



2015 NASPA Multicultural Institute



Hyatt Regency Miami
December 10-12, 2015



NASPA[®]

Student Affairs Administrators
in Higher Education

Welcome

NASPA welcomes you to Miami, and to the 2015 NASPA Multicultural Institute. The NASPA Multicultural Institute provides an interactive forum combining thought-provoking keynote speakers, challenging educational sessions, and opportunities for resource and idea sharing between multicultural educators across the academy.

The NASPA Multicultural Institute is intentionally designed for student affairs practitioners and administrators to further expand their own awareness, further develop skills as a multicultural educators, and exchange best practices for supporting historically underrepresented and marginalized college student populations. Institute participants will engage in a multitude of topics related to multiculturalism, intercultural competency, cross-culturalism, and social justice by focusing on race and ethnicity, sexual orientation, sex, gender, and gender identity, ability, nationality, religion and spirituality, and socioeconomic status.

This professional development event should be considered a working institute. Given the range of issues presented, you will find colleagues from a wide range of institutional audiences – from those just beginning the work of social justice and inclusion, to those who are challenging or reframing policies and practices on their campuses. Please take time to network with your colleagues, ask questions, and involve yourself in every aspect of the Institute. Again, welcome; we hope you enjoy the Institute!



December 10, 2015

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|------------------------|-----------------------------|
| 8:00 a.m. – 5:00 p.m. | Registration |
| 9:00 a.m. – 12:00 p.m. | Pre-Institute Workshops |
| 1:30 p.m. – 3:00 p.m. | Welcome and Opening Keynote |
| 3:15 p.m. – 4:30 p.m. | Concurrent Sessions |
| 4:45 p.m. – 6:00 p.m. | Concurrent Sessions |
| 6:00 p.m. – 7:15 p.m. | Opening Reception |

December 11, 2015

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|-------------------------|--|
| 8:00 a.m. – 5:00 p.m. | Registration Open |
| 8:00 a.m. – 6:00 p.m. | Exhibitors Open |
| 8:00 a.m. – 9:00 a.m. | Continental Breakfast |
| 8:30 a.m. – 9:30 a.m. | Morning Keynote |
| 9:45 a.m. – 11:45 a.m. | Mini Institutes |
| 11:45 a.m. – 12:45 p.m. | Conference Break |
| 1:00 p.m. – 2:15 p.m. | Concurrent Sessions |
| 2:30 p.m. – 3:45 p.m. | Concurrent Sessions and Flash Sessions |
| 4:00 p.m. – 5:15 p.m. | Concurrent Sessions |

December 12, 2015

| | |
|-------------------------|-----------------------|
| 7:30 a.m. – 11:00 a.m. | Registration Open |
| 7:30 a.m. – 8:30 a.m. | Continental Breakfast |
| 8:30 a.m. – 9:15 a.m. | Morning Keynote |
| 9:30 a.m. – 10:45 a.m. | Concurrent Sessions |
| 11:00 a.m. – 12:15 p.m. | Concurrent Sessions |

Registration

The Institute Registration Desk is located in the Lower Promenade, Terrace Level, and is open during the following hours:

Thursday, December 10 – 8:00 a.m. – 5:00 p.m.

Friday, December 11 – 8:00 a.m. – 5:00 p.m.

Saturday, December 12 – 7:30 a.m. – 11:00 a.m.

Institute Location

The entire Institute will be held at the Hyatt Regency Miami

400 S. E. Second Avenue
Miami, FL 33131, USA
(305) 358-1234

Attire

Attire for the Institute is business casual.

Accessibility/Dietary Needs

If you have a request for accessibility or dietary concerns or questions, please speak with the NASPA staff at the Institute Registration Desk.

Cell Phones

As a courtesy to presenters, speakers, panelists, and attendees, please turn off cell phones during program sessions. Please leave the session room if you must take a call.

Continuing Education Credit

NASPA has been approved by the National Board of Certified Counselors (NBCC) as an Approved Continuing Education Provider, ACEP No. 5120. Programs that qualify for NBCC credit will be available as a list to pick up at the Institute Registration Desk. NASPA is solely responsible for all aspects of the programs. Please visit the Institute Registration Desk for further information.

Lost & Found

Lost and found articles should be turned into the Institute Registration Desk.

Institute Evaluation

The NASPA Multicultural Institute evaluation will be available online following the conclusion of the Institute.

Tweeting

Please use #NMI15 for the Institute feed.

Knowledge Community Support

NASPA Knowledge Communities (KCs) are the gateway to the profession and connection to the Association. This Institute would not have been possible without the energy and support of the following KC co-sponsors:

- African American KC
- Asian Pacific Islander KC
- Disability KC
- Gay, Lesbian, Bisexual, and Transgender Issues KC

- Indigenous Peoples KC
- Latino/a KC
- Men and Masculinities KC
- MultiRacial KC
- Spirituality and Religion in Higher Education KC
- Women in Student Affairs KC

Involvement in KCs is open to all NASPA members. We invite you to learn more about the Knowledge Community program by visiting <http://www.naspa.org/constituent-groups/kcs>.

Concurrent Sessions

In addition to the three invited keynote speakers, a call for educational sessions was shared with all NASPA members. A record high number of over 120 proposals were submitted this year! Accepted programs demonstrated relevance to the Institute, a solid foundation, and engaging material. Sessions focus on the following topic areas:

- **Fostering multiculturalism on campus through collaborations:** How different stakeholders on campus and in the community can partner together and share information to supplement multicultural efforts to improve the overall campus climate.
- **Violence prevention and social unrest:** Best practices and structures on campus that enable the campus community to engage in effective comprehensive violence prevention, especially of discriminatory violence, and otherwise engage in meaningful dialogue about issues of equity, oppression, inclusion, discrimination, and social justice on our campus.
- **Incorporating theory with research and practice in multicultural efforts on campus:** How practitioners can incorporate theory, narratives, and research in multicultural education across disciplines, as it relates to underrepresented groups and the identity development of students.
- **Immigration, undocumented students, and identity:** Exploring the implications of immigration in higher education across various factors of identity.
- **Technology as a tool for inclusion:** How practitioners can use media and technology to facilitate integration and understanding to create a more inclusive community.

Educational Tracks

The NASPA Multicultural Institute sessions are aligned into clearly designated tracks throughout the program to speak to a broad range of student affairs educators, faculty, and student attendees. These tracks are based on the Social Justice and Inclusion (SJI) competency within the *Professional Standards Competency Areas for Student Affairs Practitioners*.

The SJI competency area is both a process and a goal which includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power.

Foundational

These sessions will help illuminate systems of socialization that influence one's multiple identities and how they impact one's lived experiences; allow participants to connect and build meaningful relationships with others while recognizing the multiple, intersecting identities, perspectives, and developmental differences people hold; and give participants the ability to advocate on issues of social justice, oppression, privilege, and power that impact people based on local, national, and global interconnections.

Intermediate

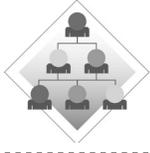
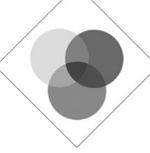
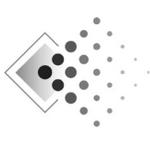
These sessions will guide participants to design programs and events that are inclusive, promote social consciousness, and challenge current institutional, national, global, and sociopolitical systems of oppression; identify systemic barriers to social justice and inclusion and assess one's own department's role in addressing such barriers; and provide opportunities to reflect and evaluate on one's participation in systems of oppression, privilege, and power without shaming others.

Advanced

These sessions will help professionals with broad experience in multiculturalism ensure institutional policies, practices, facilities, structures, systems, and technologies respect and represent the needs of all people; link individual and departmental performance indicators with demonstrated commitment to social justice and inclusion; and foster and promote an institutional culture that supports the free and open expression of ideas, identities, and beliefs, and where individuals have the capacity to negotiate different standpoints.

Professional Competencies for Student Affairs Practitioners

In July 2015, the NASPA Board of Directors approved *Professional Competency Areas for Student Affairs Practitioners*. The set of professional competency areas is intended to define the broad professional knowledge, skills, and in some cases, the attitudes expected of student affairs professionals regardless of their area of specialization or positional role within the field. Within the conference program, sessions that fall into particular competency areas are marked with the icons as indicated below.

| | | | |
|---|---|--|---|
|  | Advising and Supporting |  | Assessment, Evaluation, and Research |
|  | Law, Policy, and Governance |  | Leadership |
|  | Organizational and Human Resources |  | Personal and Ethical Foundations |
|  | Social Justice and Inclusion |  | Student Learning and Development |
|  | Technology |  | Values, Philosophy, and History |

Continuing Education Credit

National Board of Certified Counselors

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GENERAL INFORMATION

A SPECIAL THANK YOU TO THE INSTITUTE PLANNING COMMITTEE

The 2015 NASPA Multicultural Institute Planning Committee

Tava Bingham, Assistant Director, LEAD Scholars Academy, University of Central Florida

Kenzalia Bryant-Scott, Community Director, Arizona State University at the Polytechnic Campus

Derrick Bullock, Retention Coordinator, College of Professional Studies, Bowie State University

J. Spenser Darden, Director of Student Activities and Leadership, Chaminade University of Honolulu

Queena Hoang, Programs Coordinator, Conrad Prebys Aztec Student Union Board, San Diego State University

Herb Jones, Assistant Director of University Housing, University of Illinois at Urbana-Champaign

David Kessler, Academic & Student Services Coordinator, Texas A&M University Texas Veterinary Medical Center

Carrie Kortegast, Assistant Professor of Higher Education, Northern Illinois University

Andre Manukyan, Interim Assistant Director of Residence Education, University of Massachusetts Amherst

Sara Mata, International Student Specialist, Northern Oklahoma College

Jeffrey Tsang, Graduate Assistant for International Education, University of Vermont

Wanda Tyler, Director of Intercultural Relations, University of New Haven

Tiki Ayiku, Senior Director of Educational Programs, NASPA

Jace Kirschner, Assistant Director of Educational Program, NASPA

Thank you to our Program Partners:



FEATURED SPEAKERS

Dr. Vijay Pendakur, associate vice president for student affairs, California State University, Fullerton

Opening Keynote

Thursday, December 10, 2015

1:30 p.m. – 2:30 p.m.



Dr. Vijay Pendakur serves as an Associate Vice President for Student Affairs at California State University, Fullerton. Prior to joining Cal State, Fullerton, Dr. Pendakur served as the Director for the Office of Multicultural Student Success, a department charged with increasing the retention and persistence of low-income students, first generation students, and students of color at DePaul University in Chicago. He is the editor of the forthcoming book, “Closing the Opportunity Gap: Identity-Conscious Strategies for Retention and Student Success” and serves as the public policy chair for NASPA’s Knowledge Community on Socioeconomic Class in Higher Education.

Dr. Pendakur is an experienced trainer and facilitator on issues of social justice and diversity education, and has worked with colleges and universities throughout the country. His primary research interests are Asian American college students, critical race theory, and college student retention and student success interventions.

He holds a bachelor’s degree in history and East Asian studies from the University of Wisconsin, Madison, a master’s degree in U.S. history from the University of California, San Diego, and a doctorate in education from DePaul University.

Dr. Kandy Mink Salas, program director and assistant professor, College Counseling and Student Development Program, Department of Education, Azusa Pacific University

Morning Keynote

Friday, December 11, 2015

8:30 a.m. – 9:30 a.m.



Kandy Mink Salas is an Assistant Professor in the Department of Higher Education at Azusa Pacific University (CA) and Program Director of the College Counseling and Student Development Master’s Degree Program. Dr. Mink Salas’s research centers on two areas: 1) the undocumented and DACAmented student experience, and 2) the encouragers and barriers to college student women leaders from a variety of cultural backgrounds.

Prior to her time as a faculty member, she spent twenty-eight years as a student affairs professional at the University of San Diego and at California State University, Fullerton, where she most recently served as Dean of Students and Associate Vice President for Student Affairs. During her tenure at CSU Fullerton, Dr. Mink Salas had the opportunity to work with many undocumented students and with faculty and staff to uncover inequities in the student experience, to create systemic solutions to issues of unfairness and injustice, and to put in place a Task Force that has resulted in the Titan Dreamer’s Resource Center, one of the first in the country.

Dr. Mink Salas received her Ph.D. in Higher Education/Student Affairs from Claremont Graduate University (CA), her M.S. in Counseling and Human Development from Minnesota State University, and her B.A. in English and Women’s Studies from UCLA.

Mr. Vernon Wall, founding faculty, Social Justice Training Institute; director of business development, LeaderShape, Inc.

Closing Keynote

Saturday, December 12, 2015

8:30 a.m. – 9:15 a.m.



**FEATURED
SPEAKERS**

Vernon A. Wall has accumulated over 30 years of professional student affairs experience at Iowa State University, the University of Georgia, UNC-Charlotte and UNC-Chapel Hill. He has experience in Greek life, new student orientation, student activities, leadership development, global education and university housing. Vernon currently lives in Washington, D.C. where he serves as the Director of Business Development for LeaderShape, Inc. Prior to this position, Vernon served as the Senior Director for Professional Development, Research and Scholarship for the American College Personnel Association (ACPA - College Student Educators International) and as Assistant Dean of Students at Iowa State University. In spring of 1998, Vernon sailed with Semester at Sea as a member of the Student Life Team accompanying 600 students on a voyage around the world.

With degrees from North Carolina State University and Indiana University, Vernon is the consummate scholar-practitioner. Active in NASPA Region III as a new professional, Vernon has served as a faculty member for the NUFPP (Dungy) Leadership Institute, coordinated the NAMES Project AIDS Memorial Quilt display at the 1994 NASPA Conference in Dallas, TX, was one of the founding members of the NASPA GLBT Knowledge Community and was recognized as a Pillar of the Profession at the NASPA Conference in New Orleans in 2015. Vernon has received numerous awards for his contributions to the quality of student life, is a nationally known speaker in the areas of social justice and leadership styles, and is one of the founders and facilitators of the Social Justice Training Institute. Vernon has written several articles and has co-edited two books on issues of inclusion on today's college campus. His award-winning programs and presentations have been seen by thousands of students, faculty, and staff on campuses across the country. Vernon's passion for social justice and inclusion is grounded in a quote from his late grandmother: "May the work I've done speak for me."

INSTITUTE SCHEDULE

THURSDAY, DECEMBER 10, 2015

8:00 a.m. – 5:00 p.m. Registration Open

Location: Lower Promenade, Terrace Level

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

OUR HEALTH MATTERS, Social Justice Change Agents: In it For the Long Haul

Location: Orchid A&B

Presenters: **Rev. Dr. Jamie Washington**, co-founder and facilitator, Social Justice Training Institute and Washington Consulting Group

Dr. Kathy Obear, co-founder, Social Justice Training Institute

dr. becky martinez, co-founder, Social Justice Training Institute

The work of social justice, diversity, and inclusion, multicultural and intercultural competence is never ending. Many of us entered this work because of the pain of our own marginalization or wanting to end the pain of others. These two entry points can often lead to burn out, fatigue, and disillusionment. If we are to sustain our passion for a more just and caring world, we must get clear about the things that can get in the way and limit our success. This session is designed for those who need a boost, and for those who are worried about sustainability in this work. The presenters are faculty of the Social Justice Training Institute. They bring more than 75 years of collective experience in this work. Participants will:

- engage in an assessment of self care; consider the dynamics and challenges of doing this work in higher education;
- explore what kinds of support they need to sustain good health and passion; and
- consider next steps for taking care of self and preparing the next generation of social justice change agents.

Moving Forward: The Leadership Qualifications for Career Advancement

Location: Orchid C&D

Presenters: **Ellen Heffernan**, partner, Spelman Johnson

Sara Mata, coordinator of international students, Northern Oklahoma College

Mary Jo Gonzales, assistant vice president of student affairs and dean of students, University of Rhode Island

Teri Bump, vice president of university relations and student development, American Campus Communities

Patricia Whitely, vice president for student affairs, University of Miami

Angela Batista, associate vice provost for student affairs and dean of student life, Oregon State University

Gail Cole-Avent, executive director of student life, University of Miami

Sofia Pertuz, assistant vice president and dean of students, Hofstra University

THURSDAY, DECEMBER 10, 2015 (cont.)

9:00 a.m. – 12:00 p.m.

Pre-Institute Workshops (cont.)

Moving Forward: The Leadership Qualifications for Career Advancement (cont.)

Achievement, success, focus, fear – what drives or inspires a professional to stay on track for a leadership role? The Center for Talent & Innovation, whose mission is to drive ground-breaking research that leverages talent across the divides of gender, generation, geography, and culture, has provided research outlining the five value propositions most of us want from our work. We want to:

- Flourish
- Excel
- Reach for meaning and purpose
- Empower others and be empowered
- Earn

To support talented women to stay on track it is important to share success stories about the joys and rewards of leading. When women professionals in the academy perceive that a leadership role will fulfill these five values and satisfy their aspirations it motivates them to stay the course. This pre-institute workshop will begin with a panel of women leaders from higher education who will talk about perceptions of the top job and discuss the realities and benefits to strive for, and enjoy, in leadership positions.

The second part of the pre-institute workshop will focus on what skills are necessary in considering a leadership role – from executive presence, to political acumen, to sponsorship – how to navigate the leadership pathway and prepare for career advancement.

Understanding Trans Identities and Student Experience: An Introduction

Location: Brickell South

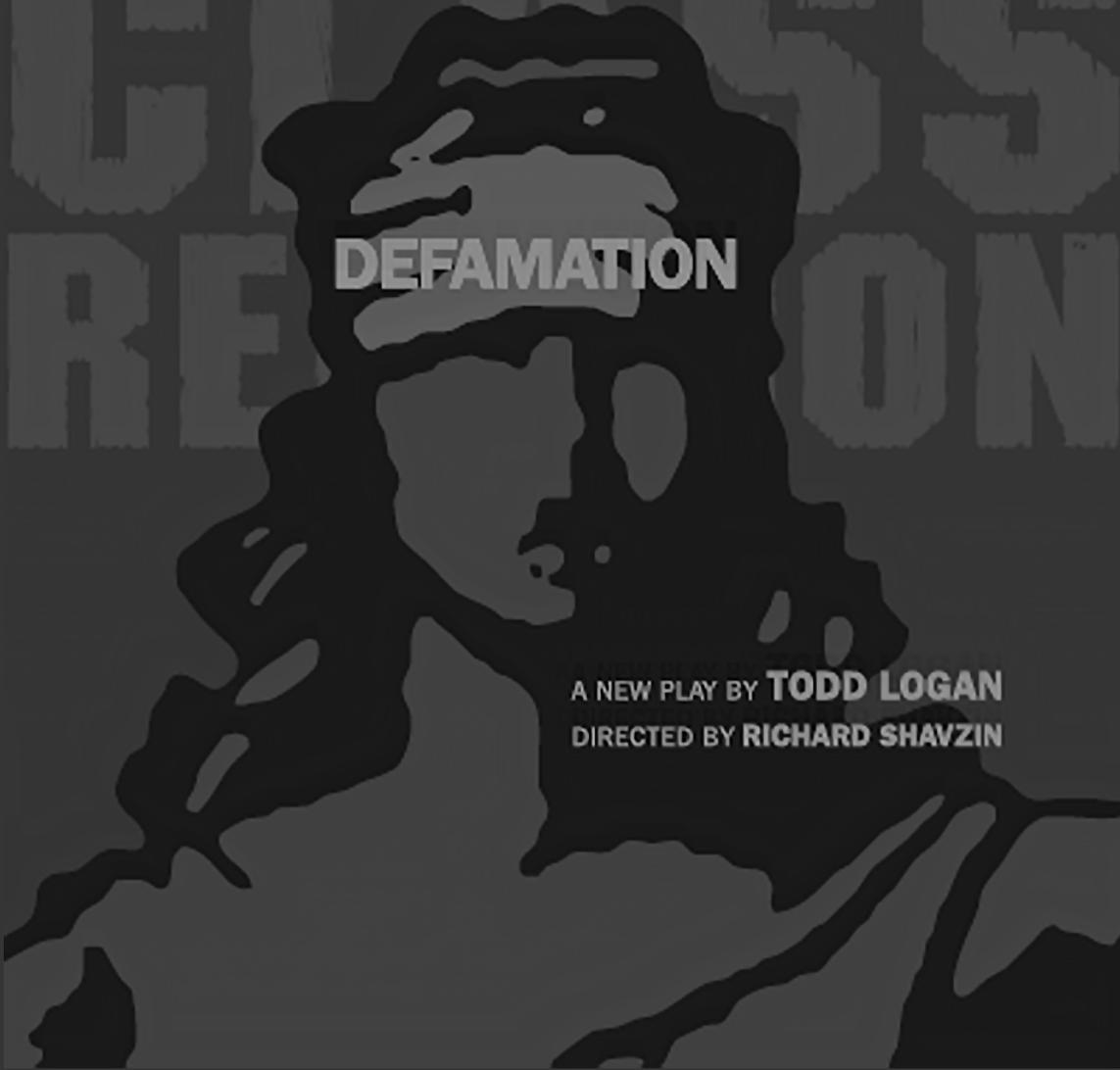
Presenters: **briana Sevigny**, assistant director, office of student conduct and conflict resolution, Northeastern University

Jace Kirschner, assistant director of educational programs, NASPA

With Laverne Cox and Caitlyn Jenner making headlines, more and more people are talking about the transgender community. But what exactly is the transgender community? What does it mean to identify as “transgender?” How does the intersection of identities impact the experience? In this interactive, introductory level workshop, the presenters will define common (and not so common) vocabulary, bring in student voices to talk about their experiences being out on campus, and provide case studies to help participants consider the best ways they can support trans students.

This workshop is specifically designed for individuals with limited knowledge of the transgender community, or who are just beginning to do work on campus with trans students.

RACE, RELIGION AND CLASS COLLIDE
IN A RIVETING COURTROOM DRAMA



DEFAMATION

A NEW PLAY BY **TODD LOGAN**
DIRECTED BY **RICHARD SHAVZIN**

THURSDAY, DECEMBER 10, 2015 (cont.)

1:30 p.m. – 3:00 p.m.

Welcome and Opening Keynote

The Will to Dream: Cultivating the Radical Imagination

Location: Jasmine & Hibiscus

Presenter: **Dr. Vijay Pendakur**, associate vice president for student affairs,
California State University, Fullerton

In the wake of police brutality, church burnings, the murder of transgender women of color, and large-scale clashes between the masses and city establishments, the landscape of racism and violence in America has become a blighted picture, with very few glimmers of hope. Student affairs educators that identify as change agents are pivotal in keeping colleges and universities intimately connected to the broader terrain of struggle, as our campuses are not immune to the toxic effects of racial injustice and violent exclusion. In this provocative keynote, Dr. Pendakur will draw from critical race theory, counter-narrative storytelling, and personal memory to inspire and challenge audience members to incorporate a new set of tools into their work on campus.

#CLDE16

JUNE 2-4, 2016
INDIANAPOLIS, INDIANA

2016

**CIVIC LEARNING AND DEMOCRATIC
ENGAGEMENT MEETING**

*****THE*****
Democracy
COMMITMENT



NASPA
Student Affairs Administrators
in Higher Education

THURSDAY, DECEMBER 10, 2015 (cont.)

3:15 p.m. – 4:30 p.m.

Concurrent Sessions

Can You See Me Now? Visibility, Success, and Executive Presence



Location: Gardenia

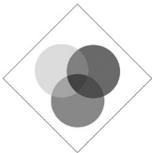
Presenters: **Sofia Pertuz**, assistant vice president and dean of students, Hofstra University

Teri Bump, vice president, American Campus Communities

Level: Intermediate || *Theme: Fostering Multiculturalism on Campus through Collaborations*

Do you have the communication skills to be heard, the gravitas to gain respect, and an appearance that garners positive professional interest? Those with executive presence get noticed and sponsored. This fast-paced session will share research on the how, what, and why of being visible, sponsored, and promoted. Dr. Sylvia Hewlett discovered that executive presence is a dynamic combination of what you say, what you do, and how you show up. Both being a leader and being perceived by others as a leader will be critical to your success. We will take a look at our communication, gravitas, and appearance so we can identify and embody the executive presence required to make our own choices and control our destiny.

Changing Department Culture to Serve International Students



Location: Tuttle Center

Presenters: **Thaddeus Stegall**, assistant community director for residence education and housing services, Michigan State University

Antonio Pee, assistant director for residence education and housing services, Michigan State University

Summer Prejean, community director for residence education and housing services, Michigan State University

Level: Advanced || *Theme: Fostering Multiculturalism on Campus through Collaborations, Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

Michigan State University supports the ninth largest international student population in the United States. Creating an environment that fostered international student success required the department to think differently than it had before. MSU identified four critical components that would help achieve this goal. Presenters will discuss critical need areas and how any unit supporting international students can improve the quality of their services.



Determined to DREAM: Student Advocacy Meets Student Affairs

Location: Orchid C&D

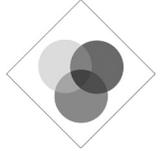
Presenters: **Shahreen Laskar**, student life specialist, City University of New York
Kevin Tucker, university director of student life, City University of New York

Kisha Fuentes, program specialist for student leadership initiatives, City University of New York

Rachel Stephenson, university director of the CUNY Service Corps, City University of New York

Level: Intermediate || *Theme: Fostering Multiculturalism on Campus through Collaborations, Immigration, Undocumented Students, and Identity*

In 2012, students from The City University of New York formed the CUNY DREAMers to advocate for the passage of the DREAM Act. The presenters explore the characteristics and challenges faced by undocumented students. They examine the strategies the CUNY administration exercised to support the DREAMers, and what the future goals and objectives are. Together the group addresses what other institutions can do to support undocumented students and independently formed student coalitions. We will also discuss how CUNY integrated the DREAMers into existing leadership programs dedicated to public policy, citizenship, and advocacy.



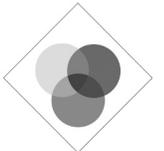
Developing White Allies: Promising Practices and Doing Our Self-Work

Location: Orchid A&B

Presenter: **Kathy Obear**, co-founder, Social Justice Training Institute

Level: Intermediate || *Theme: Fostering Multiculturalism on Campus through Collaborations*

It is critical to challenge Whites to develop the competencies and courage to create inclusive campus environments; yet, many of us have not done our own self-work to effectively lead these efforts. In this highly interactive, reflective session, participants will identify common behaviors and attitudes of Whites that maintain the racist status quo on campuses, explore strategies to dismantle internalized dominance in themselves and others, and identify effective ways to partner with people of color to dismantle racism on campus.



Drawn to Diversity: Community-fueled Art as a Response to Social Justice Issues



Location: Brickell North

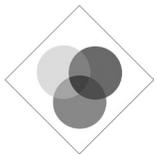
Presenters: **Daniel Napolitano**, director of Drawn to Diversity, Alfred University
Craig Arno, coordinator of diversity programs, Alfred University

Level: Foundational || *Theme: Fostering Multiculturalism on Campus through Collaborations, Violence Prevention and Social Unrest*



The Art Force Five touts creativity as a means to address social justice issues with an emphasis on theories of art-therapy. The program strives to promote equality, reduce violence, and strengthen communities by offering all community members the opportunity to share diverse perspectives using non-traditional mediums. This session will provide tangible take-home ideas to serve your community. (Disclaimer: Yes, this session is fun... but beneath the superhero theme you will find true heroes taking action for serious change.)

Inclusive Multicultural Programming: Bringing Our Own Words to Action

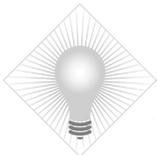


Location: Tuttle South

Presenters: **Michael Crook**, program coordinator of the center for diversity and inclusion, University of Houston

Niya Blair, director of the center for diversity and inclusion, University of Houston

Level: Foundational || *Theme: Fostering Multiculturalism on Campus through Collaborations*



Too often the area of multicultural affairs is looked to as the only area responsible for diversity work. By building relationships and slightly adjusting our behaviors to better connect with others, we can engage more students and campus partners, experience improved results in our educational programming, and increase our ability to effectively serve diverse student bodies. This session will provide insight, discussion, and worksheets to help participants explore how to be more effective in working with groups outside their area(s).

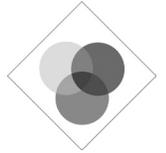
Masculine Disidentifications: Learning from Trans*Masculine College Students of Color

Location: Brickell Center

Presenter: **T.J. Jourian**, doctoral candidate, Loyola University Chicago

Level: Intermediate || *Theme: Fostering Multiculturalism on Campus through Collaborations, Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

Campuses are seeing the benefits and need for men of color-specific and -inclusive programming. Often these programs seek to both improve the retention of MOC at their institutions, as well as engage these students around their privileges as men through an intersectional framing of gender and race. This session aims to embed the experiences and voices of trans*masculine college students of color into practitioners' considerations when designing and implementing programming for, or inclusive of, men or masculine students of color.



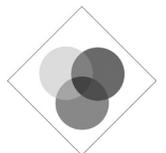
MCAE Forward: A New Vision of Multicultural Centers for Academic Excellence

Location: Brickell South

Presenter: **Shakeer Abdullah**, assistant vice president, University of Minnesota

Level: Advanced || *Theme: Fostering Multiculturalism on Campus through Collaborations, Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

Over the past 15 years, multicultural centers emerged as important student support spaces. Many centers emerged from ethnic services offices and held on to vestiges of those offices. This presentation will focus on the reinvention of a multicultural center to incorporate theory related to the intersection of identities, interactional diversity, and academic success strategies that have been proven successful for diverse, under-resourced, and first generation students. Attendees will learn about the process of change and be able to discuss the positive and negative impacts of this shift. This session is designed for all levels of diversity professionals and will outline some ways that multicultural centers and staff can more explicitly incorporate theory and practice.

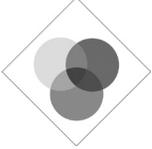


THURSDAY, DECEMBER 10, 2015 (cont.)

3:15 p.m. – 4:30 p.m.

Concurrent Sessions (cont.)

Religious, Spiritual, and Secular: An Introduction to Belief and Non Belief Culture on Campus



Location: Tuttle North

Presenter: **Cody Nielsen**, executive director of the Gopher Wesley Foundation, University of Minnesota, Twin Cities

Level: Foundational || Theme: Fostering Multiculturalism on Campus through Collaborations

This workshop will focus on introducing participants to the intersections of religious, spiritual, and secular identities on campus and the intersections of multiculturalism. History of religion on campus, present case studies, and future initiatives will be discussed. Time will be allowed to talk about recent issues on campus related to religious and cultural issues and how universities might consider programs and other initiatives.



NASPATM



BACCHUS Initiatives

Is your campus going tobacco-free?

The BACCHUS Initiatives of NASPA offers training and technical assistance to help campuses build momentum for tobacco-free policies, increase cessation, and ensure compliance after implementation.

Learn more at: <http://bit.ly/naspa-bacchus>

APIDA Racial Consciousness in the Age of Ferguson

Location: Tuttle South

Presenter: **Purvi Patel**, assistant director of the center for diversity and inclusion, Washington University in St. Louis

Level: Foundational || Theme: Incorporating Theory with Research and Practice in Multicultural Efforts on Campus

Asian Pacific Islander Desi American's (APIDA) "are neither white nor black; they assume the benefits of non-blackness, but also the burdens of non-whiteness." This session will address the current events and educational paradigms which guide the APIDA racialization process. Participants will then brainstorm ways to integrate new concepts of racial meaning making to advance APIDA racial consciousness.



Being E-NUFP for our Minority Students: Preparing Undergraduate Students for Careers in Student Affairs

Location: Brickell Center

Presenters: **Bowen Marshall**, assistant director of the office of the vice president for student life, The Ohio State University

D'Andra Mull, assistant vice president of the office of student life, The Ohio State University

Level: Advanced || Theme: Fostering Multiculturalism on Campus through Collaborations

Are you interested in hosting NUFP interns on your campus? Come learn and share best practices for working with NUFP interns. We'll share our programming model that's been in development for seven years, the ten worst mistakes we've made and how to avoid them, a rubric for assessing your institution's readiness for NUFP and real life case studies to engage you in thinking through the logistics of supporting your NUFP intern.



THURSDAY, DECEMBER 10, 2015 (cont.)

4:45 p.m. – 6:00 p.m.

Concurrent Sessions (cont.)

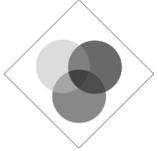
Come as You Aren't: Theme Parties on Campus



Location: Tuttle Center

Presenter: **Demere Woolway**, director of LGBTQ life, Johns Hopkins University

Level: Intermediate || *Theme: Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*



Bros and hoes. Cowboys and Indians. Compton cookout. White trash. College students can be infinitely creative – and infinitely offensive – as they invite their peers to theme parties. Such parties require costumes that mock, co-opt, and parody people's identities. Original research on the impact of one specific theme party will be presented in the context of other critical work on theme parties. We will discuss possible interventions, examine preventative measures, and consider how theme parties shape campus climate.

Confronting the Challenges of Undocumented Students in an Urban Institution

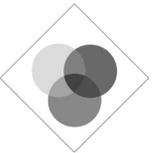


Location: Brickell South

Presenters: **Emanuel Magaña**, Latino/a student services coordinator, Portland State University

Pedro Torres, coordinator of La Casa Latina, Portland State University

Level: Foundational || *Theme: Fostering Multiculturalism on Campus through Collaborations, Immigration, Undocumented Students, and Identity*



Latino/a students tend to face an uphill battle when it comes to succeeding in higher education. This difficulty is multiplied when students are undocumented. Undocumented students tend to face unique challenges that include lack of federal financial aid, restrictions on certain scholarships, inability to be a part federal programs such as TRiO, and the fear of being “outed.” Many of these students also work multiple jobs and rely on family to help them pay tuition out of pocket. This session will examine the experience of several students at an urban institution and the hurdles they must overcome. By understanding these unique challenges, student affairs practitioners can support these students and help provide the resources needed for them to be successful.



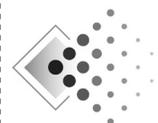
How to Document Impact and Success Within and Across Social Justice Centers

Location: Brickell North

Presenters: **Gerardo Arellano**, director of the Raza Resource Centro, UC San Diego
Edwina Welch, director of the Cross Cultural Center, UC San Diego
Shaun Travers, director of the LGBT Resource Center, UC San Diego
Marnie Brookolo, director of the Woman’s Center, UC San Diego
Stacia Solomon, director of the Black Resource Center, UC San Diego

Level: Advanced || *Theme: Fostering Multiculturalism on Campus through Collaborations, Technology as a Tool for Inclusion*

In higher education there is a strong push for quantifiable data and impact assessment. At UC San Diego, five campus community centers use a collaborative strategy to provide students intersectional and ethnic specific resources for student success. The session will demonstrate the centers’ collaborative involvement strategy in the area of data collection, retention, activities designed to increase the yield of underserved students, and their geographic impact.



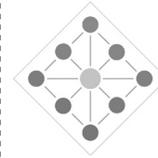
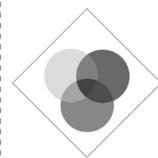
Integrating Social Justice and Leadership Education

Location: Gardenia

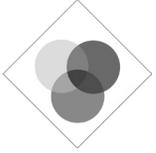
Presenters: **Kimberly Hodges**, program director of social justice and leadership education, University of Illinois, Urbana-Champaign
Jacob Frankovich, program director of social justice and leadership education, University of Illinois, Urbana-Champaign

Level: Intermediate || *Theme: Fostering Multiculturalism on Campus through Collaborations, Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

Let’s unpack social justice AND leadership education. Are the two isolated? How do they work in tandem? How can both exist when developing our student leaders? This interactive session aims to examine the dualism of social justice and leadership education. Through an exploration of models, theories, and praxis, professionals will develop strategies to best engage the whole student. The manifestation of developing a socially conscious and culturally mature leader is at the epitome of student affairs.



Male Initiatives on Leadership and Excellence



Location: Orchid A&B

Presenters: **Julius Grayson**, resident director and MILE co-coordinator, Morgan State University

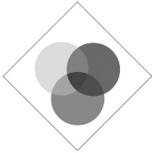
S. Rasheem, E.V.O.L.E. coordinator, Morgan State University

Danny Molock, resident director and MILE co-coordinator, Morgan State University

Level: Intermediate || *Theme: Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

Student Affairs Professionals have long grappled with how to increase student engagement in a way that leads to student success. This presentation will fuse theory and practice and demonstrate how identity development in Black adolescent males at the intersection of race and gender impacts student outcomes. An adaptation of *Maslow's Hierarchy of Needs* will be utilized to gauge impact of program curriculum on student outcomes.

Moving Towards Critical Professional Praxis



Location: Tuttle North

Presenters: **Carrie Kortegast**, assistant professor, Northern Illinois University

Natasha Croom, assistant professor, Iowa State University

Level: Intermediate || *Theme: Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

Critical professional praxis acknowledges how power, privilege, and oppression manifest, influence, and inform our understandings and practices. This is a departure from the difference-neutral practices that often impact daily decision-making, policies, and interactions within campus communities. Critical professional praxis is a lens through which educators can engage in more humanistic practices, support student learning and development, and do less harm. This program will assist student affairs educators in developing critical professional praxis through interactive activities and discussion.

THURSDAY, DECEMBER 10, 2015 (cont.)

4:45 p.m. – 6:00 p.m.

Concurrent Sessions (cont.)

The One Hour Challenge: Social Justice Workshops with Limited Time and Diverse Agendas

Location: Orchid C&D

Presenters: **Maureen Flint**, coordinator of training and professional development, The University of Alabama

Lane McLelland, director of the Crossroads Community Center, The University of Alabama

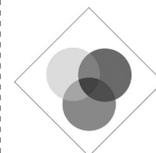
Paige Bolden, graduate assistant for the Crossroads Community Center, The University of Alabama

Bria Harper, graduate community director, The University of Alabama

Dorothy Beck, graduate assistant of the Crossroads Community Center, The University of Alabama

Level: Foundational || *Theme: Fostering Multiculturalism on Campus through Collaborations, Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

"We've got an hour, can you come do a diversity training?" It's the One Hour Challenge! So what do you do? This program explores best practices of developing cultural competence through skill development workshops in limited timeframes for students, faculty, and staff. Participants will experience a modular activity designed to encourage dialogue that engages diverse perspectives, and will leave with conceptual guidelines for creating their own modules.

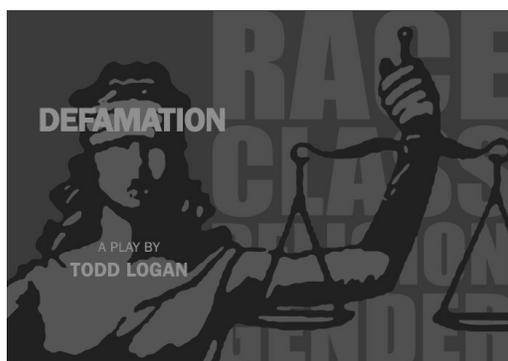


5:30 p.m. – 7:00 p.m.

Opening Reception

Location: Riverwalk, Outdoor Terrace Level

Sponsored in Part by Canamac Productions, creators of *Defamation: The Play*



FRIDAY, DECEMBER 11, 2015

8:00 a.m. – 5:00 p.m.

Registration

Location:

Lower Promenade, Terrace Level

8:00 a.m. – 9:00 a.m.

Continental Breakfast

Location:

Upper and Lower Promenade

8:30 a.m. – 9:30 a.m.

Morning Keynote

Navigating Multiple Selves: Identity Development and the Undocumented Student

Location:

Jasmine & Hibiscus

Presenter:

Dr. Kandy Mink Salas, program director and assistant professor, college counseling and student development program, department of education, Azusa Pacific University

In recent years, approximately 65,000 undocumented students graduated from high school in the U.S., making them eligible to enter the higher education system. Estimates of undocumented students currently enrolled in institutions of higher education range from 7,000 to 13,000; these students face unique barriers and bring exceptional strengths to their higher education journey. In this session we will explore the identity development of this sub-community of students. We will examine how foundational student development theory can inform us and explore key concepts of intersectionality in the undocumented student experience. Together we will look at exciting emergent identity development theory and critiques from a new generation of scholars. During our time together we will also review the latest statistics and policies related to the undocumented student experience and will discuss how college campuses can support and encourage the educational journey of undocumented students in the U.S.

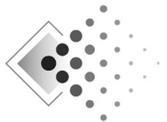
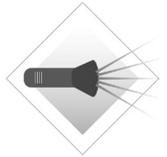
A Student Affairs Approach to Developing a Multicultural Competence Strategic Plan

Location: Brickell South

Presenter: **Stephanie Ray**, associate dean of students and director of student diversity programs, Georgia Institute of Technology

Level: Advanced || *Theme: Incorporating Theory with Research and Practice in Multicultural Efforts on Campus, Technology as a Tool for Inclusion*

This mini-institute will focus on sharing key elements from the Multicultural Competence Strategic Plan for the division of student affairs at the Georgia Institute of Technology. The plan is based on a tripartite model for developing a multicultural competence strategic plan based on awareness, knowledge, and skills for individuals, departments, and the division. Attendees will receive assessment metrics created to foster accountability and sustainability. Workshop participants will have an opportunity to develop a draft outline of a multicultural competency strategic plan and contemplate applicable metrics for use at their respective institutions. This session will benefit those who are interested in advancing diversity initiatives through practical application of theoretical knowledge and the development of specific strategies and tactics.



Next Steps in Trans Inclusion*: Where Are We Now? Where Do We Go from Here?

Location: Tuttle North

Presenters: **briana Sevigny**, assistant director of the office for student conduct and conflict resolution, Northeastern University

Monica (Roc) Rochon, residence life coordinator, University of South Florida

Level: Intermediate || *Theme: Fostering Multiculturalism on Campus through Collaborations, Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

Over the last decade, colleges and universities have made tremendous strides in serving trans and gender nonconforming (TGNC) students. However, the gains have been uneven, with certain campuses being able to sprint ahead thanks to supportive faculty, staff, or student activism, while others are still struggling to get traction. In this mini-institute, participants will work in groups with other institutions at similar levels of TGNC inclusion to brainstorm ideas about current and next steps. No matter where you feel your institution fits, this workshop aims to create a space to challenge your current policies and politics, and help forge a path forward for you, your institution, and, most importantly, your students. **Inclusion is meant to suggest providing access, resources, support, and education.*



Cultivating Allyship: Leading from our Privileged Identities with Humility and Wholeness (for students only)



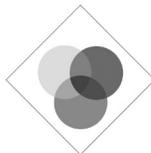
Location: Gardenia

Presenter: **Mamta Accapadi**, vice president for student affairs, Rollins College
Jeremy DiGorio, assistant director, center for leadership and community engagement, Rollins College

Level: Foundational || *Theme: Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

What does it mean when someone says that identity is “socially constructed?” Society has granted power and privilege to various identity groups and has disenfranchised groups who do not fit into this binary. This session will elaborate on ways that we can both be and utilize allies, as well as start the conversation about “disrupting the system” to better support our peers. Participants will also gather skills to leverage their identities as strengths to create positive social change within their communities.

Defamation: The Play



Location: Tuttle Center

Presenter: **Kimm Beavers**, associate producer and actor

Level: Foundational || *Theme: Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

Defamation, a nationally acclaimed play, explores highly charged issues of race, class, religion, gender, and the law. The twist is the audience is the jury who will deliberate then engage in civil discourse about the most pressing social issues of our day. Come to this mini-institute to experience a recording of the play as an audience member, with an actor who will lead the dialogue after the conclusion of the play.

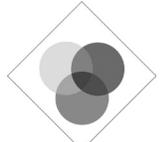
Developing Inclusion Practitioners: A Critical Element for Creating Sustainable Change

Location: Orchid C&D

Presenter: **Kathy Obear**, co-founder, Social Justice Training Institute

Level: Intermediate || *Theme: Fostering Multiculturalism on Campus through Collaborations, Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

In this engaging, practical session, participants will learn to develop a group of Inclusion Practitioners in their organization. The role of Practitioners is to partner with top leaders to infuse principles of equity and inclusion into daily practices and use an Inclusion Lens to develop or revise policies, programs, and services to create systemic change. Participants will receive access to materials to develop structures to deepen the internal capacity of leaders and staff to use an Inclusion Lens in everything they do.



Diversity and Inclusion Consulting in Higher Education: Best Practices and Lessons Learned

Location: Orchid A&B

Presenters: **Jamie Washington**, co-founder and facilitator, Social Justice Training Institute and Washington Consulting Group

Sam Offer, vice president and senior consultant, Washington Consulting Group

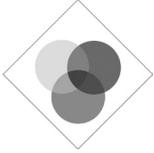
becky martinez, co-founder, Social Justice Training Institute

Level: Advanced || *Theme: Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

The demand for skilled professionals to help campuses navigate the dynamics of diversity and inclusion is ever present. Many of us bring content area expertise to this topic that we often feel is not valued or respected on our own campus. This session is designed to help you consider how to use consultants to increase your capacity and effectiveness at your own campus, and how to be a consultant in order to help others. This interactive session will be led by three of the nation's most sought out leaders in social justice and diversity consulting in higher education. They will share best practices, lessons learned, and offer open and honest conversation about the role of diversity consulting in higher education.



Islam and Islamophobia: Dispelling Myths to Confront Hate and Bias



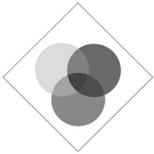
Location: Brickell North

Presenter: **Amer Ahmed**, director of the intercultural center, Swarthmore College

Level: Foundational || *Theme: Fostering Multiculturalism on Campus through Collaborations, Violence Prevention and Social Unrest*

The post-9/11 era in the US has exposed a significant degree of prejudice and bigotry towards Muslim people. In 2012, a violent hate-motivated attack on a Sikh temple in Wisconsin highlighted the fact that Islamophobia is not just an issue that only impacts Muslims in America. The racist backlash against the first Hindu and Indian-American winner of Miss America 2014 unveiled how widespread negative sentiment towards anyone who is confused to be Arab or Muslim. Meanwhile, there continues to be widespread racial profiling, hate crimes, and bullying in and around our campuses and throughout the country. This program will benefit participants who would like to learn more about this important topic and what can be done to confront these challenges on our respective campuses.

Staying Centered in Social Justice: Four Practices for Commitment, Engagement, and Renewal



Location: Tuttle South

Presenters: **Bowen Marshall**, assistant director in the office of the vice president for student life, The Ohio State University

D'Andra Mull, assistant vice president in the office of student life, The Ohio State University

Level: Advanced || *Theme: Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

Social justice is imagination made real. Through imagination, we create solutions to intractable problems, see hope in the midst of pain, and create tomorrows that are better than today. This workshop contains a set of four imaginative and experiential practices designed to give social justice workers tools to re-engage with their meaningful and demanding work. The practices draw from student affairs research, intersectionality, research on social justice commitment, human development theory, and positive psychology.



FRIDAY, DECEMBER 11, 2015 (cont.)

9:45 a.m. – 11:45 a.m.

Mini-Institutes (cont.)

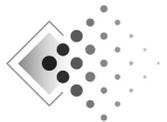
Where are the Data: Effective Strategies for Diversity Reporting

Location: Brickell Center

Presenter: **Cheryl Thompson**, assistant vice chancellor of academic affairs and student affairs, University of Nebraska Medical Center

Level: Intermediate || *Theme: Fostering Multiculturalism on Campus through Collaborations, Technology as a Tool for Inclusion*

Administrators tasked with responsibilities related to diversity must document the problem and regularly report on the impact of implemented strategies. This presentation will discuss the complexity of diversity reporting and tips for obtaining accurate, consistent reports from your student information systems. A conceptual framework for reporting structured around application, acceptance, matriculation, and success will be presented. The audience will work in groups to identify challenges and work with presenter to create solutions.



11:45 a.m. – 12:45 p.m.

Conference Break



Certified Peer Educator (CPE) Training

cpe

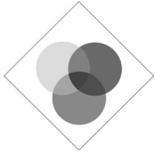
Certified Peer Educator

A foundational-level skills course for students to:

- *Conduct educational programs and events*
- *Increase leadership abilities*
- *Provide awareness on health and safety risks*

Learn more at:
<http://bit.ly/naspa-bacchus>

Restorative Approach to Diversity and Inclusion



Location: Brickell North

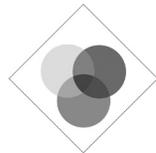
Presenters: **Amanda McLittle**, director of diversity and inclusion, University of Michigan

Mallory Martin-Ferguson, associate director of housing and student conflict resolution, University of Michigan

Level: Intermediate || *Theme: Fostering Multiculturalism on Campus through Collaborations, Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

In this session, participants will learn about restorative justice principles such as recognizing harm and impact as it relates to diversity and inclusion work, specifically in residential communities and bias response. Participants will be able to share examples from their home institution in an interactive setting where restorative principles can be applied and diagrammed. This session should particularly benefit those who engage closely in conversations around identity and community values with students and professional staff. Participants should have a willingness to learn more about restorative principles, but have a foundational knowledge about diversity and inclusion work.

At the Intersections During Historic Moments: Understanding the Current Experience of Queer People of Color in Higher Education



Location: Orchid A&B

Presenters: **Domonic Rollins**, senior education and training specialist in the office of diversity and inclusion, University of Maryland

Jamie Washington, co-founder and facilitator, Social Justice Training Institute and Washington Consulting Group

Level: Foundational || *Theme: Fostering Multiculturalism on Campus through Collaborations, Violence Prevention and Social Unrest*

With several historic moments occurring this year including the Black Lives Matter Movement and the passing of marriage equality, college campuses have seen mixed energy. For some, there is celebration for advancement, and for others there is sadness for the killing of people of color. Specifically, for queer people of color there is contentiousness at the intersection of progress and decline. This session offers a pause to assess, discuss, and raise critical questions about the experience and existence of queer people of color in higher education during a precarious time. This session will address the growing tension between the personal and professional commitments of practitioners, and the timely need to deeply explore this intersection of social identities.

Beautiful Minds: The Psychology of High-Achieving Latino/a First Generation College Students

Location: Tuttle South

Presenter: **Louis Macias**, director of admissions and pre-college programs, Wisconsin School of Business, University of Wisconsin-Madison

Level: Intermediate || *Theme: Incorporating Theory with Research and Practice in Multicultural Efforts on Campus, Immigration, Undocumented Students, and Identity*

Self-efficacy is defined as “one’s perceived capabilities for learning or performing actions at designated levels” and, controlling for instructional influences, has been shown to account for up to 25 percent of the variance in academic achievement. This presentation is based on a dissertation: a qualitative case study that intended to understand how self-efficacy has developed and influenced the academic success of 15 high-achieving Latino/a first-generation college students. Findings will be presented along with opportunities for enhancing professional practice.



Coming Together to Create Inclusive Language Campaigns as a Tool for Violence Prevention

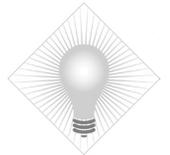
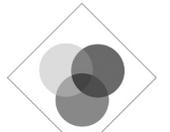
Location: Brickell Center

Presenters: **Sydney Torres**, campus involvement coordinator, California State University, Los Angeles

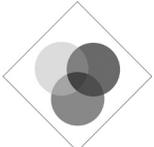
Matthew Tripsas, program coordinator for community support and leadership, George Washington University

Level: Intermediate || *Theme: Fostering Multiculturalism on Campus through Collaborations, Violence Prevention and Social Unrest*

Collaborative inclusive language campaigns aim to facilitate student learning through positive and safe campus cultures, while contributing to a proactive approach to violence prevention. This program will start by engaging participants in the conversation of transitioning a research passion into action. Presenters will then share a step-by-step action plan to developing a collaborative inclusive language campaign and will review literature connecting inclusive language, campus culture, and violence prevention. In conclusion, insight from professionals that have first hand experiences on implementing such large collaborative projects will be shared through a video panel.



Coping with Racial Battle Fatigue: A Space for Professionals of Color



Location: Orchid C&D

Presenters: **Delia Cheung Hom**, director of the Asian American Center, Northeastern University

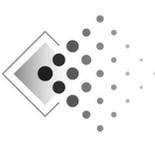
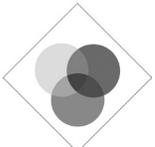
Hayley Haywood, assistant director of leadership initiatives, Northeastern University

Shaya Poku, program director of the Social Justice Resource Center, Northeastern University

Level: Intermediate || *Theme: Fostering Multiculturalism on Campus through Collaborations, Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

Racial battle fatigue (RBF) refers to the physical and psychological toll taken by members of racially underrepresented groups who face constant and unceasing discrimination, microaggressions, and stereotype threat. For people of color in student affairs, there is a physical and psychological toll compounded with issues of isolation, tokenization, and serving as a support system for students of color. Exploring the implications of RBF moves beyond self-care. This workshop will explore coping strategies and build support for professionals of color.

Creating Digitally Engaged #LGBT Campus Communities



Location: Brickell South

Presenter: **Jason Meriwether**, vice chancellor for student affairs and enrollment management, Indiana University Southeast

Level: Intermediate || *Theme: Technology as a Tool for Inclusion*

Campus climate for lesbian, gay, bisexual and transgender (LGBT) students is unique and varied across campuses in the United States. In light of this, many universities have designed robust support systems to help this student population, while some may still be establishing space and resources for comprehensive engagement. Other institutions have established centers that are thriving, visible, and actively engaging LGBT students, allies, and the campus community through social media. This interactive session focuses on making connectedness using digital tools a strategic priority.

From Silo to Center: Strengthening Connections Among Multicultural Student Programs

Location: Tuttle Center

Presenters: **Marc Paulo Guzman**, multicultural program coordinator, University of Virginia
Scott Rheinheimer, LGBTQ program coordinator, University of Virginia
Acacia Dai, student leader, University of Virginia

Level: Foundational || *Theme: Fostering Multiculturalism on Campus through Collaborations, Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

This interactive session will focus on the need for diverse multicultural student communities, offices, and programs to work together to create meaningful collaborations and coalition-building among various minority groups. The session will highlight the successes and obstacles that three separate multicultural programs at the University of Virginia faced in the absence of a physical multicultural center or programming unit. Participants will also have the opportunity to share successful practices and obstacles regarding collaboration and coalition-building among cultural groups on their campus.



Strategic Partnership: A Framework for Connecting Underrepresented Students to Career Services

Location: Tuttle North

Presenters: **Celina Alexander**, assistant director of the office of multicultural affairs, Wake Forest University
Tiffany Waddell, assistant director for career development, Davidson College

Level: Intermediate || *Theme: Fostering Multiculturalism on Campus through Collaborations*

Interested in increasing the number of students from diverse backgrounds who access career services and engage in multicultural programming on your campus? This session will highlight ways that the offices of multicultural affairs and career development can collaborate to support multicultural efforts. Presenters will examine the benefits and challenges of targeting underrepresented student populations, share a model for strategic programming and partnership, and provide a framework for colleagues to use in assessing institutional readiness for similar programming.



FRIDAY, DECEMBER 11, 2015 (cont.)

1:00 p.m. – 2:15 p.m.

Concurrent Sessions (cont.)

The Internationalization of College Campuses: Working With Non-U.S. Citizen Student Populations



Location:

Gardenia

Presenters:

Chelsea Flaherty, attorney at law, University of Minnesota Student Legal Service

Mark Karon, attorney at law, University of Minnesota Student Legal Service



Level: Intermediate || *Theme: Immigration Undocumented Students and Identity*

Non-U.S. citizens are enrolling in institutions of higher learning across the United States at an unprecedented rate. This presentation will serve as a primer on student visa rules, requirements, and limitations. It will familiarize participants with key immigration law and policy concepts. The attorney presenters will highlight some of the most common legal situations that impact international students. The program will culminate with a discussion about DACA and what student affairs professionals can do to support and advise undocumented students.



2016 NASPA Symposium on Military- Connected Students

2016 NASPA Symposium on Military-Connected Students

February 4-6, 2016

Hilton Orlando Lake Buena Vista
Orlando, FL

The 2016 NASPA Symposium on Military-Connected Students offers a comprehensive professional development opportunity for sharing and learning about serving veterans and other military-connected students in higher education.

For more information and to register, visit the 2016 NASPA Symposium on Military-Connected Students website at <http://bit.ly/2016milsym>.



NASPA[®]

Student Affairs Administrators
in Higher Education

A Cultural and Religious Divide: Advancing Policy and Practices Related to Religious, Spiritual, and Secular Persons

Location: Tuttle North

Presenter: **Cody Nielsen**, executive director of the Gopher Wesley Foundation, University of Minnesota, Twin Cities

Level: Advanced || *Theme: Fostering Multiculturalism on Campus through Collaborations*

Religion diversity has been one of the most taboo topics on college campuses for decades. More than 1200 research studies and journal articles since 2000 indicate a need for drastic changes to address the topic of belief and non-belief on campus. But what practical policy changes can we enact to create these changes and why is this topic so important to our campus climate? Come and gain insight based on qualitative research as well as case studies currently in place on college campuses. Time will also be given to discuss political issues related to religious and spiritual diversity on campus.



Multiracial Students with White Passing Privilege: What are Their/Our Stories?

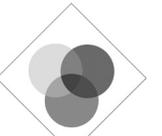
Location: Orchid A&B

Presenters: **Victoria Svoboda**, assistant professor, University of Wisconsin - La Crosse

Ebony Phillips, McNair Scholar, undergraduate senior, University of Wisconsin - La Crosse

Level: Intermediate || *Theme: Fostering Multiculturalism on Campus through Collaborations, Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

Ever notice how some colleges claim a more racially diverse student body, even while their enrollment of Black and Asian students decline but enrollments of biracial students increase (often White/Native or White/Latin@)? How some students who live/breathe as White claim an “ethnic” heritage if it serves them, while other students live a multiracial/cultural experience and struggle with not being “enough” of any group? Join us for a discussion on multiracial college students with White passing privilege.



Global Leadership Brigade: Utilizing International and Domestic Students to Teach Global Leadership Topics

Location: Tuttle Center

Presenters: **Sabrena O’Keefe**, assistant director of the center for leadership and service, Florida International University

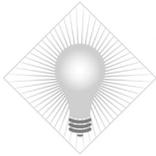
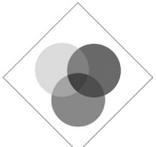
Ariel Ortiz, assistant director of international student and scholar services, Florida International University

Level: Foundational || *Theme: Fostering Multiculturalism on Campus through Collaborations*

“Global Leadership” is a buzzword in today’s globalized society. But what does it mean? What is the difference between a leader and a global leader? In this session, we will explore how bringing international and domestic students together can be a successful way to help students gain global leadership skills.



Illinois Intervenes: An Active Bystander Initiative



Location: Gardenia

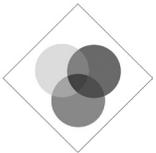
Presenters: **Jacob Frankovich**, program director of social justice and leadership education, University of Illinois, Urbana-Champaign

Kimberly Hodges, program director of social justice and leadership education, University of Illinois, Urbana-Champaign

Level: Intermediate || *Theme: Violence Prevention and Social Unrest, Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

Our society, community, and campuses are constantly bombarded by acts of bias, discrimination, and hate. The system can change, but it demands individuals with the knowledge, skills, and awareness to make that change. Illinois Intervenes is a bystander intervention model pulling from interdisciplinary theory and praxis to respond to students' current needs. Our goal in active bystander training is not only to be proactive, but also for ALL students to have the skills necessary to intervene.

Starting (and Maintaining) the Revolution: A Case Study in Intercultural Social Justice Programming



Location: Orchid C&D

Presenters: **Jasmine Mickey**, program manager of social justice engagement, The Ohio State University

Angie Wellman, intercultural specialist for LGBTQ student initiatives, The Ohio State University

Melissa Beard Jacob, intercultural specialist for American Indian/Indigenous student initiatives, The Ohio State University

Katherine Betts, intercultural specialist for African/African American student initiatives, The Ohio State University

Indra Leyva, intercultural specialist for Latino student initiatives, The Ohio State University

Jack Nguyen, intercultural specialist for Asian/Asian American student initiatives, The Ohio State University

Level: Advanced || *Theme: Fostering Multiculturalism on Campus through Collaborations*

This session will highlight the development and implementation of an intercultural social justice retreat for student leaders. The Revolution Retreat is a case study in bringing together different stakeholders with varying identities to create a shared vision around coalition building, ally development, identity consciousness, and activism. Following a brief presentation, participants and presenters will share effective practices for creating and implementing intercultural social justice initiatives with various stakeholders in a time of accountability and decreased funding.

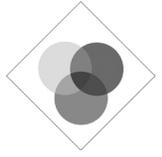
The Dinner Table: Building Community and Competency Through Conversation

Location: Tuttle South

Presenters: **Crystal Williams**, associate vice president and chief diversity officer, Bates College
Julisa De Los Santos, assistant dean of intercultural education, Bates College

Level: Intermediate || *Theme: Fostering Multiculturalism on Campus through Collaborations, Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

In this session, we will outline how the Bates team developed The Dinner Table program, which engages a broad range of students, especially those who may find traditional “diversity” programs intimidating and alienating. We’ll explore the central tenets and goals of The Dinner Table, the program design, and preliminary outcome data. We’ll also help attendees identify the institutional values on their campuses and will then explore possible program ideas that may emerge from those values.



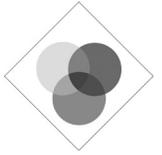
Using the Master’s Tools: An Honest Dialogue about Assessment

Location: Brickell South

Presenters: **Craig John Alimo**, educational consultant
James McShay, director of the Multicultural Involvement and Community Advocacy Office, University of Maryland, College Park

Level: Intermediate || *Theme: Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

Audre Lorde entitled a noteworthy essay “The Master’s Tools Will Never Dismantle the Master’s House,” illustrating the inherent systemic truth that those in power to make decisions will never decide against themselves. This concept is increasingly manifest in our work as student affairs practitioners in a campus climate of exponentially-increasing budget constraints, with the challenge placed upon the field to advocate the critical value of our work to the various “Masters” at our institutions. How can assessment play a valuable role as we justify the importance of outside-of-the-classroom learning and development? How can assessment arm us in defense of the sustainability of our profession when it is commonly seen as the most disposable department on campus by those holding the pursestrings?



FRIDAY, DECEMBER 11, 2015 (cont.)

2:30 p.m. – 3:45 p.m.

Flash Sessions

A Different Approach: Bringing Inclusion to the Forefront



Location: Brickell North

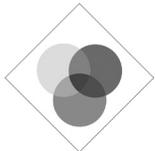
Presenters: **Niya Blair**, director of the center for diversity and inclusion, University of Houston

Michael Crook, coordinator of the center for diversity and inclusion, University of Houston

Theme: Fostering Multiculturalism on Campus through Collaborations

As higher education professionals in our quest to focus on diversity, we often overlook efforts to be inclusive. Presenters will showcase how the Center for Diversity and Inclusion at the University of Houston functions under an inclusion framework in order to make diversity an experience that everyone contributes to. The engaging flash session will illustrate strategies, partnerships and collaborations the Center uses to create a shared responsibility for advancing diversity at UH.

EVOLVE Student Engagement at the Intersection of Race and Gender



Location: Brickell North

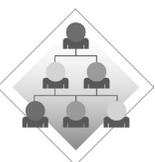
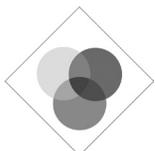
Presenters: **S. Rasheem**, EVOLVE academic enrichment program coordinator, Morgan State University

Krystal Lee, assistant director of the office of residence life and housing, Morgan State University

Theme: Incorporating Theory with Research and Practice in Multicultural Efforts on Campus

"Identity is not singular. A female college student can have multiple identities, relating to her race, her gender, sexuality and class" (Harris and Lester, 2009). This flash session will take an exploratory approach to evaluate the needs of African-American (Black) female college students and the impact of EVOLVE programming on student success and self-actualization beyond the classroom. The purpose of this presentation is to shed light on an understudied area of academia regarding how engaging students at the intersection of race and gender might aid in self-actualization and student attainment.

From their Voices: How Black Administrators Manage Racism in Higher Education



Location: Brickell North

Presenter: **Domonic Rollins**, senior education and training specialist in the office of diversity and inclusion, University of Maryland

Theme: Fostering Multiculturalism on Campus through Collaborations, Incorporating Theory with Research and Practice in Multicultural Efforts on Campus

Higher education, an institution founded on inequity, has long harbored institutional racism making it difficult for Black administrators to achieve equitable outcomes with their White peers. This flash session highlights results from a pilot study investigating how Black administrators manage racism in higher education. Using a constructivist grounded theory approach, this presentation shares findings from interviews with five participants to unearth the process by which Black administrators manage racism. Results from this pilot study are used to inform a new theory and concepts about managing racism in higher education.

I Don't Want Your Money, I Want Your Time: Fostering TRUE Collaboration

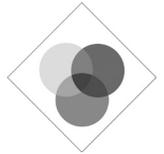
Location: Brickell Center

Presenters: **Tara Mathis**, associate dean of students, University of Tennessee at Chattanooga

Brittney King, multicultural counselor, University of Tennessee at Chattanooga

Theme: Fostering Multiculturalism on Campus through Collaborations

Oxford Dictionary defines collaboration as the action of working with someone to produce or create something. This flash session will take collaboration a step further. The presenters will introduce the concept of TRUE Collaboration, identifying individuals who will contribute Time, build Relationships, Unite for a common goal, and share their Expertise. The presenters will offer techniques to foster, build, and sustain an alliance of campus partners.



In Living Color: Socially Active Through Tragedy

Location: Brickell Center

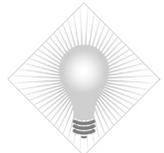
Presenters: **Cherrish Robinson**, assistant community director and graduate student, Michigan State University

Tanesha Dixon, assistant community director and graduate student, Michigan State University

Maya Graham, graduate student, University of Maryland College Park

Theme: Incorporating Theory with Research and Practice in Multicultural Efforts on Campus, Technology as a Tool for Inclusion

Institutions must consider the impact of tragedy on its community, as tragedy has the ability to affect students regardless of proximity. Using Critical Race Theory, this flash session will define community tragedy (Vicia, Ashley, and Muños, 2015), identify community tragedies which affect Black women on college campuses, explore how Black women make meaning of community tragedy via social media, outline relevant student affairs theories which help foster holistic student development, and collectively strategize best practices.



Interrupting Adopteephobia: Engaging Emerging Transracial and Intercountry Adoptee Leadership in Higher Education



Location: Brickell Center

Presenters: **Laura Klunder**, social justice education specialist, University of Wisconsin-Madison

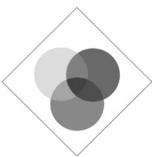
Robert P. Brown, associate director of the multicultural student center in the division of student life, University of Wisconsin-Madison

Theme: Incorporating Theory with Research and Practice in Multicultural Efforts on Campus, Immigration, Undocumented Students, and Identity



Increasingly, international adoptees are articulating racialized identities that complicate traditional multicultural student services. For these students of color – mainly adopted from Korea, China, India, Vietnam, Guatemala, Ethiopia, and raised by White American families – college can provide a critical interruption to adopteephobia. Adopteephobia is defined as the pervasive, restrictive, and deadly set of assumptions that uphold a system of discrimination targeting adoptees, arising from multiple and intersecting oppressions including racism, classism, genderism, and ableism. Attendees will learn about adoptee students through narrative sharing, identity development theory, and tools to create safer spaces for adoptees.

Queer Collaborations: Engaging Alumni to Support the Development of Students



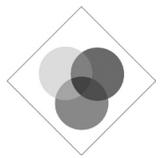
Location: Brickell North

Presenter: **Michael Shutt**, interim senior director of the center for diversity and inclusion, Emory University

Theme: Fostering Multiculturalism on Campus through Collaborations

This flash session explores ways to collaborate with alumni to positively impact the personal and professional development of LGBTQ students. It begins with an examination of specific methods to develop long-term relationships with alumni offices, groups, and individuals. It then provides specific results of collaborative programs and initiatives related to student outcomes. This session concludes with an examination of the challenges of engaging LGBTQ students and alumni when accurate demographic data related to gender and sexuality are not typically available.

SCIE Ambassador Program: Cultivating Inclusion Across the Health Sciences



Location: Brickell Center

Presenter: **Alena Hampton**, director of student experience, Virginia Commonwealth University

Theme: Fostering Multiculturalism on Campus through Collaborations, Incorporating Theory with Research and Practice in Multicultural Efforts on Campus



Students from underrepresented backgrounds are increasingly attending institutions of higher education. When they do, they face unique barriers that can impede their ability to thrive. This is particularly true for graduate and professional students in the health sciences where rates of minority students enrolling do not mirror demographics of the larger society. This flash session will describe the SCIE Ambassador Program, an inter-professional leadership development initiative designed to promote inclusion across five health sciences schools at a predominately white institution.

Center for Inclusion Studies: Preparing Individuals to Lead Anywhere in the World

Location: Brickell North

Presenters: **Anthony Walker**, director of student success and completion, Tarrant County College

Cornell Thomas, professor of educational leadership, Texas Christian University

Cynthia Montes, counselor of student support services, Texas Christian University

Level: Foundational || Theme: Incorporating Theory with Research and Practice in Multicultural Efforts on Campus

The Center for Inclusion Studies combines criticality and identity development to deconstruct policy, practice, and thinking. A formal center provides space to unpack processes of identity development within the context of the individual situated within the greater systemic structure. This presentation provides a framework for integrating praxis designed to challenge traditional thought by promoting critical awareness and individual accountability. This session will benefit professionals invested in curriculum development, social justice, and preparing students to lead in a global society.

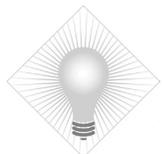
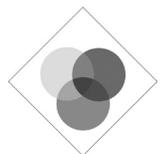
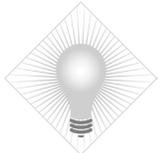
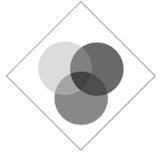
Conceptualizing the Development of Multicultural Capacities Among Students: An Integrated, Multidimensional Framework and Application

Location: Brickell Center

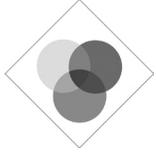
Presenter: **Ijeoma Nwaogu**, assistant director of multicultural affairs, Fordham University

Level: Intermediate || Theme: Incorporating Theory with Research and Practice in Multicultural Efforts on Campus

To prepare students as competent citizens of an increasingly global society, student affairs practitioners must apply comprehensive frameworks that detail the development of the multicultural capacities of students. For this reason, this session presents an integrated, multidimensional model that conceptualizes the development of multicultural competencies among students. Through presenter discourse and group sharing, attendees will gain insights on ways to create or improve student learning contexts, and identify psychosocial processes and outcomes associated with the development of diversity-related competencies among students.



First-Generation Professionals: Transcending the Narrative and Attaining Careers in Higher Education



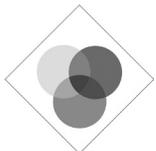
Location: Tuttle North

Presenters: **Derrick Gunter**, associate director of the Maryland Incentive Awards Program, University of Maryland, College Park
Shelvia English, doctoral candidate, University of Maryland College Park
Tori Svoboda, assistant professor, University of Wisconsin La Crosse
Domonic Rollins, senior education and training specialist in the office of diversity and inclusion, University of Maryland
Joseph Saucedo, assistant director, Loyola University Chicago

Level: Intermediate || *Theme: Fostering Multiculturalism on Campus through Collaborations*

There are various ways first-generation students' characteristics and experiences contribute to their success and persistence. Currently, we do not know how first-generation scholars and practitioners continue to employ their first-generation identity after college. This panel presentation will explore how the concept of Community Cultural Wealth challenges current deficit perspectives surrounding first-generation identity. The intention of our presentation is to include narratives and concepts to explore the ways first-generation persons use their assets to navigate the field as professionals.

Marriage Equality Passed: Now What?



Location: Orchid A&B

Presenters: **Jamie Washington**, co-founder and facilitator, Social Justice Training Institute and Washington Consulting Group
Sam Offer, vice president and senior consultant, Washington Consulting Group

Level: Intermediate || *Theme: Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

The passing of marriage equality has opened the door for the next level of work as we seek to create a more just community for LGBTQ persons in higher education. The implications on programs, policies, and practices are many. Come participate in this conversation on the opportunities and challenges we face on college and university campuses now that this civil right has been achieved.

Sharing our Journey: Muslims in Higher Education

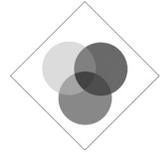
Location: Tuttle Center

Presenters: **Mehtap Donuk**, assistant dean of campus life, New York Institute of Technology

Faran Saeed, volunteers program coordinator, Madison House University of Virginia

Level: Intermediate || *Theme: Fostering Multiculturalism on Campus through Collaborations, Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

Mehtap Donuk, a Turkish Muslim female from Brooklyn, New York and currently the assistant dean of campus life at New York Institute of Technology, and Faran Saeed, a Pakistani male from Mount Juliet, Tennessee who currently is the volunteers program coordinator at Madison House University of Virginia, will be sharing their personal stories and how they were led to student affairs. They will be sharing how their Muslim identity has influenced their passion for student affairs as well as applying it to their work with college student and campus partners.



Together We're Better: Diversity, Inclusion, and Student Affairs Collaborative Partnerships

Location: Orchid C&D

Presenters: **Anne Lundquist**, director of strategic planning and assessment for student affairs, Western Michigan University

Suzie Nagel, associate vice president for student affairs and dean of students, Western Michigan University

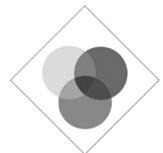
Diana Hernandez, director of the division of multicultural affairs, Western Michigan University

Jen Hsu, director of LGBT services, Western Michigan University

Dorothy Fancher, assistant director for disability services for students, Western Michigan University

Level: Advanced || *Theme: Fostering Multiculturalism on Campus through Collaborations*

Western Michigan University has an institutional goal to be globally-engaged and to ensure a diverse, inclusive and healthy community. While the Office of Diversity and Inclusion and the Student Affairs Division at WMU report to different vice presidents, staff and students work collaboratively on a variety of programs and initiatives to advance diversity, inclusion, multiculturalism, and intercultural competence for students at WMU. Through a panel format, the presenters will share the lessons learned from those collaborative partnerships, provide examples of strategies and tactics for collaboration, highlight examples of exceptional campus programming and support services, and engage participants in activities that model the philosophy and frameworks used by WMU.



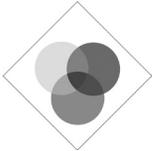
Traitor or Token: Experiences of Negotiating Racial Identity in College



Location: Brickell South

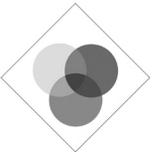
Presenter: **Shea Kidd Houze**, director of new student and retention programs, The University of Southern Mississippi

Level: Intermediate || *Theme: Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*



Historically, the vast majority of scholarship related to student success has associated minority student attrition with educational inadequacies, limited parental support, and the inability to assimilate to academia. This deficit-driven paradigm emphasizes negative generalizations rather than using the unique experiences of marginalized students to inform student success strategies. Utilizing critical race theory and narrative data, this presentation will illuminate lived experiences of negotiating racial identity in college and facilitate conversations around creating inclusive spaces for students.

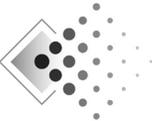
Social Media as Virtual Counter-Spaces for Minoritized Graduate Students



Location: Tuttle South

Presenter: **Estee Hernández**, doctoral candidate, higher education, Florida State University

Level: Intermediate || *Theme: Technology as a Tool for Inclusion*



Although graduate student populations are becoming increasingly diverse, academic culture as a whole has done little to shift towards inclusivity. In light of a perceived marginality in physical spaces, minoritized graduate students may lean on social media to create virtual counter-spaces, in ways that (re)center their narratives in spaces that are fully theirs. This community dialogue offers an opportunity for minoritized graduate students to share their experiences, garner support, and reflect upon future opportunities for growth.

SATURDAY, DECEMBER 12, 2015

7:30 a.m. – 11:00 a.m. Registration Open

Location: Lower Promenade, Terrace Level

7:30 a.m. – 8:30 a.m. Continental Breakfast

Location: Upper and Lower Promenade

8:30 a.m. – 9:15 a.m. Morning Keynote

Celebrating Diverse Voices: The Future of Social Justice Education

Location: Jasmine & Hibiscus

Presenter: **Vernon Wall**, founding faculty, Social Justice Training Institute; director of business development, LeaderShape, Inc.

The term “social justice” is being used (and misused) on college and university campuses more and more these days. What exactly is social justice? What is a socially just community? What are the characteristics of a campus community committed to social justice? 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.”

2016
**CLOSING THE ACHIEVEMENT GAP:
STUDENT SUCCESS
IN HIGHER
EDUCATION**

NASPA
Student Affairs Administrators
in Higher Education

The 2016 NASPA Closing the Achievement Gap: Student Success in Higher Education Conference will give practitioners a deeper understanding of the influence of student affairs on student success and completion.

June 9-11, 2016
College Park, MD
Call for Programs: Jan. 29
Early Bird Deadline: April 8

SATURDAY, DECEMBER 12, 2015

9:30 a.m. – 10:45 a.m.

Concurrent Sessions

Creating a Culture of Identity: Infusing Curriculum with Identity Development

Location: Brickell South

Presenters: **Anthony Walker**, director of student success and completion, Tarrant County College
Sara Mata, international student specialist, Northern Oklahoma College
Shani Barrax Moore, chief diversity and inclusion officer, Tarrant County College

Level: Intermediate || *Theme: Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

This session will highlight the importance of integrating identity development and culturally relevant curriculum into practice. Presenters will discuss strategies for developing cultures of criticality, cultural humility, and equity-mindedness. The session will include discussions about lessons learned through efforts to integrate (co)-curricular programming into practice. This session will particularly benefit practitioners who: 1) have direct impact with students and student programming, 2) work with curriculum and curriculum development, or 3) persons invested in developing cultures promoting social justice and equity-mindedness.

Creating Inclusive Environments for Multiracial Students Across Campuses

Location: Brickell Center

Presenter: **Brittany Hunt-Woods**, academic advisor, University of Tennessee-Knoxville

Level: Foundational || *Theme: Fostering Multiculturalism on Campus through Collaborations, Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

Being multiracial in college today can bring up many benefits and challenges. As we focus on the turn of racial events in this country, it is apparent that multiracial individuals are often left out of the conversation. This interactive session will take a look at microaggressions and how they affect multiracial students, how multiracial students manage these microaggressions, and how we as student affairs professionals can work to create a more inclusive environment for this population of students.

Demonstrating the Need for Institutional Change with Climate Surveys

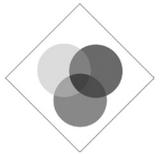
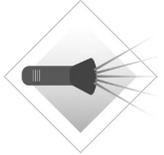
Location: Tuttle South

Presenters: **Karen Dace**, vice chancellor for diversity, equity, and inclusion, Indiana University-Purdue University Indianapolis

Anne Mitchell, director of survey research and evaluation, Indiana University-Purdue University Indianapolis

Level: Intermediate || *Theme: Fostering Multiculturalism on Campus through Collaborations*

This session details the process, results, next steps, and lessons learned from conducting a comprehensive Climate Survey at Indiana University-Purdue University Indianapolis in the Fall of 2014. The eye-opening information is being used across campus to develop programs, plans and practices to improve the climate for students, staff, and faculty, and in the creation of both macro and micro diversity plans with clear goals and a timeline for improvement.



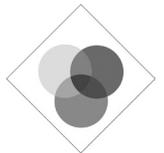
Developing a Career Development Curriculum for Queer-Identified Students

Location: Tuttle North

Presenter: **Jamie Piperato**, founder and chief executive officer, Jamie Piperato, LLC

Level: Intermediate || *Theme: Fostering Multiculturalism on Campus through Collaborations*

Career development centers provide services for students on how to navigate the job search process; however, the information has been created and distributed through the dominant lens. Institutions must do more to provide in-person training for students who identify in the queer community. This workshop will help attendees understand the importance of identity-conscious workshops for queer-identified students. Participants will be highly engaged and will leave the venue with at least three action steps to implement at their institutions. Participants are expected to have a basic understanding of terminology and knowledge.



Follow-Up with Vernon Wall

Location: Orchid A&B

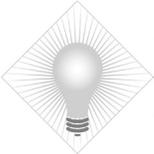
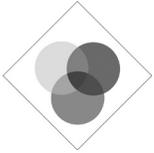
Presenter: **Vernon Wall**, founding faculty, Social Justice Training Institute; director of business development, LeaderShape, Inc.

Level: Intermediate || *Theme: Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

Join Vernon Wall for a follow-up conversation after his keynote address. We will expand upon the topics covered during the keynote, and give an opportunity for increased dialogue, questions, and interactions.



Using Social Justice Pedagogies to Build Community and Foster Change during Social Unrest



Location: Orchid C&D

Presenters: **Lakiesa C. Rawlinson**, associate director of campus life, Clayton State University

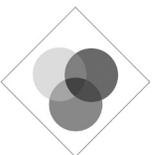
Tia Jackson-Truitt, assistant director of recruiting and retention for the center for engineering education and diversity, Georgia Institute of Technology

Natalie Reckard, associate director of housing, Kennesaw State University

Level: Intermediate || *Theme: Fostering Multiculturalism on Campus through Collaborations, Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

Within the past year in the United States, a wave of racialized incidents have occurred including the Charleston 9 church shooting and police brutality cases involving African Americans and White American police officers. Researchers have suggested that the ongoing, cumulative experiences with racism can perpetuate emotions such as fear, shock, disbelief, and anger as well as cause psychological and emotional distress (Jernigan et al., 2015). In response to these national concerns, Clayton State University organized a committee consisting of faculty, staff, and campus police to educate and to help the campus community process the implications of these traumatic events. This presentation will provide participants with strategies on how to work collaboratively to facilitate “Courageous Conversations” during national incidents of racial violence and discrimination.

Latino/a Parental Involvement and the Impact on the College Student Experience



Location: Brickell North

Presenter: **Delmy Lendof**, associate director for residence life, New York University

Level: Intermediate || *Theme: Fostering Multiculturalism on Campus through Collaborations, Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

The percentage of Latina/o students enrolling in higher education continues to be on the rise, however this growth is not reflected in the graduation rates of Latina/o students. This session uses national data to provide an overview of trends impacting the Latina/o student population in higher education in the United States with a focus on parental involvement. The session will also highlight the diversity of Latina/o students attending higher education and the impact of factors such as socioeconomic status, institutional policies, language, and technology.

SATURDAY, DECEMBER 12, 2015 (cont.)

9:30 a.m. – 10:45 a.m.

Concurrent Sessions (cont.)

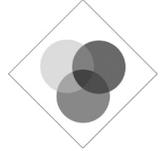
Moving From Anti-Oppression to Liberation Focus: Strategies and Approaches

Location: Gardenia

Presenter: **Keith Edwards**, independent speaker and consultant

Level: Advanced || *Theme: Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

This session invites social justice educators to look critically within themselves to see what may be getting in their way of being as effective as possible in bringing about greater liberation on the individual, institutional, and societal levels. The presenter will model some of the ways that we get in our own way and offer possibilities for moving toward more effective movements, activism, and education aimed at liberation through personal stories.



Re-approaching Allyship: A Radical Critical Reflective Practice

Location: Tuttle Center

Presenters: **Selima Jumarali**, assistant director of the center for multicultural education and programs, New York University

Sonia DeLuca Fernandez, director of the research and assessment in the division of student affairs, New York University

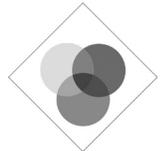
Gadise Regassa, center for multicultural education and programs, New York University

Mark Tseng Putterman, co-advisor, A/P/A BRIDGE student leadership program, Asian/Pacific/American institute, New York University

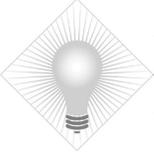
Miriam Halsey, study away advisor in the office of global programs, New York University

Level: Advanced || *Theme: Fostering Multiculturalism on Campus through Collaborations*

This session is for professionals who crave a deeper, more critical conversation around identity, privilege, and practicing allyship, both personally and professionally. Critical allyship confronts and interrogates traditional models and individualized notions of what it means to be an “ally” and moves towards seeing allyship as an active, consistent practice that requires constant reflection and collaboration across department and disciplines. This session will discuss some of the nuanced ways in which privilege and microaggressions play out in personal and professional settings and how to practice allyship in critical, reflective, collaborative ways that interrupt problematic dynamics.



Focusing on Our Diversity: Using Peer-Led Diversity Groups as a Tool to Promote Multicultural Awareness



Location: Brickell Center

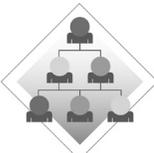
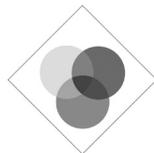
Presenters: **Aishah Manuel**, graduate student, Rutgers, The State University of New Jersey

Brittany Velardi, graduate student, Rutgers, The State University of New Jersey

Level: Intermediate || *Theme: Fostering Multiculturalism on Campus through Collaborations, Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

From Trayvon Martin to the Charleston, South Carolina church shootings, recent events across the nation highlight the discord that exists among various racial or ethnic groups. Peer-led diversity groups provide a forum for students to discuss social justice and diversity issues while fostering student learning and identity development. Utilizing transformational learning techniques and strategies for incorporating peer leaders in diversity programming, attendees will learn tactics for facilitating meaningful discussions on topics of multiculturalism, and enhancing students' perspective-taking skills.

Recruiting and Retaining Underrepresented Students for International Experiences



Location: Brickell South

Presenters: **Charles Lu**, executive director, The University of Texas at Austin

Level: Intermediate || *Theme: Fostering Multiculturalism on Campus through Collaborations, Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

This program will explore how higher education institutions and professionals can improve their recruitment and retention processes of underrepresented students for international experiences. The presenters will provide an example of an institution that has cross-campus collaborations to ensure underrepresented students are able to study abroad.

Rethinking Collaboration: Empowering Campus Communities to Realize Sustainable Change

- Location:** Gardenia
- Presenters:** **Matthew Sumera**, director of student communications in the office for student affairs, University of Minnesota
- Danita Brown Young**, vice provost for student affairs and dean of students, University of Minnesota
- Lamar Hylton**, assistant vice provost for student life, University of Minnesota
- Jen Mein**, consultant for leadership and talent development, University of Minnesota

Level: Advanced || Theme: Fostering Multiculturalism on Campus through Collaborations

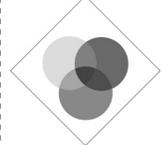
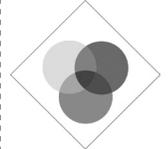
How do administrators collaborate with large populations at an extremely decentralized university? This is the challenge that has faced the University of Minnesota-Twin Cities. By employing an approach to leadership that scales up from the personal to the systemic – using dialogue, facilitation, and co-creation to address complex challenges – the university engaged and empowered hundreds of campus community members to bring about lasting change. This session will address these efforts, focus on lessons learned, and touch on pitfalls along the way.

Using Critical Introspection to Advise Women in Multicultural Greek-Lettered Organizations

- Location:** Tuttle South
- Presenters:** **Marissa Lucchesi**, assistant director, Florida International University
- Estee Hernandez**, doctoral candidate in higher education, Florida State University
- Christianne Medrano**, associate director, Florida International University

Level: Foundational || Theme: Incorporating Theory with Research and Practice in Multicultural Efforts on Campus

As student affairs educators, our professional development has centered on advising approaches that are essentially one-size-fits-all. Even nuanced approaches that consider cultural difference apply metrics that normalize Eurocentric and masculine ways of knowing. This session aims to problematize the way we traditionally approach advising, with an emphasis on women in multicultural Greek-lettered organizations. Using Critical Race Theory to undergird our presentation, we aim to heighten salience around how our Selves “show up” in our advising.

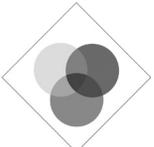


SATURDAY, DECEMBER 12, 2015 (cont.)

11:00 a.m. – 12:15 p.m.

Concurrent Sessions (cont.)

Straight Outta Lunch: A Charged Conversation Sparks Campus-Wide Dialogue Series



Location: Orchid C&D

Presenters: **Clifton Williams**, residence coordinator, University North Carolina Wilmington

Jemilia Davis, academic advisor, University of North Carolina Wilmington

Level: Foundational || *Theme: Fostering Multiculturalism on Campus through Collaborations, Violence Prevention and Social Unrest*

A lunch discussion between educators about Ferguson, Baltimore, immigration reform, religious freedom, and other topics initiated plans for a needed campus conversation. These conversations stirred our emotions, but apprehension existed due to the sometimes cautious climate of our institution to be in the fray of social justice issues. Join us as we share a roadmap to creating a safe space, where structure did not exist, to begin intentional dialogue about current events and injustices impacting our communities.



Suited for Success: A Career Development Program Model



Location: Brickell North

Presenters: **Tae-Sun Kim**, director of multicultural affairs, Davidson College

Tiffany Waddell, assistant director for career development, Davidson College

Level: Advanced || *Theme: Fostering Multiculturalism on Campus through Collaborations, Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

This is a presentation of a Davidson College pilot program for female students of color new to career development and advising. With the support of a state-wide grant and modest internal funding the presenters implemented a career development experience bringing together career services staff, alumni of color, and colleagues at a nearby HBCU to introduce critical career related issues from an intersectional approach. The audience will participate in program exercises and learn how to tailor the program for their institutions.



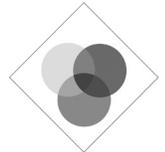
Exploring Our Class Backgrounds and Identities

Location: Tuttle North

Presenter: **Shane Lloyd**, assistant director for first year and sophomore programs, Brown Center for Students of Color, Brown University

Level: Foundational || *Theme: Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

Discussing class issues is taboo, perhaps even more so than other aspects of identity. Feelings of shame or guilt about being poorer or richer than others often lead to secrecy and silence, which perpetuate myths around class in the US and reinforce divisions between groups. Higher education is not immune to underlying class-related issues. As administrators, we can enhance our capabilities to better address issues of equity and better support students from low income backgrounds by taking a close look at class dynamics that pervade our interpersonal interactions and institutions. This highly participant driven workshop will offer an opportunity for dialogue, reflection and skills development around issues of class and classism.



Exploring Sense of Belonging for Asian American College Students

Location: Orchid A&B

Presenter: **Delia Cheung Hom**, director of the Asian American center, Northeastern University

Level: Foundational || *Theme: Incorporating Theory with Research and Practice in Multicultural Efforts on Campus*

What does it mean to belong on a college campus? What does it mean to Asian American students to belong on a predominantly white campus? This workshop will explore the sense of belonging for Asian American college students. Drawing from the results of a qualitative research study, we will discuss the experiences of Asian American students in the context of involvement on campus. Understanding these experiences will help institutions better meet the needs of this growing population of students.



EXHIBITOR INFORMATION

Exhibits will be open on Friday, December 10, 2015 from 8:00 a.m. – 6:00 p.m.
The exhibits are located near the Institute Registration Desk.

Defamation/Canamac Productions: Defamation, a nationally acclaimed play, explores highly charged issues of race, class, religion, gender, and the law. The twist is the audience is the jury who will deliberate then engage in civil discourse about the most pressing social issues of our day. For more information: www.defamationtheplay.com. Watch highlights from live performance at NASPA in New Orleans at <http://defamationtheplay.com/naspa-2014.html>.

www.defamationtheplay.com

DiversityEdu: is research-based online learning for academia that outperform training: 94% of faculty course-takers say DiversityEdu taught them to recognize how unconscious biases influence decisions. DiversityEdu for students teaches skills students need to engage successfully with peers and faculty and address campus incidents that threaten a positive, inclusive campus experience.

www.diversityedu.com

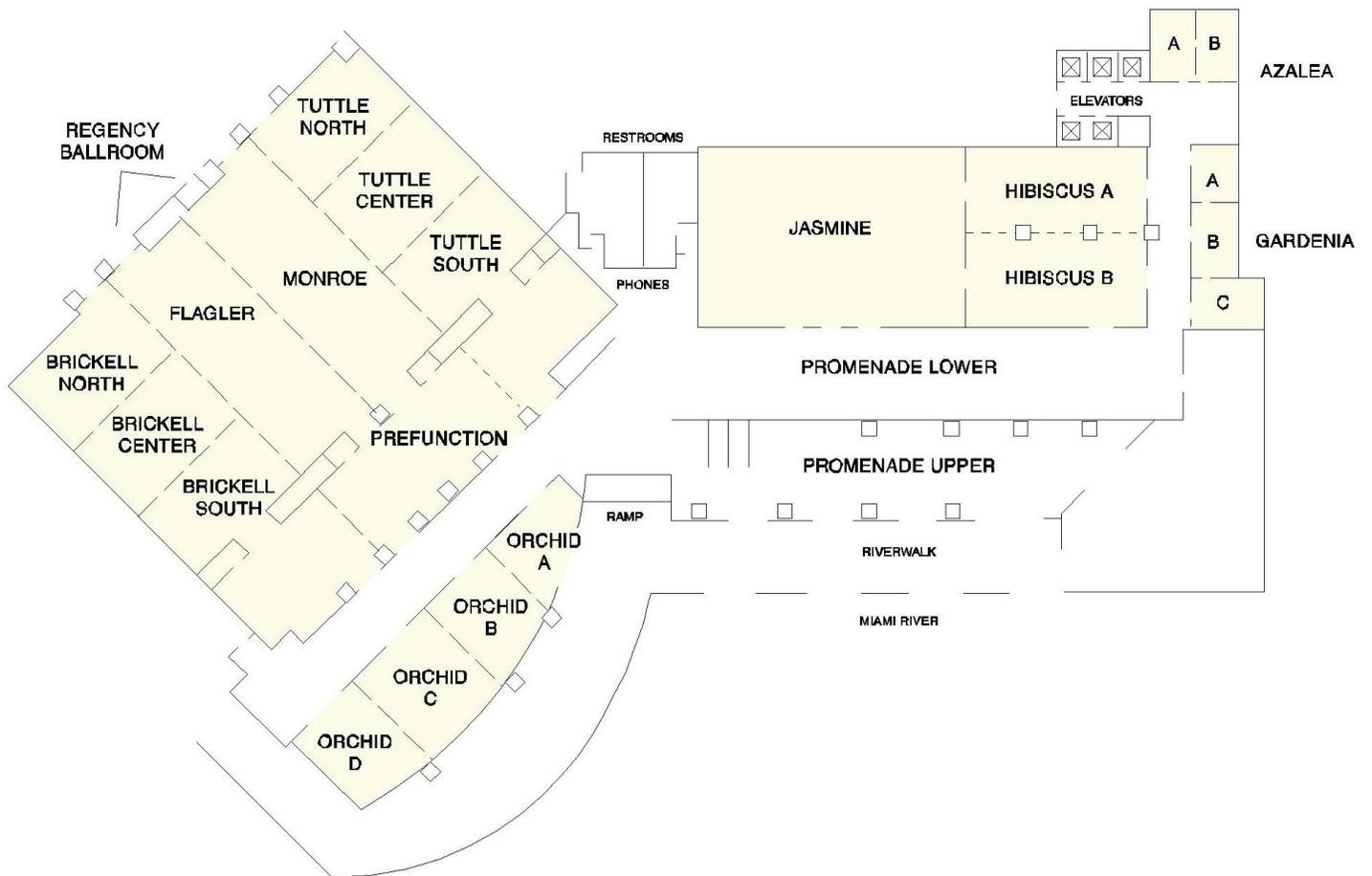
The National Student Leadership Diversity Convention at Ramapo College of New Jersey: The National Student Leadership Diversity Convention is the largest national gathering of STUDENT LEADERS and ADVISORS to address the most critical topics of diversity and social justice challenging our campuses today. Through experiential workshops, keynote sessions, and round table discussions, teams of students will explore various elements of diversity and how they affect themselves and their campuses. The NSLDC is proud to offer three additional and cost-effective Diversity Conferences in the cities of Los Angeles, New Orleans, & Chicago. The Diversity Conferences are a powerful and affordable opportunity for your campus to bring your student leadership team to learn more about diversity and inclusion. Additionally, we are proud to host our annual National Convention in New York City.

www.nslcdc.org

Trumping the Race Card: In Trumping the Race Card, author Rodney Patterson establishes a clear definition of the term racism. His "Anatomy of an Ism" has become a revealing highlight for workshop attendees. TTRC is an engaging and grounded perspective on race and racism that closes with 10 Strategies designed to eradicate racism.

www.trumpingtheracecard.com

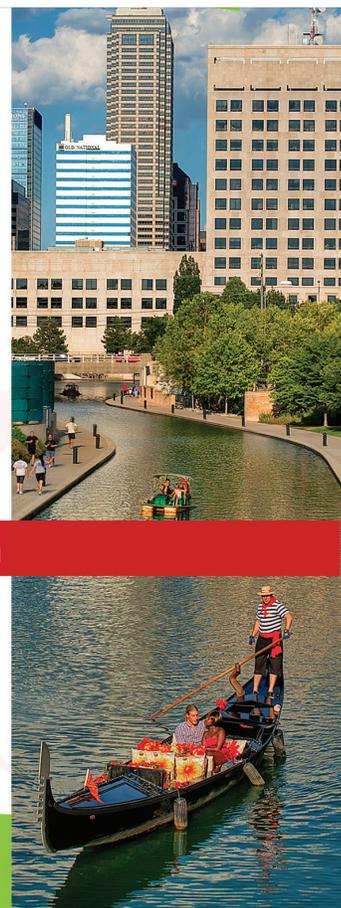
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Photo courtesy of Erik Brown, The Badger Herald