and Advocacy, Loras College

Topics in EISJ: Accessibility; Minority Serving Institutions
Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups
Competencies: Assessment Evaluation & Research; Student Learning & Development

Abstract:
The presenters will share the detailed developmental curriculum process, and the assessment plans that support first-generation scholars at a small liberal arts college in the mid-west of the United States. Intentionality, collaboration of functional areas, and assessment will be the focus of this session. Curriculum and assessment tools will be shared to provide a comprehensive learning experience.

Title: Equity Tank: A Mode for Critical Inquiry and Change
Presenter(s): Antoinette Newsome, Residence Life Coordinator, Towson University
Aisha Folkes, Strategic Leader, Research Member Success-EAB, Towson University
Darius Francis, Residence Life Coordinator, Towson University
Linda Marchlewski, Senior Associate Consultant-EAB, Towson University

Topics in EISJ: LGBTQIA+ Inclusion; Racial Justice
Institute Theme: Enhancing Innovative Praxis of Research Theory and Practice
Competencies: Assessment Evaluation & Research; Social Justice and Inclusion
Abstract:
When equity work is everyone's job, capacity is no longer an issue. Equity Tank is about moving towards action despite limited capacity and other barriers to organizational change. After gaining an understanding of Equity Tank, a model for critical inquiry at Towson University, the presenters will demonstrate how to apply this framework to challenges they face at their institutions. The presenter will provide information to practitioners about an opportunity to move beyond frameworks of cultural competency to create structural change.

Title: **What’s Your Story: Focusing on Student Assets Not Deficits Through Storytelling Funds of Knowledge and CCW**

Presenter(s): **Nicholas Hudson, Ed.D**, Director of Student Orientation, Leadership, and Engagement, Texas A&M International University

Topics in EISJ: Minority Serving Institutions

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups

Competencies: Advising & Supporting; Social Justice and Inclusion

Abstract:
How can we tap into students' storytelling traditions? How can we adapt advising techniques that have historically valued social and cultural capital, centered in Upper Class White Privilege, to better accommodate students of color and other minoritized populations? All students have stories and forms of capital that create routes toward individual and collective social mobility. By listening to students' stories and lived histories, we are able to help them convert their funds of knowledge and community cultural wealth into capital.

Title: **Keeping the car Running: Supporting Commuter Students of Color**

Presenter(s): **Terra Hall**, Graduate Student, University of Maryland - College Park

Topics in EISJ: Racial Justice

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups; Enhancing Innovative Praxis of Research Theory and Practice

Competencies: Advising & Supporting; Social Justice and Inclusion

Abstract:
Being both a commuter and student of color can be a barrier for college success. This presentation will highlight what is known about commuter students of color and share successful strategies to assist this marginalized group meet with academic success. New and experienced student affairs professionals will benefit from shared dialogue intended to improve interactions and outcomes with this growing student population. Participants will learn strategies that can be employed and implemented in their daily work.
Title: **New Practices to Increase Academic Success of AAPI Immigrants**

Presenter(s): **David Lee**, Director of AANAPISI (APASS), Laney College  
**Mildred Lewis**, Dean of Enrollment Services, Laney College  
**Phoumy Sayavong**, Researcher, Berkeley City College

Topics in EISJ: Minority Serving Institutions  
Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups  
Competencies: Advising & Supporting; Student Learning & Development

Abstract:
Laney College's Asian American and Pacific American Student Success Program uses support services to accelerate learning opportunities that create long-term systemic change to the ESOL (English for speakers of other languages) curriculum and the cultural responsiveness of faculty and staff. The goals are to increase their retention and success of Asian American and Pacific Islander immigrant students' goal of attaining certificates, degrees, and transfer to universities.

Title: **A Pilot Program to Engage Alumni of Color at a PWI**

Presenter(s): **Kendra Stewart-Tillman**, Executive Director of the Gantt Multicultural Center, Clemson University  
**Liza Corrine Grant**, Director of Alumni Relations and Development, Clemson University

Topics in EISJ: Civic Engagement; Racial Justice  
Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups; Fostering Development of Effective Civic and Democratic Engagement for Justice  
Competencies: Social Justice and Inclusion

Abstract:
The presenters will review alumni of color engagement as well as barriers colleges face when attempting to cultivate greater influence and philanthropy from alumni of color. In response to these challenges, an alumni relations and development director and a multicultural center director are piloting a program to respond to negative experiences alumni of color may have had while they were students and begin to build trusting relationships that will hopefully lead to increased engagement and advocacy for diversity and inclusion initiatives.
Title: Advancing Equity With Intrusive Multi-Year Programming for Underrepresented Students

Presenter(s): Sara Mata, Research Associate for the Corix Plains Institute, University of Oklahoma

Anthony Walker, Assistant Director of Academic Initiatives, Tarrant County College

Topics in EISJ: Self-Care, Mental Health, and Wellbeing

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups

Competencies: Advising & Supporting; Student Learning & Development

Abstract:

The presenters will highlight four programs designed to scaffold the student learning experience. Program worked in unison, from high school through graduation, to develop pathways of success. Using the student experience as the focal point, each program focused on expanding students' networks, establishing a sense of belonging and developing self-reliant learners. Using archival data, this session will discuss program models, values, and outcomes to demonstrate a comprehensive approach to fostering student success.

Title: Social Justice Learning Communities: Results and Implications From a National Benchmark Analysis

Presenter(s): Dustin Grabsch, Ph.D., Director for Academic Initiatives, Southern Methodist University

Kristan Poirot, Associate Professor, Texas A&m University

Topics in EISJ: Civic Engagement

Institute Theme: Enhancing Innovative Praxis of Research Theory and Practice

Competencies: Assessment Evaluation & Research; Social Justice and Inclusion

Abstract:

Learning communities committed to social justice, service learning, and diversity, have the potential to serve an institution's commitments to climate and inclusion and student learning. This benchmark analysis was designed to enable institutional academic-student affairs partners to develop such communities. The presentation will describe the results of national benchmarking exercise on the following areas: average enrollment, target population, academic component, institutional support/resource allocations, programming, assessment, and institutional benefits of social justice/service learning LCs. The presentation will conclude with suggested implications for practice.
Title: **Establishing Equitable Mentoring Programs in Higher Education**

Presenter(s): **Eric Hall**, Program Coordinator of Academic Excellence Program, Auburn University  
**Lindsey Almond**, Graduate Research Assistant for the Alabama Healthy Marriage and Relationship Education Initiative, Auburn University  
**Elizabeth Devore**, Graduate Teaching Assistant for Electrical Engineering, Auburn University  
**Laura Parson**, Assistant Professor of the Higher Education Administration Program, Auburn University

Topics in EISJ: Accessibility; LGBTQIA+ Inclusion; Minority Serving Institutions; Racial Justice

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups; Enhancing Innovative Praxis of Research Theory and Practice; Balancing and Enacting Healthy Brave Spaces and Open Expression; Fostering Development of Effective Civic and Democratic Engagement for Justice

Competencies: Advising & Supporting; Social Justice and Inclusion

Abstract: Mentoring, comprised of educational, professional, and psychosocial development, has been found to provide a personal and valuable relationship between student and faculty that fosters support, shared knowledge, and challenges. The structure of mentoring is still a growing field with the potential to improve outcomes for underrepresented groups being largely unexplored. This presentation examines literature in graduate education to establish program recommendations within a transformative learning framework for mentoring practices and ways in which to become a critical, conscious mentor.

Title: **Comparing Our Notes At the Intersection of Race Gender and Sexual Assault**

Presenter(s): **April-Autumn Jenkins**, Gender Violence Intervention Services Coordinator, Duke University

Topics in EISJ: Minority Serving Institutions; Racial Justice

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups; Preventing and Responding to Violence Trauma and Social Unrest

Competencies: Advising & Supporting; Social Justice and Inclusion
Abstract:
This seminar will provide the cases of 3 women and the anecdotal notes of their experience navigating policies and procedures, written and unwritten, after their sexual assault at a Predominately White Institution (PWI). We will discuss the advantages and resources utilized by white women, systemic barriers met by the students of color and consider a proposal for individualized services for women of color for the reduction and elimination of sexual assault on campus.

5:30 p.m. - 7:00 p.m. | Opening Networking Reception

Day 2: Monday, December 9

7:00 a.m. - 5:00 p.m. | Registration Check-in and Exhibitor Tables Open
7:00 a.m. - 8:15 a.m. | Continental Breakfast Available
9:45 a.m. - 11:45 a.m. | Extended Learning Sessions I

Title: Why Worldview Matters: Including Religion Spirituality and Secularism in our Work

Presenter(s): Becca Hartman-Pickerill, Director of Program Resourcing, Interfaith Youth Core

Topics in EISJ: Civic Engagement; Religion and Spirituality

Institute Theme: Enhancing Innovative Praxis of Research Theory and Practice; Fostering Development of Effective Civic and Democratic Engagement for Justice

Competencies: Social Justice and Inclusion; Student Learning & Development

Abstract:
Religion, Spirituality, and Secularism are often not incorporated into diversity, inclusion, and equity conversations. However, with the rise of incidents targeting religious groups this is no longer feasible. The Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS), a national study focused on US college students’ attitudes, experiences, and expectations about worldview diversity makes it possible for higher education professionals to engage worldview, create opportunities for students to engage with individuals who orient around religion differently, and develop interfaith leadership skillsets.
Title: Kintsugi-Ubuntu: Golden Journey to Ancestral Mending from Racial Trauma

Presenter(s): Ashley Gaddy, Director of Intercultural and Inclusion Student Services, Coastal Carolina University
Franklin Ellis, Assistant Director of Intercultural and Inclusion Student Services, Coastal Carolina University

Topics in EISJ: Racial Justice; Self-Care, Mental Health, and Wellbeing

Institute Theme: Balancing and Enacting Healthy Brave Spaces and Open Expression

Competencies: Social Justice and Inclusion; History Philosophy & Values

Abstract:
What happens when healing from racial trauma is not enough? Take the golden path of Kintsugi guided through the values of Ubuntu to dive deeper into your journey of mending. With the support of our ancestors and affirmation from the community, the presenters will aid in relieving trauma due to racism. The presenters ask that only people who identify as melaninated as this workshop will be dealing with those who battle racial trauma daily.

Title: Creating Equitable and Inclusive Learning Environments to Increase Student Success by Working with Students’ Personal Narratives

Presenter(s): Megan Hansen, Assistant Professor of English, Diablo Valley College
Khrystyn Pamintuan, Counselor and Professor, Diablo Valley College

Topics in EISJ: Indigeneity and Decolonization; LGBTQIA+ Inclusion; Minority Serving Institutions; Racial Justice; Self-Care, Mental Health, and Wellbeing; Student Activism

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups; Enhancing Innovative Praxis of Research Theory and Practice; Balancing and Enacting Healthy Brave Spaces and Open Expression

Competencies: Advising & Supporting; Social Justice and Inclusion

Abstract:
The personal narratives people hold and tell about themselves impact how they react to and make meaning of life events. This program will explore how to look at student narratives with a critical eye to better understand what dominant ideas in society are impacting student stories and students' identity, self-concept, and success. Attendees will discuss and practice strategies to understand a student's background more comprehensively, create more inclusive learning environments, and help students in reauthoring their narratives for increased wellness and success.
Title: **Rhetoric of 2019 and the Impact on Muslim Students**

**Presenter(s):** Maria Ahmad, Assistant Director at Multicultural Student Center, University of Wisconsin Madison

**Topics in EISJ:** Civic Engagement; Racial Justice; Religion and Spirituality; Self-Care, Mental Health, and Wellbeing

**Institute Theme:** Preventing and Responding to Violence Trauma and Social Unrest; Balancing and Enacting Healthy Brave Spaces and Open Expression; Fostering Development of Effective Civic and Democratic Engagement for Justice

**Competencies:** Social Justice and Inclusion; Personal and Ethical Foundations

**Abstract:**

The presenter will focus on Muslim students and the climate of 2019. It will briefly go over foundational pieces about Muslim practices and issues faced on campus, and then add the lens of 2019 rhetoric used in politics. It will be compared to different times in recent history, and the impact on the mental health, sense of belonging on Muslim students. It will also address the current climate for Muslims in America, and how to support students during this time.

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Title: **Latinx Change Agents in Community Colleges: Promoting Equity and Inclusive Practice**

**Presenter(s):** Elena Sandoval-Lucero, Vice President for Boulder County Campus, Front Range Community College

**Topics in EISJ:** Racial Justice

**Institute Theme:** Establishing and Strengthening Pathways for Success for Minoritized Groups

**Competencies:** Social Justice and Inclusion; Leadership

**Abstract:**

Community colleges provide access. The diversity of our students requires effectiveness in educating historically underserved students. Community colleges must examine how Latinx students experience the campus, and intentionally change their practice to improve student outcomes. Campuses must engage in self-reflection to examine their own assumptions, and have courageous conversations about equity. The impetus for these initiatives must come from leadership and be articulated at all levels of the organization. The presenter will describe equity-based practices at two Colorado community colleges.
Title: Calling out the ‘isms’ in Professionalism: Socially-just Approaches to Supervision

Presenter(s): Jennifer Guerra, Director of the Office of Equity and Inclusion and Ortiz Programs, Whittier College
Kayla Kosaki, Coordinator for the Asian Pacific Islander Student Center, California State Polytechnic University, Pomona

Topics in EISJ: Indigeneity and Decolonization; Minority Serving Institutions; Racial Justice; Student Activism

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups; Balancing and Enacting Healthy Brave Spaces and Open Expression; Fostering Development of Effective Civic and Democratic Engagement for Justice

Competencies: Social Justice and Inclusion; Organizational and Human Resources

Abstract:
In every new professional role we take on, we must navigate existing workplace dynamics, campus culture, and most importantly, build trust with the students. This is especially important and challenging in identity centers functioning in institutions rooted in white supremacy. How do we shift the paradigm of student employee culture in honest and socially-just ways? How do we navigate the shift from being a student activist to a career staff? How is identity-conscious supervision different from what we have been socialized?

Title: Beyond Multicultural Showcasing: Using Intercultural Spaces to Promote Mental Wellness in Students of Color

Presenter(s): Natalia Carballo-Pinto, Director Office of Intercultural Student Life, Kalamazoo College
Kenlana Ferguson, Director of the Counseling Center, Kalamazoo College

Topics in EISJ: Self-Care, Mental Health, and Wellbeing

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups; Enhancing Innovative Praxis of Research Theory and Practice

Competencies: Advising & Supporting; Student Learning & Development
Abstract:
The presenters will demonstrate how programmatic partnerships between the intercultural and counseling center at Kalamazoo College have resulted in mental wellness resources being more accessible to students and reducing counseling loads. The presenters will discuss how the intercultural center develop more holistic programs that take into account the complexity of our students' of color lived experiences.

Title: **Building Pathways of Success for First-Generation and International Graduate Students**

Presenter(s): 
- **Jaye Sablan**, Assistant Director of the Office of Graduate Student Affairs, University of Washington
- **Ziyan Bai**, Graduate Research Assistant for the Office of Graduate Student and Postdoc Affairs, University of Washington
- **Bill Mahoney**, Associate Dean of Graduate Student and Postdoc Affairs, University of Washington

Topics in EISJ: Racial Justice; Self-Care, Mental Health, and Wellbeing

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups

Competencies: Advising & Supporting; Social Justice and Inclusion

Abstract:
Graduate school is not always set up for minoritized students to thrive. This interactive presentation will highlight two identity-conscious events that promote the success of first-generation and international graduate students at the University of Washington. Presenters will share lessons learned during the process of brainstorming, implementation, and evaluation. Participants will utilize the theory-to-practice student affairs model to develop best practices for addressing the needs of minoritized graduate students at their institutions.

Title: **How to Build an Equitable and Inclusive Foundation for Campus Democratic Engagement**

Presenter(s): 
- **Amy Koeckes**, Associate Director, University of Nevada, Reno
- **Kathryn Quintin**, Partnerships Manager, Young Invincibles
- **Carmen Linero-Lopez**, National Campus Organizer, Feminist Majority Foundation
- **Brianna Carmen**, National Organizer, Voto Latino

Topics in EISJ: Civic Engagement; Student Activism
Institute Theme: Fostering Development of Effective Civic and Democratic Engagement for Justice
Competencies: Leadership; Student Learning & Development

Abstract:
The future lies in the hands of young people, many who are from communities traditionally underrepresented in the democratic process. Institutions are uniquely positioned to bring awareness by acknowledging the systemic barriers that surround registering and voting, and leading on plans to address these challenges. In this interactive workshop, we will provide tools for creating a voter engagement action plan that supports civic learning and democratic engagement on campus and contributes to future equity and inclusion and a thriving democracy.

Title: Liberatory or Neoliberal? When Higher Ed Co-opts Narratives of Student Power and Activism
Presenter(s): Laxmi Shastry, Coordinator for Intergroup Relations, Colorado State University
Melissa Charles, Assistant Director for African American Student Development, University of California, Berkeley

Topics in EISJ: Student Activism
Institute Theme: Preventing and Responding to Violence Trauma and Social Unrest; Enhancing Innovative Praxis of Research Theory and Practice
Competencies: Social Justice and Inclusion; History Philosophy & Values

Abstract:
The presenters will examine how institutions co-opt narratives of student activism in ways that ultimately uphold oppressive systems through the reinforcement of capitalistic principles. Attendees will learn about the history/legacy of student activism, the neoliberal university, and soft power and reflect on their own institutions’ discourse of student activism.

Title: With Liberty & Justice for All: Our Continued Role as Social Justice Educators
Presenter(s): Vernon Wall, Founding Faculty, Social Justice Training Institute

Topics in EISJ: Student Activism; Self-Care, Mental Health, and Wellbeing; Racial Justice
Institute Theme: Balancing and Enacting Healthy Brave Spaces and Open Expression
Competencies: Social Justice and Inclusion; History Philosophy & Values
Abstract:

The term “social justice” is being used (and misused) on college and university campuses more and more these days. What exactly is social justice? What is a socially just community? What are the characteristics of a campus and university community committed to social justice? Are we doing things in the name of social justice that are not congruent with the true spirit of equity and inclusion? In this presentation, twelve personal reflections on the current state of social justice education in higher education will be shared along with an opportunity to prepare for your return to campus poised and ready to “do good work.”

11:45 a.m. - 1:00 p.m. | Lunch Break

1:00 p.m. - 2:00 p.m. | Concurrent Sessions III

Title: Rising Up from Surviving to Thriving: An LGBTQIA Resilience Skills-Building Program

Presenter(s): Camilla Brewer, Coordinator for the LGBTQIA Resource Center, Georgia Institute of Technology

Quincy Foster, Coordinator of Student Organizations, Georgia Institute of Technology

Topics in EISJ: LGBTQIA+ Inclusion; Self-Care, Mental Health, and Wellbeing

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups; Preventing and Responding to Violence Trauma and Social Unrest

Competencies: Social Justice and Inclusion; Student Learning & Development

Abstract:

Centering Dr. Anneliese Singh's Queer and Transgender Resilience Workbook (2018), the Georgia Tech LGBTQIA Resource Center launched Rising Up, a 12-week cohort-based group designed to develop resilience in LGBTQIA students, in Fall 2018. The presenters will provide participants a brief overview of the history, development, and impact of Rising Up. Using national data and assessment data from the GT program, the presenters will then participate in discussion on details and considerations in developing, implementing, and assessing the program at other institutions.

Title: Intersectional Strategy and Cultural Advocacy for Serving Independent Student Populations in Higher Education

Presenter(s): Tomie Lenear, Program Coordinator, University of California, Berkeley

Cris Gomez, Academic Counselor, Reentry Students Program UC Berkeley

Luis Hernandez, Program Coordinator, University of California, Berkeley
Ron Williams, Director, University of California, Berkeley

Topics in EISJ: Accessibility; Civic Engagement; Emergency Aid; LGBTQIA+ Inclusion; Minority Serving Institutions; Racial Justice; Self-Care, Mental Health, and Wellbeing; Student Activism; Undocumented Students

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups; Preventing and Responding to Violence Trauma and Social Unrest; Balancing and Enacting Healthy Brave Spaces and Open Expression

Competencies: Social Justice and Inclusion; Student Learning & Development

Abstract:
The Independent Student Programs (ISP) is a subcluster within the Centers for Educational Equity & Excellence (CE3) at the University of California, Berkeley. ISP provides services to veterans, re-entry, student parents, and students who have experienced foster care or incarceration. In this panel discussion, attendees will learn of services tailored for historically underrepresented populations, intersectionality of identities of students served by ISP and the importance of social justice-oriented campus programming, in the implementation of services.

Title: Honoring the Groundwork Within: An Equity Asset-Based Approach to Student Success

Presenter(s): Maurisa Li-A-Ping, Coordinator for First-Year and Sophomore Programs, Brown University

Renata Mauriz, Student Success Coordinator, Brown University

Julio Reyes, Program Director, Brown University

Topics in EISJ: Racial Justice; Student Activism; Undocumented Students

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups; Enhancing Innovative Praxis of Research Theory and Practice

Competencies: Advising & Supporting; Social Justice and Inclusion

Abstract:
This interactive panel discussion will be a conversation between participants and campus partners within the Institute for Transformative Practice at Brown University. Panelists will highlight how they actualize an equity asset-based approach through their work within the Undocumented, First-Generation College, and Low-Income Student Center and the Brown Center for Students of Color. Additionally, they will discuss how their equity asset-based approach nuances the scholar-practitioner identity and deepen its capacity for various forms of scholarship.
Title: **Reframing Resistance - Manifesting a Culture of Healing and Well-Being in Our Communities**

**Presenter(s):**

- **Sydney Abril Torres**, Womxn’s Resource Center Coordinator, California State Polytechnic University, Pomona
- **Wendy Córdova**, César E. Chávez Center for Higher Education Coordinator, California Polytechnic State University, Pomona
- **Kayla Y. Kosaki**, Asian Pacific Islander Student Center Coordinator, California State Polytechnic University, Pomona

**Topics in EISJ:**
Indigeneity and Decolonization; LGBTQIA+ Inclusion; Racial Justice; Self-Care, Mental Health, and Wellbeing

**Institute Theme:**
Establishing and Strengthening Pathways for Success for Minoritized Groups; Balancing and Enacting Healthy Brave Spaces and Open Expression

**Competencies:**
Social Justice and Inclusion

**Abstract:**

The presenters will discuss a future where mental health and our communities are at the center of our well-being. The presenters will also discuss experiences with creating inclusive resources for well-being on campus and facilitate a conversation around mental health services in diversity and inclusion spaces.

Title: **Thoughts Prayers and Action: The Role of Chaplaincy in Response to Trauma and Violence**

**Presenter(s):**

- **Theresa S. Thames**, Associate Dean of Religious Life and the Chapel, Princeton University

**Topics in EISJ:**
Religion and Spirituality; Self-Care, Mental Health, and Wellbeing

**Institute Theme:**
Preventing and Responding to Violence Trauma and Social Unrest

**Competencies:**
Social Justice and Inclusion

**Abstract:**

From acts of terror against Black churches in Louisiana to mass shootings in synagogues and mosques, sacred spaces and religious groups are experiencing unprecedented levels of terror and violence. These acts of violence impact students, especially students of faith. The presenters will examine the ways faith and religious identity impacts the lives of students, discuss the role of chaplains in student support, and explore the significance of rituals and faith practices in response to trauma and violence.
Title: **Personalizing the Process: How One Practitioner Used Autobiographical Research to Support Their Scholar-Practitioner Identity**

Presenter(s): **Anthony Walker**, Assistant Director of Academic Initiatives, Tarrant County College

Topics in EISJ:

Institute Theme: Enhancing Innovative Praxis of Research Theory and Practice

Competencies: Social Justice and Inclusion; Leadership

Abstract:

Scholar-practitioners blend theory with application. The presenter will discuss how applied Critical Race Theory, autobiography, and the concept of experience as curriculum to examine his becoming a scholar-practitioner. The presenter will provide information to individuals interested in intersections between identity and practice.

Title: **Leveraging Dual Credit to Improve Equity of Access and Outcomes for All**

Presenter(s): **Melissa Biegert**, Director of Advising and Completion for High School, Austin Community College

**Shasta Buchanan**, Associate Vice President of College and High School Relations, Austin Community College

**Shannon Sinegal**, Associate Professor of Government, Austin Community College

Topics in EISJ: Accessibility; Minority Serving Institutions; Racial Justice; Undocumented Students

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups

Competencies: Assessment Evaluation & Research; Social Justice and Inclusion

Abstract:

Research has shown that dual credit programs are highly effective in helping improve college-completion outcomes for historically underserved students, however such students are often underrepresented in dual credit programs. The presenters will highlight the ways in which one college strategically leveraged dual credit through an equity lens to improve both student access and outcomes. The presenters will include information on how these efforts have spawned greater equity initiatives throughout the college, including faculty training, hiring, and data analysis.
Title: **Rio Grande Valley: A Glimpse of our DREAMs**

Presenter(s): **Jose Aaron Hinojosa**, Program Coordinator, University of Texas, Rio Grande Valley

Topics in EISJ: Minority Serving Institutions; Undocumented Students

Institute Theme: Establishing and Strengthening Pathways for Success for Minorities Groups; Preventing and Responding to Violence Trauma and Social Unrest; Balancing and Enacting Healthy Brave Spaces and Open Expression; Fostering Development of Effective Civic and Democratic Engagement for Justice

Competencies: Advising & Supporting; Social Justice and Inclusion

Abstract:

The Rio Grande Valley (RGV) is the southernmost tip of South Texas bordering Mexico. The presenters will aim to provide a glimpse of the lives of undocumented and Documented students as well as individuals who strive to make a positive difference. A mini-documentary will be shown to give participants a better idea of who we are and some of the dreams that make the Rio Grande Valley a remarkable place to live. Come prepared to engage in conversation after the documentary.

1:00 p.m. - 1:30 p.m. | Learning Labs I

Title: **Imagine What They’d Say If I Wasn’t Here: Bias On Hiring Committees**

Presenter(s): **Veronica Gilliard, Ph.D.**, Executive Director, Students to Scholars

Topics in EISJ: Accessibility; Civic Engagement; Racial Justice

Institute Theme: Fostering Development of Effective Civic and Democratic Engagement for Justice

Competencies: Organizational and Human Resources

Abstract:

Minoritized faculty and staff members are often chosen to serve on hiring committees; sometimes for the purposes of visibility and other times as a platform for the perpetuation of respectability politics. Whatever the reason, now that you are in the room, how do you navigate implicit and explicit bias from dominant culture committee members toward qualified individuals from minoritized cultures? The presenter will explore five practical ways to push back against bias as a member of hiring committees.
Title: For the Culture! Empowering Social Justice Dialogue on Campus Through Pop Culture

Presenter(s): Brianna Antonella Valdivia, Graduate Assistant, Vanderbilt University

Topics in EISJ: Racial Justice; Student Activism

Institute Theme: Balancing and Enacting Healthy Brave Spaces and Open Expression

Competencies: Social Justice and Inclusion; Student Learning & Development

Abstract:
The presenter will explore the importance of bringing social justice topics and popular culture together to create effective dialogue programming on college campuses. The presenter will provide an example of a program called For the Culture Fridays at Vanderbilt University, and address five tips for building a program that creates a brave space for open expression/critical thinking. The presenter will engage in collaborative discussion on how dialogue-based programs can be created through a pop culture lens for different institutions.

Title: Conversation to Action: Creatively Engaging a Campus on Equity Diversity and Inclusion

Presenter(s): Lisa Ostiguy, Special Advisor to the Provost on Campus Life, Concordia University

Laurane Beyle, Project Coordinator of Campus Life, Concordia University

Topics in EISJ: Accessibility; Indigeneity and Decolonization; LGBTQIA+ Inclusion; Racial Justice; Religion and Spirituality

Institute Theme: Enhancing Innovative Praxis of Research Theory and Practice

Competencies: Social Justice and Inclusion; Leadership

Abstract:
The presenters will provide innovative, creative and diverse ways to engage a campus into conversations around Equity, Diversity and Inclusion. It offers practical steps and considerations when developing an action plan to address needs and coordinate initiatives related Equity, Diversity and Inclusion across campus.
Title: **The Org Chart as a Living Document: Tips for Navigating a Reorganization**

Presenter(s): **Matthew Jeffries**, Director of the Identity/Expression and Sexual Orientation Resource Center, Washington State University  
**Abby Chien**, Director, Central Washington University  
**Chee Ia Yang**, Program Manager, University of Michigan

Topics in EISJ: Self-Care, Mental Health, and Wellbeing  
Institute Theme: Balancing and Enacting Healthy Brave Spaces and Open Expression  
Competencies: Social Justice and Inclusion; Organizational and Human Resources

Abstract:
Reorganizations are normalized practice in student affairs, but we rarely talk about how we can move through these often challenging and uncertain times with grace, humility, and kindness towards others and ourselves while still managing to align values within and across the work. In this learning lab, the presenters will discuss how they have handled uncertainty with both themselves, their peers, and their direct reports.

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**1:30 p.m. - 2:00 p.m. | Learning Labs II**

Title: **Not Even Water?! Eight Ways to Support Muslim Students During Ramadan**

Presenter(s): **Natasha Zubair**, Resident Director, Santa Clara University

Topics in EISJ: Religion and Spirituality  
Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups  
Competencies: Social Justice and Inclusion

Abstract:
With the holy month of Ramadan approaching in April and May of 2020, it will be challenging for Muslim students across the country to balance the rigor of academia with their religious duties if universities do not have an infrastructure of inclusive practice. In this session, the specific needs of Muslim students will be discussed along with eight practical do's and don't's of providing support. The presenter will elaborate on her personal experiences of having observed Ramadan as both a college student and more recently, as a staff member working at a Jesuit institution, highlight effective strategies universities may employ to support students fasting during Ramadan, and share resources to enhance general knowledge of the topic.
Title: Transgender and Gender Non-Binary Care on College Campuses: How to Provide Support, Validation, and a Safe Learning Environment.

Presenter(s): Melissa Porter, PsyD/HSP, Clinical Coordinator/ Licensed Psychologist, Vanderbilt University

Mary Clare Champion, Ph.D., Psychologist, Vanderbilt University

Topics in EISJ: LGBTQIA+ Inclusion

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups

Competencies: Social Justice and Inclusion

Abstract:
This presentation will identify strategies College and University professionals can utilize to provide a supportive and safe learning environment for students who identify as transgender or gender non-binary. Specific strategies currently in place at Vanderbilt University will be described to participants. Participants will then discuss questions/concerns for how to integrate best practices on college campuses for students who identify as either/or transgender or gender non-binary.

Title: The AAs of Meaningfully Interacting With Students who are Culturally Different From You

Presenter(s): Jymmyca Wyatt, Director of Career Services, University of West Georgia

Topics in EISJ: LGBTQIA+ Inclusion; Minority Serving Institutions; Undocumented Students

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups

Competencies: Advising & Supporting; Personal and Ethical Foundations

Abstract:
This presentation will identify strategies College and University professionals can utilize to provide a supportive and safe learning environment for students who identify as transgender or gender non-binary. Specific strategies currently in place at Vanderbilt University will be described to participants. Participants will then discuss questions/concerns for how to integrate best practices on college campuses for students who identify as either/or transgender or gender non-binary.

Title: #AbledsAreWeird #WhyDisabledPeopleDropOut and #ThingsDisabledPeopleKnow: Using Twitter Hashtags for Education Inclusion and Advocacy

Presenter(s): Rebecca Frost, Accommodations Support Specialist, Savannah College of Art and Design

Topics in EISJ: Accessibility; Student Activism
Institute Theme: Fostering Development of Effective Civic and Democratic Engagement for Justice; Establishing and Strengthening Pathways for Success for Minoritized Groups

Competencies: Advising & Supporting

Abstract:
In this interactive presentation, participants can expect to be introduced to Twitter hashtags and disability activists; how Twitter hashtags can center disabled people's voices and experiences; and how student affairs and academic affairs professionals can use Twitter hashtags to inform education, inclusion, and advocacy efforts on campus.

2:15 p.m. - 3:15 p.m. | Concurrent Sessions IV

Title: Intersectional Student Life: Cultivating Transformational Change Through Collaborative Identity-Cultural Center Initiatives in Student Affairs

Presenter(s): Renzo Lara, Ed.D., Director of Latin@/x Center, California State University, San Marcos
Floyd Lai, Director of Cross Cultural Center, California State University, San Marcos
Robert Robert Aiello-Hauser, Director of Student Engagement and Inclusion LGBTQA Pride Center, California State University, San Marcos
Gail Cole-Avent, Ph.D., Associate Vice President of Student Life, California State University, San Marcos

Topics in EISJ: Civic Engagement; LGBTQIA+ Inclusion

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups

Competencies: Social Justice and Inclusion; Student Learning & Development

Abstract:
Multi-cultural center initiatives are fundamental to student development and success efforts for communities of color. The alignment of five Identity-Cultural Centers at California State University, San Marcos has created a transformative synergy focused on collaborative social change initiatives for marginalized students. The presenter will highlight an empowerment framework focused on joint projects between five Identity-Cultural Centers and empowering outcomes.
**Title:** Using Campus Climate Surveys to Drive Program and Policy Changes  
**Presenter(s):** Andrea Hunt, Associate Professor of Sociology and Director of the Mitchell-West Center for Social Inclusion, University of North Alabama  
**Topics in EISJ:** LGBTQIA+ Inclusion  
**Institute Theme:** Using Campus Climate Surveys to Drive Program and Policy Changes  
**Competencies:** Assessment Evaluation & Research; Social Justice and Inclusion  
**Abstract:**
As universities and colleges across the nation become more diverse, it is important to recognize the needs and experiences of students and cultivate a climate that is welcoming of all individuals from all backgrounds. An important step in doing so is to collect campus-wide data to inform policies, programs, and procedures on campus. This program will highlight the strategies and lessons learned from implementing campus-wide surveys to collect data on (1) sexual assault and Title IX programming and (2) campus diversity and inclusiveness.

**Title:** Supporting the Mental Health of Undocumented Students Through Community Frameworks  
**Presenter(s):** Arlin Gonzalez, Advisor, California State University Dominguez Hills  
Ana Miriam Barragan Santoyo, Coordinator, California State University Dominguez Hills  
Norma Quintero, Psychologist, California State University Dominguez Hills  
**Topics in EISJ:** Undocumented Student Support; Self-Care, Mental Health, and Wellbeing  
**Institute Theme:** Establishing and Strengthening Pathways for Success for Minoritized Groups  
**Competencies:** Social Justice and Inclusion  
**Abstract:**
With the current political climate and systematic barriers undocumented students continue to face, it is pivotal to address their mental health and understand how it impacts their academic journey. Drawing from their experiences and expertise with UndocuMental Health programs, presenters will encourage participants to take an active role on their campuses to support students’ mental health and overall well-being. All participants will engage in self-reflection activities, discussions, and hands-on practices to support the mental health of students.
### 2:15 p.m. - 3:30 p.m. | Concurrent Sessions IV

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<tr>
<th>Title:</th>
<th>Black Grads Matter: Creating Culturally Responsive Student Success Outreach</th>
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<tbody>
<tr>
<td>Presenter(s):</td>
<td>Jasmine A. Lee, Ph.D., Director of Inclusive Excellence, University of Maryland - Baltimore County</td>
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<td></td>
<td>Genyne L. Royal, Ph.D., Assistant Dean for Student Success Initiatives and Neighborhood Student Success Collaborative (NSSC), Michigan State University</td>
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<td>D'Wayne Jenkins, Ph.D., Neighborhood Director of Student Success, Michigan State University</td>
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<td>Topics in EISJ:</td>
<td>Racial Justice; Self-Care, Mental Health, and Wellbeing</td>
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<td>Institute Theme:</td>
<td>Establishing and Strengthening Pathways for Success for Minoritized Groups</td>
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<td>Competencies:</td>
<td>Assessment Evaluation &amp; Research; Social Justice and Inclusion</td>
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<tr>
<td>Abstract:</td>
<td>This general session, highlights three strategic student success outreach initiatives specifically addressing the needs and experiences of Black students at a land-grant PWI. Moving beyond purely talk of extra tutoring and other anti-deficit modes thinking, these initiatives serve as models for institutions to a) meet the sense of belonging needs for students; b) create more inclusive campus communities; and c) engage students as partners in student success work.</td>
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<tr>
<th>Title:</th>
<th>Advising APIDA Students in STEM: Over-represented? Underserved? Why it Matters</th>
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<tr>
<td>Presenter(s):</td>
<td>Jeffrey Tsang, Academic Advisor, Michigan State University</td>
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<td>Jonathan Wang, Center Director, University of Southern California</td>
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<td>Stephen Deaderick, Assistant Director for Living-Learning Programs, Assessment, and Training, Tulane University</td>
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<td>Topics in EISJ:</td>
<td>Racial Justice</td>
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<td>Institute Theme:</td>
<td>Enhancing Innovative Praxis of Research Theory and Practice</td>
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<td>Competencies:</td>
<td>Advising &amp; Supporting</td>
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Abstract:

Asian, Pacific Islander, and Desi/American students comprise of 46% of all STEM majors in the United States (NCES, 2017). This seemingly high number of students is commonly used statistic to support the notion that APIDA students are well represented in STEM majors, STEM industries, and in higher education. This presentation will share information on the experiences of APIDA students in STEM fields, their needs through an advising lens, and the sociopolitical structures that created the present-day geography.

Title: **Unpacking Your Identity: A discussion of intersectionality while abroad**

Presenter(s): **Janelle Love**, Assistant Director of Multicultural Programs, Valparaiso University

Topics in EISJ: Accessibility; LGBTQIA+ Inclusion; Racial Justice; Self-Care, Mental Health, and Wellbeing

Institute Theme: Enhancing Innovative Praxis of Research Theory and Practice

Competencies: Social Justice and Inclusion; Student Learning & Development

Abstract:

The presenters will discuss the development and implementation of a collaborative workshop, between the Office of Multicultural Programs and Study Abroad at Valparaiso University (VU). The workshop aims to prepare undergraduate students to go abroad through discussions around identity intersectionality, privilege, marginalization, bias, intercultural awareness, and culture shock. The workshop prepares students to understand the context of their identity within a US American society prior to experiencing their identities and other cultures while abroad.

2:15 p.m. - 3:30 p.m. | Roundtable Discussions

Title: **Red Table Talk: Black Women’s Strategies of Surviving Transitions in Student Affairs**

Presenter(s): **Sendi Brewster**, Assistant Director of Women's Center, Florida International University

**Babyface Card**, Coordinator of the Center for Leadership and Service, Florida International University

**Nashira Williams, Ph.D.**, Interim Director for Women's Center, Florida International University

Topics in EISJ: Racial Justice; Self-Care, Mental Health, and Wellbeing

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups; Balancing and Enacting Healthy Brave Spaces and Open Expression
Competencies: Organizational and Human Resources; Leadership

Abstract:

Whether a new or mid level professional, career transitions in higher education are an all too common thread for professional advancement and career fulfillment. These transitions can be challenging and may require a level of corresponding resources and strategies to navigate these unfamiliar circumstances. The presenters will lead a conversation about the intersectionality of identities as Black women surviving transitions in the workplace. Facilitators will pull from theoretical models of transition specifically addressing the best practices for engaging Black women and describe their personal experiences with institutional transitions at a Hispanic Serving Institution (HSI) that mirrors the percentage of Black female enrollment at PWIs.

Title: Cultivating Ethnic Student Organizations on Historically White Campuses

Presenter(s): Evette Allen, Executive Director of Multicultural Affairs and Inclusive Excellence, Arkansas State University-Main Campus

Topics in EISJ: Racial Justice; Student Activism

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups

Competencies: Social Justice and Inclusion; Student Learning & Development

Abstract:
The purpose of this roundtable is to guide student affairs professionals and student leaders through a conversation on the history of ethnic student organizations, the purpose of ethnic student organizations and how to sustain these organizations over time so that they continue to contribute to the success of Students of Color.

Title: Creating Space and Collaboration: Staff’s Role in Leading Diversity Equity and Inclusion Efforts

Presenter(s): Emily Gullickson, Managing Director for Multicultural Scholars Program, University of Kansas

Melissa Peterson, Associate Director of TRIO STEM and Health-Related Careers, University of Kansas

Verónica Rodríguez-Méndez, Academic Advisor, University of Kansas

Anthea Scouffas, Engagement and Education Director of the Lied Center of Kansas, University of Kansas

Topics in EISJ: Civic Engagement; Indigeneity and Decolonization; LGBTQIA+ Inclusion; Racial Justice; Undocumented Students
Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups; Enhancing Innovative Praxis of Research Theory and Practice; Balancing and Enacting Healthy Brave Spaces and Open Expression

Competencies: Social Justice and Inclusion; Leadership

Abstract:

The presenters will highlight the staff members that are leading diversity, equity and inclusion efforts across higher education. These staff members are breaking barriers and dismantling systems of oppression through their creation of collaborative networks and grounding in social justice. There is an examination and inspection of current best practices for successful collaboration between staff members to create sustainable and meaningful change at research institutions.

Title: Learning Through Narratives: Contemporary Experiences of Undocumented Students

Presenter(s): Christian Lozano Cuellar, Assistant Director of the Office of Multicultural Affairs and Student Cultural Resource Centers, California State University, Long Beach

Topics in EISJ: Accessibility; Racial Justice; Student Activism; Undocumented Students

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups

Competencies: Social Justice and Inclusion; Law Policy & Governance

Abstract:

Learning through Narratives: Contemporary Experiences of Undocumented Students will explore national and state laws, academic research, individual narratives, and provide effective strategies to support the success of DACA and undocumented students in institutions of higher education. This presentation will highlight various challenges undocumented students encounter along their educational trajectory. As a beneficiary of DACA, Lozano, will share from his own personal experience some of the challenges that continue to impact the lives of DACA/undocumented students post-graduation.

Title: Sellout or Strategist?: Using Short Term Restraint to Achieve Long Term Success

Presenter(s): Gillian Atkinson, Director of Intercultural Engagement and Inclusion, Hofstra University

Sofia Pertuz, Chief Diversity and Inclusion Officer, The Jed Foundation

Topics in EISJ: Self-Care, Mental Health, and Wellbeing

Institute Theme: Balancing and Enacting Healthy Brave Spaces and Open Expression
Competencies: Advising & Supporting; Social Justice and Inclusion

Abstract:

As diversity and inclusion professionals we must pick and choose our battles. Sometimes we speak-up and fight. Other times we silently sit down to plan. While it feels like selling out, exercising strategic restraint when confronted with contentious bias-motivated incidents, deciding not to respond in the moment may contribute to a long term positive impact for both the institution and mental health of the individual.

Title: #BLACKOUT! – The Online Event that Inspired Empowerment and Surprised Many People within Student Affairs!

Presenter(s): Joshua Fredenburg, Doctoral Student, Nova Southeastern University
Quiana Stone, Associate Director for Selection and Training, DePaul University
Nequel Burwell, Assistant Director for Residential Learning, The University if Mississippi

Topics in EISJ: LGBTQIA+ Inclusion; Minority Serving Institutions; Racial Justice; Self-Care, Mental Health, and Wellbeing; Student Activism

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups

Competencies: Social Justice and Inclusion; Student Learning & Development

Abstract:

In 2016, a collective group of (BLKSAP) members shared a variety of articles, videos, and personal stories addressing issues of racism, privilege, and micro aggressions within the system of higher education. In this transformational program, participants will learn more about this impactful event that transpired a couple of years ago and will directly interface with student affair professionals of color who shared their story with others to raise awareness and provide inspiration to others facing similar situations on their campuses.

3:15 p.m. - 3:45 p.m. | Networking Break
3:45 p.m. - 4:45 p.m. | Concurrent Sessions V

Title: **The Arc of Citizenship Bends Toward Justice When We Work Alongside Communities**

Presenter(s): **Carah Ong Whaley**, Associate Director of the James Madison Center for Civic Engagement, James Madison University

**Jamie Williams**, Associate Director, Community Service Learning James Madison University

**Steven Thomas**, Community Organizer, Northeast Neighborhood Association

Topics in EISJ: Civic Engagement; Racial Justice; Student Activism

Institute Theme: Fostering Development of Effective Civic and Democratic Engagement for Justice

Competencies: Social Justice and Inclusion; Student Learning & Development

Abstract:

Following a presentation of the "Arc of Citizenship" partnership between James Madison University's Community Service-Learning, Center for Civic Engagement, Northeast Neighborhood Association, and Montpelier's Enslaved Descendants' Community, participants will identify how faculty, staff, students, and community partners can work together to connect service with political learning to address racial and socioeconomic oppression. The workshop will offer strategies for building reciprocal relationships with community organizations and developing initiatives that provide individuals opportunities to develop and practice civic skills.

Title: **What It Takes to be a Voter Friendly Campus**

Presenter(s): **Debi Lombardi**, National Program Director, Campus Vote Project

Topics in EISJ: Civic Engagement; Student Activism

Institute Theme: Fostering Development of Effective Civic and Democratic Engagement for Justice

Competencies: Social Justice and Inclusion; Law Policy & Governance

Abstract:

NASPA Lead Initiative and Campus Vote Project have been working together since 2015 to coordinate the Voter Friendly Campus program. This session captures lessons learned from our campus partners and key programming to help your campus achieve 100% voter registration of eligible students. Participants will hear from staff that support the program and from previously designated Voter Friendly Campuses about their efforts to make sure that all members of the student population are able to participate in our democracy. This session will also share with participants the the process for being designated a Voter Friendly Campus for 2021-2022.
Supporting Student Achievement and Retention Through Referral Programs

Presenter(s):
Natasha Saunders, M.S., Director of Multicultural Affairs, Roanoke College
Duston Scarborough, Assistant Director of SOAR, Virginia Polytechnic Insitute and State University
Errol Arcienega, SOAR Program Manger, Virginia Polytechnic Insitute and State University
Chantel Simpson, PhD, Assistant Professor of Agriscience Education, North Carolina Agricultural & Technical State University

Topics in EISJ: Accessibility
Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups
Competencies: Advising & Supporting; Social Justice and Inclusion

Abstract:
Student Opportunities and Achievement Resources (SOAR) was developed as an initiative of the Office for Inclusion and Diversity in an effort to help recruit and retain minority students on the campus of a predominantly white institution. While numerous resources are available to assist students on campus, many minority students are often unaware of the services available to them or how to navigate and access these services. This program highlights the need for similar programs, successful strategies and lessons learned in creating the SOAR program and connecting students to on-campus resources.

Advancing Equitable Practice With Intergroup Dialogue: Bravery Development and Ideas

Presenter(s):
Paul Hengesteg, Doctoral Student and Research Assistant, Iowa State University
Torrell Foree, Coordinator for the African American Resource Center, California State University, Fullerton

Topics in EISJ: Civic Engagement; Racial Justice
Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups; Enhancing Innovative Praxis of Research Theory and Practice; Balancing and Enacting Healthy Brave Spaces and Open Expression; Fostering Development of Effective Civic and Democratic Engagement for Justice
Competencies: Social Justice and Inclusion; Student Learning & Development
Abstract:

This program will highlight the background of Intergroup Dialogue (IGD) as a well-researched pedagogy and method for advancing equity on college campuses. IGD can also be an excellent opportunity for collaborations across the institution, including the academic affairs, student affairs divide. We will share our journey of bringing the work to our campus, share our lessons learned, and provide student responses to the course curriculum which indicates IGD's success at advancing awareness of social justice among students. We will close the workshop with a group discussion for brainstorming ways for participants to implement IGD on their own campus as well as general questions and answers.

Title: Addressing Oppression-Based Trauma: The Development of Healing and Empowerment Workshops in Response to Social Injustice.

Presenter(s): Jarice Carr, Staff Psychologist, University of North Carolina, Charlotte  
Renita Sengupta, Staff Psychologist, University of North Carolina, Charlotte  
Leigh Norwood, Assistant Director for Counseling Services, University of North Carolina, Charlotte  
Daniela Recabarren, Coordinator of Multicultural and Equity Initiatives for Counseling Services, University of North Carolina, Charlotte

Topics in EISJ: Racial Justice; Self-Care, Mental Health, and Wellbeing

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups; Preventing and Responding to Violence Trauma and Social Unrest

Competencies: Advising & Supporting; Social Justice and Inclusion

Abstract:

This 60 minute general information session will review one university's initiative to support student communities following oppression-based events. Counseling Center staff will share successes and challenges experienced collaborating with campus partners to develop a responsive workshop program for student communities affected by oppression-based events. Workshops provide psycho-education on common responses to recurrent hate-based trauma, coping strategies for reducing risk, and supportive resources from the campus and local community.
Title: Where Roads Meet: Using LGBTQ Identity Development Models to Create Inclusive Advising

Presenter(s): Mel McCuin, Program Coordinator, Intercultural Resource Center: LGBTQ Student Services, Rutgers University-Newark
Armanda Cerqueira, Academic Advisor, Rutgers Business School Undergraduate-Newark

Topics in EISJ: LGBTQIA+ Inclusion
Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups
Competencies: Advising & Supporting; Social Justice and Inclusion

Abstract:
Academic advisors are uniquely positioned on college campuses to help address LGBTQ students' needs and to create a welcoming and inclusive campus environment. The presenters will demonstrate how advisors can positively impact LGBTQ students' academic development by using best practices to build trust and rapport with LGBTQ students and how to identify and address institutional barriers that prevent LGBTQ students from expressing their sexual orientations and gender identities openly and with pride on their campuses.

Title: Am I A Veteran or I Am A Veteran: The Culture Around Women Who Serve

Presenter(s): Ann Treadaway, Director Office of Veteran and Military Programs and Services, Rutgers University

Topics in EISJ: Civic Engagement; LGBTQIA+ Inclusion; Self-Care, Mental Health, and Wellbeing
Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups
Competencies: Social Justice and Inclusion; History Philosophy & Values

Abstract:
According to the U.S. Department of Veteran Affairs (VA) and other government agencies, women are the fastest growing cohort of Veterans. The VA and many veteran support services have been designed for men. As the percentage of women veterans' increases, these agencies have attempted to expand their services to meet their needs, yet women veteran engagement is low. This presentation will address the culture around women in the service that may be a factor in preventing them from utilizing support services and programs.
Title: Addressing Food Insecurities at Colleges Through Food Pantries

Presenter(s): Elibariki Nguma, Director, Student Activities and Wellness, South Texas College
Paul Hernandez, Dean of Student Affairs, South Texas College
Phillips Thomas Hornbuckle J.D, Director, Office of Intercultural Student Life & Global Programming, York College of Pennsylvania

Topics in EISJ: Accessibility; Civic Engagement; Minority Serving Institutions; Undocumented Students

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups

Competencies: Advising & Supporting; Social Justice and Inclusion

Abstract:
Approximately 42% of Community College students experience food insecurity and one in three skip meals due to lack of financial resources (Goldrick-Rab, et al 2016). How can Colleges ensure students facing such challenges are also able to succeed in the classroom? What sort of challenges exist when trying to establish a food pantry? What sort of processes can be established to ensure that students receiving food pantry assistance are also connected to other resources contributing to their well-being and academic success?

Title: Outcomes of a Health Professions Preparation Program for Underrepresented Minority Students

Presenter(s): Jordan Sharpshair, Education and Training Specialist, University of Florida

Topics in EISJ: Racial Justice

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups

Competencies: Social Justice and Inclusion; Student Learning & Development

Abstract:
Higher Education faces difficulties recruiting and matriculating qualified underrepresented minority (URM) students to healthcare professions. The University of Florida Summer Health Professions Education Program (UF SHPEP) educates underrepresented minority (URM) students about careers in healthcare, and equips them with the tools necessary to become successful applicants to healthcare programs. Forthcoming data shows this program assists in the goal of increasing the number of URM students in healthcare programs by decreasing perceived barriers. Presenters will share program structure, efforts, and assessment data.

Title: Facilitating Multicultural Student Leader Development at a Minority Majority Institution

Presenter(s): Eve Millett, Academic Advisor, University of Hawai‘i at Mānoa

Topics in EISJ: Civic Engagement; Minority Serving Institutions; Racial Justice

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups

Competencies: Social Justice and Inclusion; Student Learning & Development

Abstract:

This presentation discusses the ways in which one student affairs professional works as an ally to developing student leaders and peer advisors on campus through a social justice focused training and development program, targeting students who come from disenfranchised groups as a pathway to success/engagement in the community. Participants will learn about models that can be used to engage student leaders/workers on campus to create social justice based training, hear the results of these models, and engage in an activity.

Title: Using Cross Campus Collaborations and Experiential Learning to Design Curriculum for First Year Underrepresented Students

Presenter(s): Eric Hall, Program Coordinator for the Academic Excellence Program, Auburn University
Nekita Tingle, Coordinator for Academic Initiatives, Auburn University

Topics in EISJ: Accessibility; LGBTQIA+ Inclusion; Racial Justice

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups; Enhancing Innovative Praxis of Research Theory and Practice

Competencies: Social Justice and Inclusion; Student Learning & Development

Abstract:

The presenters will demonstrate how the use of cross campus collaborations, specialized curriculum, and experiential learning can be utilized to create an environment that is able to welcome, support, and retain underrepresented students.
Title: **A Labor of Love: Cultivating a Social Justice Praxis Within Identity & Cultural Based Centers at the University of California, Riverside**

Presenter(s): **Arlene Cano Matute**, Assistant Director, Chicano Student Programs, University of California, Riverside  
**Megan Rush**, Program Coordinator of Lesbian Gay Bisexual and Transgender Resource Center, University of California Riverside  
**Tia Chea**, Program Coordinator of Asian Pacific Student Programs, University of California, Riverside  
**Rhiannon Little-Surowski**, Program Coordinator of African Student Programs, University of California, Riverside

Topics in EISJ: LGBTQIA+ Inclusion; Minority Serving Institutions; Racial Justice

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups

Competencies: Social Justice and Inclusion; History Philosophy & Values

Abstract:

At the University of California, Riverside, the Ethnic and Gender Offices cultivate a transformative and holistic student experience utilizing a model of eight individual identity and cultural based centers that focus on social justice, identity development, resilience and intersectional partnerships. This presentation will highlight our historical context, intercultural competencies and interdepartmental collaborations through a community cultural wealth model which serves as a best practice that positively impacts access, retention and persistence for students of color.

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5:00 p.m. - 6:00 p.m. | Concurrent Sessions VI

Title: **Practicing What We Preach: Enhancing Social Justice Education at a Mid-Sized Private University**

Presenter(s): **Sienna Abdulahad**, Director for Multicultural Affairs, Tulane University  
**Ben Brubaker**, Program Manager, Tulane University  
**Abi Mbaye**, Graduate Assistant, Tulane University

Topics in EISJ: Racial Justice; Self-Care, Mental Health, and Wellbeing; Student Activism

Institute Theme: Balancing and Enacting Healthy Brave Spaces and Open Expression; Fostering Development of Effective Civic and Democratic Engagement for Justice

Competencies: Social Justice and Inclusion; Student Learning & Development
Abstract:

The Community Engagement Advocates is a peer-led dialogue-based social justice education program offered to the Tulane University community. Trained students lead interactive workshops designed to create brave spaces to explore topics including race, class, gender, sexuality, ability, religion, and community engagement. The increased demand for inclusive pedagogy on campus has presented challenges for various stakeholders, especially student leaders and staff. The presenters will share strategies to scale up while reducing activism fatigue and center the voices of students.

Title: **Mānoa Access Initiative: Partnerships and Pathways for the Success of Marginalized Students**

Presenter(s): **Christine Quemuel**, Interim Assistant Vice Chancellor for Diversity, University of Hawai‘i at Mānoa  
**Kenny Lopez**, Assistant Director for Residential Academic Initiatives and Assessment, University of Hawai‘i at Mānoa  
**Jennifer Pagala Barnett**, Associate Director of Student Equity Excellence and Diversity, University of Hawai‘i at Mānoa  
**Sabrina Fallejo Uganiza**, Assistant to the Vice Chancellor for Students, University of Hawai‘i at Mānoa

Topics in EISJ: Minority Serving Institutions; Racial Justice

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups

Competencies: Advising & Supporting; Social Justice and Inclusion

Abstract:

Learn how to develop and build a unique partnership between academic and student affairs in order to fully support first-year students from traditionally underrepresented communities. The Mānoa Access Initiative (MAI) is a provisional acceptance program for students who did not meet the minimum admission requirements into the University of Hawai‘i at Mānoa. Through MAI, students are equipped to navigate higher education through an Ethnic Studies lens and are exposed to all the resources departments/programs available to them on campus.

Title: **Teaching Leadership Through Identity-Conscious Cohort-Based Curriculum: A Comparative Case Study**

Presenter(s): **Trisha Teig**, Teaching Assistant Professor, University of Denver  
**Jackie Shi**, Graduate Research Specialist, University of Denver

Topics in EISJ: Racial Justice; Self-Care, Mental Health, and Wellbeing
Creating identity-conscious brave spaces for student learning requires innovation. This qualitative case study explored a new leadership program (the Women’s Leadership Scholars), created to support first generation women of color at a predominately white institution. Informed by critical feminist pedagogy (hooks, 1994), the study compared courses of the Women’s Leadership Scholars with an established leadership program. Hear from participants’ voices and learn how an identity-focused, cohort-based curricular program established pathways for success for women of color at a PWI.

Title:  
Supporting the Well-being and Mental Health of LGBTQ+ College Students

Presenter(s):  
Sofia Pertuz, Chief Diversity and Inclusion Officer, The Jed Foundation  
Maren Greathouse, Director, Rutgers University, New Brunswick

Abstract:
Studies show that queer-spectrum students and trans-spectrum students reported lower levels of agreement on all measures of campus climate when compared to their heterosexual and cisgender peers. They are also at higher risk for suicide and adverse mental health outcomes. This indicates a demonstrated need among the higher education community for additional supports and resources. We will share data points about the issues and discuss recommendations focused on sexuality and gender identity to help campuses provide safe and affirming environments.

Title:  
Engaging Hispanic/Latinx/Chicanx Students With Relevant Spanish Language Programs to end Gender-based Violence.

Presenter(s):  
Yesenia Curiel, Campus Advocacy, Resources & Education (CARE) Director, University of California, Merced

Abstract:

Abstract:

UC Merced is designated as Hispanic-Serving Institution (HSI), more than 50% of the student body identify as Hispanic/Latinx/Chicanx and 87% are first-generation college students. The Campus Advocacy, Resource and Education (CARE) offices decided to offer Spanish language Violence Intervention Prevention (VIP) programs in 2016. To engage and empower students that they can contribute to the ending of gender-based violence such as sexual assault, dating/domestic violence and stalking by using their first language (2nd most used language on campus-Spanish). A prevention goal for the CARE office is to empower bystanders however, students need to receive support in the language they may be addressing unhealthy behaviors, sexism or machista perspectives. This presentation is to expose attendees with insight on how to develop innovative programs that are in Spanish and include cultural nuances on traditional gender norms. The presentation will review the elements of how to outreach to students, how to make sure content is culturally and linguistically appropriate and how to empower students to have courageous conversations with family and friends in Spanish. Participants will have an opportunity to participate in an example portion of the Summer Orientation Prevention presentation which is in Spanish. The second half of this presentation will be in Spanish.

Title: The Hidden Education of Students of Color: Fostering Success for Students of Color Through Transformative Practices of Inclusion

Presenter(s): Jenny Sak, Assistant Director of the Paul Robeson Cultural Center, The Pennsylvania State University
Carlos Wiley, Director, The Pennsylvania State University

Topics in EISJ: Accessibility; Civic Engagement; LGBTQIA+ Inclusion; Racial Justice; Self-Care, Mental Health, and Wellbeing

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups

Competencies: Social Justice and Inclusion; Student Learning & Development

Abstract:

The Paul Robeson Cultural Center at The Pennsylvania State University, will discuss how through inclusive practices, awareness building, and peer mentorship one can break barriers for Students of Color academically, socially and culturally with an emphasis on the important roles of cultural centers and campus partnership to foster success and transformative changes both institutionally and the community.
Title: Leveraging Community Work-based Equity Programs as a Launching Pad for Student Success.

Presenter(s): Scott Bergman, Coordinator of Summer Bridge Programming, Metropolitan State University of Denver

Lauren Koppel, Assistant Director of Scholarship Support and Retention, Metropolitan State University of Denver

Topics in EISJ: Minority Serving Institutions

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups

Competencies: Advising & Supporting; Student Learning & Development

Abstract:

Metropolitan State University of Denver will share how we collaborated with community equity-based summer youth employment programs to provide students with traditionally low matriculation and retention rates an opportunity for success. Attendees will explore the mechanics of how the partnerships work, the framework for the summer, and the outcomes for the participants. The program provides a low-cost way for Metropolitan State University of Denver to address equity gaps.

Title: Activism: The Reality Depth and Meaning for Higher Education Professionals

Presenter(s): Danielle Johnson, Senior Advisor and Coordinator of the Daniel Ackers Scholars Program, University at Buffalo

Geovaira Hernandez, Climate Change Organizer, People United for Sustainable Housing (PUSH) - Buffalo

Topics in EISJ: Civic Engagement; LGBTQIA+ Inclusion; Racial Justice; Student Activism

Institute Theme: Fostering Development of Effective Civic and Democratic Engagement for Justice

Competencies: Advising & Supporting; Social Justice and Inclusion

Abstract:

Within higher education, administrators, practitioners and professionals are finding it increasingly more difficult to remain silent in a world filled with so much injustice, often experiencing feelings of uncertainty, sadness, and anger. By getting involved with community organizing and activism, professionals are able to not only help to create sustainable change in their communities, but be better able to help their students who might struggle to make meaning of the injustices they see in the world on a daily basis.
Title: Classism-Based Trauma and Low-Income College Students: A Framework for Understanding

Presenter(s): Jennifer Telschow, Graduate Student, Northwestern University

Topics in EISJ: Self-Care, Mental Health, and Wellbeing

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups

Competencies: Advising & Supporting; Social Justice and Inclusion

Abstract:

College students from low-income backgrounds, many of whom also identify as first-generation college students, face unique challenges that can hinder college success and completion. How can student affairs practitioners best support this population through targeted approaches to these challenges? What role does classism play in the mental health of low-income college students? We will focus on the social class aspect of the college student identity, first by reviewing Liu's (2013) Social Class and Classism Consciousness Model, then by reviewing a framework for understanding classism as trauma.

Title: Unpacking Microaggressions Toward Female Professionals of Color at PWIs

Presenter(s): Neudy Carolina Nuñez, Program Director of Academic Initiatives and LLCs, University of South Florida

Carol Taylor-Shim, Director of Bias Incident Support Services, University of Kentucky

Carol Vang, Assistant Residence Life Coordinator, University of South Florida

Topics in EISJ: Racial Justice; Self-Care, Mental Health, and Wellbeing

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups; Balancing and Enacting Healthy Brave Spaces and Open Expression

Competencies: Advising & Supporting; Social Justice and Inclusion

Abstract:

Women of color must navigate every single aspect of the higher education landscape through a lens of unconscious and conscious bias. The presenters will share their experiences with microaggressions and the impact of working at the intersections of race, gender, ethnicity and a host of other minoritized identities. In addition, allies and accomplices across identities will gain insight into how they can use their privilege, access, and power to level the field for us all.
Title: Stephon Clark Decision: No Charges against Sacramento police

Presenter(s): Beth Lesen, Associate Vice President for Student Affairs and Dean of Students, California State University, Sacramento

John Johnson, Director for Centers for Diversity and Inclusion, California State University, Sacramento

Topics in EISJ: Minority Serving Institutions; Racial Justice; Student Activism

Institute Theme: Preventing and Responding to Violence Trauma and Social Unrest

Competencies: Social Justice and Inclusion; Leadership

Abstract:
Learn how Sacramento State responded to the news that Stephon Clark had been killed by Sacramento police and then the DAs decision, a year later, not to prosecute. Presenters will debrief how and when the news reached the Sac State campus, how that impacted the campus community and how the university chose to respond. Presenters will also debrief how and when news of the decision not to prosecute reached the campus and how the university proactively prepared for that announcement.

Title: Ain't it #MeToo?: The Recruitment and Retention of Black Women in Higher Ed

Presenter(s): April-Autumn Jenkins, Gender Violence Intervention Services Coordinator, Duke University

Olie Bibi Gnagno, Student Development Coordinator for the Women’s Center, Duke University

Krystal George, Interim Director of Prevention Initiatives and Women’s Center, Duke University

Topics in EISJ: Minority Serving Institutions; Racial Justice

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups; Preventing and Responding to Violence Trauma and Social Unrest

Competencies: Social Justice and Inclusion

Abstract:
From Sojourner Truth to Tarana Burks, black women are often lost in the conversation on the spectrum of gender equity to gender violence. Diversity, inclusion and Sexual Assault Prevention are now amplified as being best practices for predominately white institutions (PWIs) in tandem with black women being sought after and drawn to these PWIs. However the question then becomes - do these institutions have the resources both on a staff, faculty and programmatic level to fully support a holistic experience where these black women can thrive?
**Day 3: Tuesday, December 10**

7:30 a.m. - 11:00 a.m. | Registration

7:30 a.m. - 8:30 a.m. | Continental Breakfast

8:30 a.m. - 9:30 a.m. | Concurrent Sessions VII

**Title:** “The Village”: Supporting the mental health needs of minority students

**Presenter(s):** Terra Hall, Graduate Student, University of Maryland - College Park

**Topics in EISJ:** Racial Justice; Self-Care, Mental Health, and Wellbeing

**Institute Theme:** Establishing and Strengthening Pathways for Success for Minoritized Groups; Enhancing Innovative Praxis of Research Theory and Practice

**Competencies:** Advising & Supporting; Social Justice and Inclusion

**Abstract:**

Understanding the mental health needs of today's college students is an area deserving the attention of all college personnel, not just mental health providers. Being a minority student with mental health needs can serve as a barrier to academic/personal success. This presentation will aid new and continuing student affairs professionals in understanding the needs of this emerging population. Utilizing a strengths-based framework, Yosso’s (2005) Community Cultural Wealth, participants will gain strategies for successful interactions with this population.

**Title:** KU Powwow and Indigenous Cultures Festival: Creating Sustainable Native Programming at PWI’s

**Presenter(s):** Emily Gullickson, Managing Director of Multicultural Scholars Program, University of Kansas

Melissa Peterson, Associate Director of Trio STEM and Health-Related Careers, University of Kansas

Matthew Gillispie, Clinical Associate Professor and Speech-Language Pathologist, University of Kansas

Anthea Scouffas, Engagement and Education Director of the Lied Center of Kansas, University of Kansas

**Topics in EISJ:** Indigeneity and Decolonization

**Institute Theme:** Establishing and Strengthening Pathways for Success for Minoritized Groups; Enhancing Innovative Praxis of Research Theory and Practice
Competencies: Social Justice and Inclusion

Abstract:
The presenters will discuss how the KU Powwow and Indigenous Cultures Festival at the University of Kansas. The presenters from the planning committee will guide participants through the year-long process of planning and budgeting for an event at this magnitude. The presenters will discuss the unique collaborations and the sustainable programming created to support Native students, staff, faculty and community members at predominantly white institutions. There will be opportunities to strategize and create budgets and possible programs with other participants during the session.

Title: Supporting Muslim Students 101
Presenter(s): Maria Ahmad, Assistant Director of the Multicultural Student Center, University of Wisconsin Madison

Topics in EISJ: Civic Engagement; Religion and Spirituality
Institute Theme: Balancing and Enacting Healthy Brave Spaces and Open Expression; Fostering Development of Effective Civic and Democratic Engagement for Justice
Competencies: Advising & Supporting; Social Justice and Inclusion

Abstract:
The presenter will provide foundational knowledge of Islam, what it may mean for students to identify as Muslims, challenges that they may face on campus, and the impact of Islamophobia as well. The presenter will address broad issues faced on campus and provide practical solutions to make campus more inclusive and accommodating for Muslim students. It will also address the current climate for Muslims in America, and how to support students during this time.

Title: The Bilingual Mingle: A Conversation About Programming in Multiple Languages
Presenter(s): Horacio Borja-Durán, Coordinator of Family, Spanish, and Special Programs, Metropolitan State University of Denver
John Babcock, Associate Director of Orientation Transition and Retention, Metropolitan State University of Denver

Topics in EISJ: Accessibility; Minority Serving Institutions; Racial Justice; Undocumented Students
Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups
Competencies: Advising & Supporting; Social Justice and Inclusion
Abstract:

A presentation and discussion on bilingual programming and support for students' support systems (e.g. family members, friends, community members, etc.). Specifically, we will analyze the history and current impact of Metropolitan State University of Denver's Orientación Familiar, a Spanish orientation program for family members and guests of incoming students. Participants will engage in conversation around non-English and bilingual programming as it relates to their respective institutions in order to identify needs, discuss areas of growth, and share best practices.

Title: Our Kuleana to Our ‘Ohana: Outsider Perspectives of Responsibility to Honor Indigeneity

Presenter(s): Susan Hua, Residence Director, University of Hawai‘i at Mānoa

Elisa Ongosia, Residence Director, University of Hawai‘i at Mānoa

Topics in EISJ: Indigeneity and Decolonization; Minority Serving Institutions

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups

Competencies: Social Justice and Inclusion; Personal and Ethical Foundations

Abstract:

With more conversations arising that center on acknowledging the injustices that have been done to the indigenous populations, it is important to consider how, in higher education, we are perpetuating systemic oppression on our campuses. This program shares the experiences of two non-indigenous professionals working at a Native Hawai‘ian Serving Institution (NHSI) and the implementation of department values that are grounded in Native Hawai‘ian concepts. Attendees will leave with a broader understanding of supporting indigenous students from an outsider perspective.

Title: Navigating the Ivory Tower: Embracing Self-Preservatory Mental Health

Presenter(s): Alejandro Martinez, Residential Community Director - Upperclass Experience, Case Western Reserve University

Sara D. Anderson, Deputy Title IX Coordinator for Prevention, Training, and Outreach, University of Colorado Denver | Anschutz Medical Campus

Melissa Yazzie, Assistant Director of Honoring Nations with the Harvard Project on American Indian Economic Development, Harvard University

Topics in EISJ: Racial Justice; Self-Care, Mental Health, and Wellbeing

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups; Balancing and Enacting Healthy Brave Spaces and Open Expression

Competencies: Social Justice and Inclusion; Personal and Ethical Foundations
Abstract:

Using Schlossberg’s Transition Theory as a beginning framework, this presentation will discuss how professionals of color can sustain their self-preservation and mental health as they move in, move through, and move out of positions. The presenters will share their experiences and discuss therapeutic skills and social work modalities from interpersonal psychotherapy, cognitive processing therapy, and cognitive behavioral therapy to combat challenges that arise for professionals of color in encountering racial battle fatigue, finding a community, and experiencing burnout.

Title: Identity and Leadership: Navigating Paths Politics and the Profession Utilizing Borderlands Theory

Presenter(s): Travis Tamasese, Chief of Staff, California State University, Long Beach

Topics in EISJ: Indigeneity and Decolonization; LGBTQIA+ Inclusion; Minority Serving Institutions; Racial Justice; Undocumented Students

Competencies: Social Justice and Inclusion; Leadership

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups; Enhancing Innovative Praxis of Research Theory and Practice

Abstract:

Meeting students where they are and guiding them is a common maxim in Student Affairs, yet we oftentimes fail to recognize that staff whose work is grounded in social justice and equity efforts are often navigating their respective identities and leadership development. Utilizing Gloria Anzaldúa’s Borderlands Theory as a theoretical underpinning, this program highlights the relationship between personal identity development, its relationship to leadership development for practitioners, and provides strategies to become an effective leader while navigating campus political landscapes.

Title: Empowering Future Health Professionals to Serve Diverse Populations Through Collaborative Partnership

Presenter(s): Agnes Malate, Director of the Health Careers Opportunity Program, University of Hawai‘i at Mānoa

Michelle Tagorda, Academic Advisor, University of Hawai‘i at Mānoa

Topics in EISJ: Civic Engagement; Self-Care, Mental Health, and Wellbeing

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups; Fostering Development of Effective Civic and Democratic Engagement for Justice

Competencies: Advising & Supporting; Social Justice and Inclusion
Abstract:

The students of the Health Careers Opportunity Program at the University of Hawai‘i at Mānoa have been inspired and empowered to pursue their goals of becoming health professionals through innovative, culture- and context-rich curriculum and community-based learning opportunities. The presenters will provide information about the key program components, strategies, and practical tips for building a collaborative partnership and incorporating civic learning and engagement in their program and activities. Bring your ideas and strategies for fostering civic learning and engagement.

Title: Keeping the Faith: Work Toward a Trans Inclusive Climate at a Catholic institution.

Presenter(s): Chris Heasley, Ed.D., Assistant Professor, Saint Joseph's University; Alex Iannucci, Director of Strategic Initiatives for the Office of Diversity, Equity and Inclusion, Villanova University

Topics in EISJ: LGBTQIA+ Inclusion; Religion and Spirituality

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups; Balancing and Enacting Healthy Brave Spaces and Open Expression

Competencies: Social Justice and Inclusion; Leadership

Abstract:

Reflecting on equity in a faith-based university context, presenters will offer four action-oriented ideas in response to the following questions: (1) In what ways do campus policies and procedures allow transgender, genderqueer, and gender non-conforming community members to experience equity, safety, inclusion, and care; (2) What steps might we take to create a trans inclusive climate; and (3) How can institutional mission be used to enhance inclusion and care for all community members? Come join us to talk mission-driven inclusion and diversity!

Title: There Is No Diversity Without Disability: Sharing Responsibility to Educate the Campus Community on Disability Education and Support Accessible Program

Presenter(s): Rebecca Frost, Accommodations Support Specialist, Savannah College of Art and Design

Topics in EISJ: Accessibility

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups

Competencies: Social Justice and Inclusion
Abstract:

Disability Services Offices cannot and should not be relied on as the only Student Affairs Office to address disability issues on campus; rather, all student affairs practitioners and administrators have a responsibility to include disability in all conversations and programming related to diversity. In this interactive presentation, participants can expect to learn how to develop training programs for students and campus partners on disability education and accessible programming.

Title: LowKey I’m Pressed: Paraprofessionals Processing the Challenges of Social Justice Education Work

Presenter(s): Kimberly Otchere, Assistant Director of Social Justice and Leadership Education, University of Illinois at Champaign-Urbana

Topics in EISJ: Student Activism; Self-Care, Mental Health, and Wellbeing

Institute Theme: Preventing and Responding to Violence, Trauma, and Social Unrest

Competencies: Student Learning & Development

Abstract:

Dialogue is centered around the emotional labor and traumatic experiences of engaging in social change work as paraprofessionals. We will build community and capacity to not only understand our shared experience, but also develop support for one another. "Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare." (Audre Lorde) Our dialogue will lead to a generative creation of tips and tools to preserve our talents for lifelong work.

Title: Providing Tools on How to Create a Supportive Environment for Black and Brown Male Students

Presenter(s): Anthony Walker, Assistant Director of Academic Initiatives, Tarrant County College

Vincent Walford, Outreach Coordinator for the Counseling Center, Baylor University

Topics in EISJ: Racial Justice

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups

Competencies: Social Justice and Inclusion; Student Learning & Development
Abstract:

Graduation rates for African American males who enroll in four-year institutions is 16.2%. For Hispanic males the rate is 10% (NCES, 2015). Colleges have created support programs for this target population. The presenters will link institutional responsibility and an assets-based model to unpack practice focused on equity, impact, and identity. The session will highlight the facilitators' experiences and lessons learned over their 20+ years of combined experience working to establish and enhance pathways of success for minoritized groups.

9:45 a.m. - 11:45 a.m. | Extending Learning Sessions II

Title: The Personal Political and Pragmatic Challenges of Collecting Demographic Data for the University of California System

Presenter(s): Tae-Sun Kim, Manager of Strategic Diversity Initiatives, University of California - Office of the President 

Liz Halimah, Associate Vice Provost for Diversity and Engagement, University of California Office of the President 

Joseph Van Matre, Institutional Research and Planning Analyst, University of California - Office of the President

Topics in EISJ: Indigeneity and Decolonization; LGBTQIA+ Inclusion; Racial Justice; Student Activism

Institute Theme: Enhancing Innovative Praxis of Research Theory and Practice

Competencies: Assessment Evaluation & Research; Law Policy & Governance

Abstract:

The higher education landscape for collecting demographic data on prospective students is typically rigid, out of date with how social identities are lived, and designed using templates from the US Census and Integrated Postsecondary Education Data System (IPEDS). Asking a student to self-identify their gender dichotomously or select from a pre-defined set of racial and ethnic options has the potential of recording information that does not completely or accurately represent a student's lived identity, a researcher's underlying objective, or a college/university compliance officer's mandated reporting obligations. Alternatively, asking a series of open-ended questions is time consuming, inefficacious and requires a post-collection coding process and team of cultural content experts. The University of California system is tackling the challenge of how to collect and report demographic data that can meet new state standards for gender recognition, student demands for representation, federal requirements for submitting data using prescribed classification fields, and California tribal leaders' challenge to the UC to investigate the accuracy and impact of its current practice of self-reporting Native American identity. The presenters will provide information on how they are spearheading these efforts at the University of California Office of the President, in a series of exercises and conversations, about the
design, varied intentions, preliminary results, and unintended consequences of making even the most minor changes to a demographic data field.

Title: Mainstream Activists: Straddling the Roles of Administrator and Student Advocate

Presenter(s): Sofia Pertuz, Chief Diversity and Inclusion Officer, The Jed Foundation
Gillian Atkinson, Director of Intercultural Engagement and Inclusion, Hofstra University

Topics in EISJ: Self-Care, Mental Health, and Wellbeing
Institute Theme: Balancing and Enacting Healthy Brave Spaces and Open Expression
Competencies: Advising & Supporting; Social Justice and Inclusion

Abstract:
A challenge administrators face when empowering students advocating for themselves and their beliefs, is navigating the thin line between being student advocates, while balancing roles as representatives for their institutions. Is it possible to be both when you have opinions about national and international events? During this interactive session, presenters will share triumphs and trials experienced when attempting to provide a voice for underrepresented students while working to create a campus environment affirming for marginalized identities and inclusive of all.

Title: Building Bayanihan: Decolonizing Higher Education from Whiteness

Presenter(s): Nathan Victoria, Senior Director Recruitment Engagement and Volunteerism and Doctoral Candidate, NASPA and The George Washington University

Topics in EISJ: Indigeneity and Decolonization; Racial Justice
Institute Theme: Enhancing Innovative Praxis of Research Theory and Practice
Competencies: Social Justice and Inclusion; Personal and Ethical Foundations

Abstract:
Marginalized people, oppressed by the system, constantly navigate spaces constructed to empower people who do not look like them. The presenter will utilize a Critical Participatory Action framework to identifying the problems that structures of whiteness create for the way we say, do, and relate to one another. After identifying these issues, as a community, we will discuss ways to dismantle these practices in order to disrupt the cycle of oppression and create more rationale, reasonable, and just lives.
Title: **Census 2020: Ensuring a fair and accurate count on campus**

Presenter(s): **Amy Koeckes**, Associate Director of Student Engagement, University of Nevada, Reno  
**Carah Ong Whaley**, Associate Director of the James Madison Center for Civic Engagement, James Madison University  
**Kathryn Quintin**, Partnerships Manager, Young Invincibles and the Students Learn Students Vote Coalition  
**Sandra Rodriguez**, Director of ASUN, University of Nevada, Reno

Topics in EISJ: Civic Engagement; Student Activism

Institute Theme: Fostering Development of Effective Civic and Democratic Engagement for Justice

Competencies: Social Justice and Inclusion

Abstract:

The Census isn't just an exercise in bean counting; it's the cornerstone of a more just and inclusive democracy with far-reaching implications for how communities are represented in political- and decision-making processes and how resources are distributed. With the politicization of the Census and potential for undercounts, especially among communities of color and college students, the presenter will provide an overview of why the Census matters, what's at stake, and what higher education professionals can do to ensure a complete count.

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Title: **Using Critical Incidents to Access Narratives of Minoritized Students for Inclusive Practice**

Presenter(s): **Dawn Person**, Professor, California State University, Fullerton  
**Yvonne Garcia**, Doctoral Student, University of Michigan  
**Michelle Garcia**, Director of Educational Partnerships, Fullerton College

Topics in EISJ: Indigeneity and Decolonization; Racial Justice

Institute Theme: Enhancing Innovative Praxis of Research Theory and Practice

Competencies: Assessment Evaluation & Research; Social Justice and Inclusion
Abstract:

Critical incidents is an underutilized qualitative data collection tool that advances equity and inclusion practice and research. Participants will explore this approach to gain access to minoritized student narratives on college campuses. Participants will learn about critical incidents research approach by engaging in data collection and analysis and design a plan for implementation of these processes on their respective campuses. Participants will share their perspectives and experiences in accessing minoritized voices for equitable and inclusive program design, development, and evaluation.

Title: Leading by Example: Cultivating Inclusivity and Belonging in the Workplace

Presenter(s): Monroe France, Associate Vice President for Global Engagement and Inclusive Leadership, New York University

Felicia McGinty, Executive Vice Chancellor of Administration and Planning, Rutgers University

Shane Williamson, Associate Vice President of Student Life and Diversity/Dean of Students, Lindenwood University

Mike Funk, Clinical Assistant Professor for the Steinhardt School of Culture Education and Human Development, New York University

Topics in EISJ: LGBTQIA+ Inclusion; Racial Justice

Institute Theme: Enhancing Innovative Praxis of Research Theory and Practice

Competencies: Organizational and Human Resources; Leadership

Abstract:

More than ever, we need bold leaders committed to cultivating global citizenship and engaging inclusive excellence in higher education. The presenters will provide an overview of research and best practices for creating inclusive, innovative, and productive learning and workplace environments. With data from New York University's new Inclusive Leadership and Management Institute and a panel on inclusive leadership, presenters will highlight the impact that pedagogical grounded practices can have on shifting campus culture that embraces the contributions of a diverse workforce.
Title: Repositioning Cultural Centers to Better Leverage our Social Capital

Presenter(s): Reggie Robles, Leadership Development Coordinator, California Polytechnic State University, Pomona

Marcela Ramirez-Stapleton, Director of Cross Cultural Center, University of California, Irvine

Sydney Torres, Womxn's Resource Center, California Polytechnic State University, Pomona

Topics in EISJ: Accessibility; Civic Engagement; Racial Justice; Self-Care, Mental Health, and Wellbeing

Institute Theme: Establishing and Strengthening Pathways for Success for Minoritized Groups; Preventing and Responding to Violence Trauma and Social Unrest; Enhancing Innovative Praxis of Research Theory and Practice; Balancing and Enacting Healthy Brave Spaces and Open Expression; Fostering Development of Effective Civic and Democratic Engagement for Justice

Competencies: Social Justice and Inclusion

Abstract:

The Cultural Center Establishment and Growth Model developed by the California Council of Cultural Centers in Higher Education (CaCCCHE) will be presented and utilized. Through dialogue, activities and case studies this institute will provide participants with tools and strategies for the application of the model on their campus.

12:00 p.m. – 12:45 p.m. | Institute Closing