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**2017 NASPA
Multicultural
Institute:**

Advancing Equity
and Inclusive
Practice

Expand the 🧠 of your educator



NASPA®

Student Affairs Administrators
in Higher Education

HYATT REGENCY NEW ORLEANS
DECEMBER 10 - 12, 2017



NSLDC

NATIONAL STUDENT LEADERSHIP
DIVERSITY CONVENTION

Leading for Social Justice & Change



STUDENT LEADERSHIP CONFERENCE



NSLDC.ORG



Hyatt Regency New Orleans

December 10-12, 2017



**2017 NASPA
Multicultural
Institute:**
Advancing Equity
and Inclusive
Practice

Welcome to the 2017 NASPA Multicultural Institute: Advancing Equity and Inclusive Practice! This is NASPA's signature event for multicultural educators, administrators, and all student affairs professionals who are passionate about social justice education on campus. The NASPA Multicultural Institute is an engaging forum designed to highlight cutting-edge, thought-provoking keynote speakers, educational sessions that challenge the status quo, and opportunities for sharing promising practices among student affairs and academic affairs professionals from across the country.

The NASPA Multicultural Institute has been intentionally designed to increase student affairs practitioners' own awareness about existing social justice challenges on campus, to further develop their skills as a multicultural educators, and to exchange evidence-informed practices for supporting historically underrepresented and minoritized college student populations. Institute participants will engage in a several days of challenging and engaging topics related to multiculturalism, intercultural competency, cross-culturalism, and social justice. The sessions, presented by the top minds in the field, are focused on a wide variety of topics, including race and ethnicity; sexual orientation; sex, gender, and gender identity; ability; nationality; religion and spirituality; and socioeconomic class.

Participants at this institute should expect to be challenged, to feel invigorated by the work being done by colleagues across the country, and to learn – a lot. There has never been a more important time for this conference, given the range of challenges facing our students. Attendance at this institute will give practitioners the tools they need to return to campus to provide the encouragement and support that our students need in this challenging era. Participants will hear from a range of content experts - from those just beginning the work of social justice and inclusion, to those who are challenging or reframing policies and practices on their campuses, to those who are changing the field of multicultural education nationally. Please take advantage of the time built into the institute to network with colleagues, ask questions, and get more deeply involved in this work. Again, welcome; we hope you enjoy the Institute!



SCHEDULE AT-A-GLANCE

DAY 1: SUNDAY, DECEMBER 10, 2017

7:30 a.m. – 5:00 p.m.	Registration Open
9:00 a.m. – 12:00 p.m.	Pre-Institute Workshops
12:15 p.m. – 1:00 p.m.	Graduate Student Networking Reception
1:30 p.m. – 3:00 p.m.	Welcome and Opening Keynote
3:15 p.m. – 4:15 p.m.	Concurrent Sessions I
4:30 p.m. – 5:30 p.m.	Concurrent Sessions II
5:30 p.m. – 6:45 p.m.	Opening Reception

DAY 2: MONDAY, DECEMBER 11, 2017

7:30 a.m. – 5:00 p.m.	Registration Open
7:30 a.m. – 8:30 a.m.	Continental Breakfast
8:00 a.m. – 5:00 p.m.	Exhibitors Stations Open
8:30 a.m. – 9:30 a.m.	Morning Keynote
9:45 a.m. – 11:45 a.m.	Mini Institutes
11:45 p.m. – 12:45 p.m.	No Host Lunch
1:00 p.m. – 2:00 p.m.	Panel Session
2:15 p.m. – 3:15 p.m.	Concurrent Sessions III and Flash Sessions
3:30 p.m. – 4:30 p.m.	Concurrent Sessions IV
4:45 p.m. – 5:45 p.m.	Concurrent Sessions V
5:45 p.m.	Dinner on Your Own/Dinner and Dialogue

DAY 3: TUESDAY, DECEMBER 12, 2017

7:30 a.m. – 11:00 a.m.	Registration Open
7:30 a.m. – 8:30 a.m.	Continental Breakfast (Provided)
8:30 a.m. – 9:30 a.m.	Closing Keynote
9:45 a.m. – 10:45 a.m.	Concurrent Session VI
11:00 a.m. – 12:00 p.m.	Concurrent Session VII

REGISTRATION

The registration desk is located on Level One of the hotel in the Celestin Foyer and is starred on your map (pg. 72-73). Registration is open during the following hours:

- » Sunday, December 10 – 7:30 a.m. – 5:00 p.m.
- » Monday, December 11 – 7:30 a.m. – 5:00 p.m.
- » Sunday, December 12 – 7:30 a.m. – 11:00 a.m.

INSTITUTE LOCATION

All conference activities will be held at the Hyatt Regency New Orleans and are open to event participants only.

- » Hotel Address: 601 Loyola Avenue | New Orleans, Louisiana 70113
- » Phone: 504-561-1234

ATTIRE

Attire for the institute is business casual.

ACCESSIBILITY/DIETARY NEEDS

If you have an accommodation request, dietary concerns, or questions, please speak with the NASPA staff at the 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

NASPA is an NBCC-Approved Continuing Education Provider (ACEP™) and may offer NBCC-approved clock hours for events that meet NBCC requirements. Sessions or programs for which NBCC-approved clock hours will be awarded are identified in this program book. The ACEP is solely responsible for all aspects of the program.

Participants can receive a maximum of 12.75 clock hours for this event. Up to six additional clock hours are available for attending pre-conference workshops. To receive credit, please complete a reporting form available at the registration table. In addition, you must complete an online evaluation of individual sessions, which will be emailed to you shortly after the conference. A certificate of completion will be sent via email after the form has been processed and approved.



GENERAL INFORMATION

HOTEL MAP

A map of the meeting space can be found at the back of the program book.

EVALUATION

Event evaluations will be available online following the conclusion of the institute and will be sent via email to all participants.

EXHIBITORS

Please visit the institute exhibitor tables in the Celestin Foyer. A complete listing of institute exhibitors is located in the back of the program book. Exhibits will be open during the following times:

- » Sunday, December 10 – 12:00 p.m. – 4:30 p.m.
- » Monday, December 11 – 8:00 a.m. – 5:00 p.m.

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
- » Gender and Sexuality KC
- » Indigenous Peoples KC
- » Latinx/a/o KC
- » New Professional and Graduate KC
- » MultiRacial KC
- » Socioeconomic and Class Issues in Higher Education KC
- » Spirituality and Religion in Higher Education KC
- » Undocumented Immigrants and Allies 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>.

LOST AND FOUND

Lost and found articles should be turned into the registration desk.

MATERIALS

Session materials will be posted to the NASPA Professional Development Archive in the members-only section of the NASPA website. To view the program materials, log in using the credentials you used at the time of registration and select “2017 NASPA Multicultural Institute: Advancing Equity and Inclusive Practice”. You will then see a listing of program titles which are hyperlinked to uploaded materials.

Please note: only materials that have been uploaded by presenters will be available.

NASPA MOBILE APP

Enhance your conference experience with the NASPA Mobile App, powered by Guidebook! View the schedule and create your own itinerary, browse exhibitors and sponsors, read up on speakers, floor plans, and more. To download, visit the Apple App Store or Google Play and search for “NASPA Mobile App.” After installation, download the 2017 NASPA Multicultural Institute: Advancing Equity and Inclusive Practice guide from within the NASPA Mobile App.

NAME BADGES

Name badges are to be worn in sessions and at any meals provided by the institute. Your badge not only indicates that you are fully registered for these programs, but also serves to build community among attendees.

PUBLICATION SALES

NASPA has a variety of publications for sale during these programs at the registration area. Publications will be on sale beginning at 12:00 p.m. on Sunday, December 10, 2017 until 11:00 a.m. on Tuesday, December 12, 2017. You may purchase publications onsite at the institute for a reduced rate and take them home today! Reduced rates are available only onsite and do not apply to purchases made after the conference.



GENERAL INFORMATION

REFLECTION ROOM

The planning committee, in conjunction with the Equity, Inclusion and Social Justice Division has reserved a space throughout the duration of the Institute for quiet reflection and recovery. The Division and the Institute planning committee recognize the challenges of those whose roles involve supporting minoritized and marginalized students on campus, many of whom are in crisis, and the emotional toll that can have on student affairs professionals.

The Institute is designed to be a space for challenging conversations and learning from our colleagues - and even these spaces can be challenging. The Reflection Room is an opportunity to unwind from the Institute and from the challenges of everyday work in this field. The Reflection Room will be located in **Imperial 10**.

SOCIAL MEDIA

Join in the on the conversation via Twitter and Instagram! Participants should use **#NMI17** as the hashtag for the 2017 NASPA Multicultural Institute: Advancing Equity and Inclusive Practice. For all the latest tweets and photos, be sure to follow the official NASPA Twitter, @NASPAtweets.

Master your mission. Be the change.

Social Justice Higher Education Administration, Master of Arts

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univ.lv/sjhe

Contact

Issac M. Carter, Ph.D.
909-448-4185
icarter@laverne.edu

University of
La Verne

The Social Justice Higher Education Administration (SJHE) MA program develops culturally-competent student affairs professionals who serve as catalysts for institutional change. The SJHE is a critical theory to-practice program designed to train the next generation of student affairs leaders. Graduates are equipped to be successful in a wide range of higher education settings including campus life, multicultural affairs, leadership development, and residence life.

To learn more about this exciting new program, stop by our booth on **December 9 or 10** and meet SJHE Program Chair Issac M. Carter, Ph.D.



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 institute 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



INSTITUTE THEMES

EDUCATIONAL WORKSHOPS

In addition to our keynote speakers, there are numerous educational workshops to attend. Sessions focus on the following topical areas which are also indicated throughout the program book.

2017 NASPA Multicultural Institute: Advancing Equity and Inclusive Practice

1. Fostering Inclusive Excellence and Pluralism on Campus through Collaborations;
2. Social and Public Movement and Political Unrest;
3. Incorporating Theory, Narratives, Research and Practice in Multicultural Efforts on Campus;
4. Immigration, Undocumented Students, and Identity; and
5. The Role of State Legislation on Equity and Inclusion Efforts on Campus.

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 departmental 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 viewpoints.

SJTI™ SOCIAL JUSTICE TRAINING INSTITUTE

Full and equal participation of all groups in society

SJTI is an extensive five-day institute designed for social justice educators in all fields to enhance and refine their skills and competencies to create greater inclusion.

Are you ready to...

- Explore the real impact of power, privilege, and oppression in your life and work
- Do the deep inner work necessary to heal and move beyond fear
- Broaden your understanding of the breadth and depth of institutionalized racism and other forms of oppression
- Become part of a national community of social justice change agents

SJTI happens bi-annually, every December & June.

Student SJTI happens this July, hosted by University of Vermont.

more info at
www.sjti.org



THANK YOU

SPECIAL THANKS TO THE PLANNING COMMITTEE FOR THIS EVENT. THE TIME, DEDICATION, AND EXPERTISE SHARED BY THE COMMITTEE IS MUCH APPRECIATED.

2017 NASPA Multicultural Institute: Advancing Equity and Inclusive Practice

- » **Robin Bogen**, residence hall director, next generation Connecticut hall, University of Connecticut
- » **Nicole Caridad Ralston**, program manager for community service programs, Tulane University
- » **Chuck Eade**, assistant director, disability services program, University of Denver
- » **Chad Freeman**, associate director of student activities, Hobart and William Smith Colleges
- » **Evetth Gonzalez**, assistant dean of campus life, Harvey Mudd College
- » **John Hernandez**, coordinator of upperclass & special populations, Northwest Missouri State University
- » **Queena Hoang**, center supervisor of Asian Pacific American student services, University of Southern California
- » **Lamar Hylton**, dean of students, Kent State University
- » **David Kessler**, coordinator of academic and student services for graduate studies, Texas A&M University
- » **Francis Pastorelle**, family housing residence area coordinator, University of Oregon
- » **Jayme Scally**, faculty specialist/academic advisor for honors & raps programs, University of Hawaii at Mānoa
- » **Bob Smith**, director of the center for spiritual and ethical development, Pennsylvania State University

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We would also like to express our gratitude to those volunteers who took time to review programs. We would not have been able to plan this event without your time and dedication, and we hope you will consider reviewing programs again in 2019.

Thank you to our Program Partners

.....



THANK YOU



2018 NASPA Symposium on Military- Connected Students

The Symposium provides opportunities for professionals and other stakeholders to share and learn ways to effectively support military-connected students.

For more information and to register, please visit:
bit.ly/2018SMCS



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Early-Bird Registration Deadline: March 1, 2018



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FEATURED SPEAKERS & PANELISTS



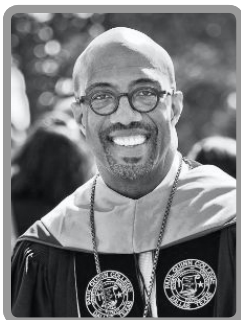
Shaun R. Harper, Ph.D.

OPENING KEYNOTE

CLIFFORD AND BETTY ALLEN PROFESSOR AND EXECUTIVE DIRECTOR, USC RACE AND EQUITY CENTER

University of Southern California

Recognized in Education Week as one of the 10 most influential professors in the field of education, Shaun R. Harper is an expert on race, campus climates, and student success in higher education. He is the Clifford and Betty Allen Professor in the Rossier School of Education at the University of Southern California, and founding executive director of the USC Race & Equity Center. He also is president of the Association for the Study of Higher Education. Dr. Harper has published over 100 peer-reviewed journal articles and other academic publications, and received more than \$12 million in research grants. Johns Hopkins University Press is publishing his 13th book, *Race Matters in College*. His research has been cited in nearly 7,000 published studies. The New York Times, Washington Post, Wall Street Journal, Chronicle of Higher Education, and over 11,000 newspapers have quoted Professor Harper and featured his research. He has interviewed on CNN, ESPN, and NPR. He spent a decade on the University of Pennsylvania faculty, where he founded the Center for the Study of Race & Equity in Education.



Michael Sorrell, J.D., Ed.D.

PLENARY SPEAKER

PRESIDENT

Paul Quinn College

Michael J. Sorrell is the 34th President of Paul Quinn College. Under his leadership, Paul Quinn has gone from an institution on the verge of collapse to one that is now nationally renowned for its innovative approach to higher education. Among the College's accomplishments during President Sorrell's 10-year tenure are the following: transforming the football field into the WE over Me Farm in order to battle the food desert conditions of the community surrounding the campus; becoming the first federally-recognized urban Work College; implementing a business casual dress code; winning the HBCU of the Year, and re-writing all of the institution's fundraising records.

Michael received his J.D. and M.A. in Public Policy from Duke University and his Ed.D. from the University of Pennsylvania. While in law school, he was one of the founding members of the Journal of Gender Law & Policy and served as the Vice President of the Duke Bar Association. He is a product of the small, liberal arts college tradition, having graduated from Oberlin College with a B.A. in Government. While at Oberlin, he served as Secretary-Treasurer of his senior class, was a two-time captain of the men's varsity basketball team, and graduated as the school's fifth all-time leading scorer.

While President Sorrell has won many awards throughout his career, the honor that has meant the most to him was being selected as the "Father of the Year" for the City of Dallas in 2016 for his relationship with his wife Natalie and their two wonderful children, Michael Augustus and Sage Louise-Sinclair.



Sumun Pendakur, Ed.D.

CLOSING KEYNOTE

CHIEF LEARNING OFFICER AND DIRECTOR OF THE USC EQUITY INSTITUTES AT THE USC RACE AND EQUITY CENTER

University of Southern California

Dr. Sumun Pendakur, Ed.D., is the Chief Learning Officer and Director of the USC Equity Institutes at the USC Race and Equity Center. Sumi leads three of the Center's signature activities, all of which focus on advancing racial justice in higher education and other sectors. She is a scholar-practitioner, whose research interests include Critical Race Theory, Asian American and Pacific Islander students, change agents, and institutional transformation. Sumi is passionate about empowering students, faculty, staff, and administrators to be empowered agents of change in their spheres of influence. Most recently, Sumi served for the last 5 years as the Assistant Vice-President for Diversity and Inclusion at Harvey Mudd College. She also directed HMC's social justice education center, the Office of Institutional Diversity (OID). Prior to Harvey Mudd College, Sumi spent 7.5 years at the University of Southern California, where she served as the director for Asian Pacific American Student Services.

Sumi has held leadership positions and presented her original research at NASPA, ACPA, NADOHE, NCORE, and ASHE. In addition, she is an Asian American and Pacific Islander Research Coalition Fellow, the 2014–2016 co-chair of NASPA Southern California, the 2015 co-chair for the NASPA Western Regional Conference Research Institute, as well as a 2014–2015 NADOHE Chief Diversity Officer's Fellow. Most recently, Sumi was appointed to the Board of Directors for NADOHE, the national chief diversity officers' organization, for 2016–2019. Sumi's two primary research agendas are on Asian American students in higher education and practitioners' roles as change agents, transforming student experience and institutions from the inside. Her most recent publications are chapters in edited volumes: *Empowerment agents: Developing staff and faculty to support students at the margins* (2016), *Beyond boba tea and samosas: A call for Asian American race consciousness* (2016), and *Going against the grain: Higher education practitioners countering neoliberalism and postracial ideology* (2014). Pendakur holds an M.A. in Higher Education Administration from the University of Michigan. She received her doctorate in Higher Education Leadership from the USC Rossier School of Education. Sumi is married to actor Sunil Malhotra and is the proud (and permanently tired) mommy of 4-year-old Shashi Veer Pendakur Malhotra.



Arnel W. Cosey, Ph.D.

PANELIST

VICE CHANCELLOR FOR STUDENT AFFAIRS AND EXECUTIVE DEAN

Delgado Community College, City Park Campus

Arnel W. Cosey has worked in higher education for over 25 years. She currently serves as Vice Chancellor for Student Affairs and the Executive Dean of the City Park Campus at Delgado Community College. In this role she is responsible for the enrollment planning efforts of the College, including programs and services focused on providing access and support to students. Additionally, Dr. Cosey has been successful in forming several partnerships with national and local corporations and organizations that support students' success, such as the GE Foundation, Chevron, Entergy, United Way, Single Stop USA, and Public Allies.

Dr. Cosey is as committed to her community as she is to her students, as demonstrated through her membership on several local boards, such as the Kinglsey House, Junior Achievement, the New Orleans Library, The Urban League of Louisiana Board of Directors, and the New Orleans Workforce Development Board. In addition to her local service, Cosey also sits on regional and national boards. She has been the recipient of several professional and community awards such as the Louisiana Community and Technical College System Outstanding Staff of the Year (2003), the Chancellor's Innovation and Excellence Award (2007), CityBusiness Women of the Year, Class of 2013, and CityBusiness One to Watch (education) in 2016.



FEATURED SPEAKERS & PANELISTS



Angela Batista, Ed.D.

PANELIST

VICE PRESIDENT OF STUDENT LIFE AND SPECIAL ADVISOR TO THE PRESIDENT FOR DIVERSITY AND INCLUSION

Champlain College

Dr. Angela E. Batista currently serves as Interim Vice President of Student Life and Special Advisor to the President for Diversity & Inclusion at Champlain College. Prior to her current position, Batista served Associate Vice Provost for Student Affairs, Dean of Student Life and Interim Chief Diversity Officer at Oregon State University. She also served as Dean of Students at the University of Southern Indiana and has held various positions at the University of Vermont, Lynn University, and Mills College.

Batista actively serves as a national and international consultant and is engaged in national professional organizations. Her national service includes leadership roles in various organizations including serving as an executive officer on the Executive Committee of the Latino Caucus for the National Conference on Race and Ethnicity in Higher Education (NCORE) and various leadership roles in NASPA. Dr. Batista served as the national Vice Chair and Chair for the NASPA Latinx/a/o Knowledge Community, a member of NASPA's Equity and Inclusion Commission, the 2016 National Conference Leadership and Planning Team, and faculty for the NASPA Dugy Leadership Institute (DLI) and Escaleras Latinx/a/o professional institute, which she will co-direct for 2018. She also supported the development of the NASPA Latin American and the Caribbean (NASPA LAC) Division, encompassing 41 countries. Batista was the recipient of the 2013 NASPA Latino/a Knowledge Community Administrator of the Year Award and is the lead editor of the book "Latinx/a/os in Higher Education: Exploring Identity, Pathways and Success" scheduled for release in 2018. Dr. Batista earned her doctorate in Leadership from Nova Southeastern University and her master's degree from the University of Vermont. Her undergraduate work was completed at Brooklyn College in New York City.



Ajay Nair, Ph.D.

PANELIST

SENIOR VICE PRESIDENT AND DEAN OF CAMPUS LIFE

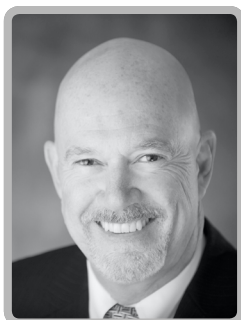
Emory University

Dr. Ajay Nair is the Senior Vice President and Dean of Campus Life at Emory University in Atlanta, Georgia. Dr. Nair is an accomplished scholar and student affairs leader whose interests include immigration, race, and ethnicity. As Emory's chief student advocate for nearly 13,000 undergraduate and graduate students, Dr. Nair shoulders a broad portfolio of responsibilities ranging from intercollegiate athletics and the Greek experience to student health services and residence life. He also provides leadership and strategic direction in cultivating an ethically engaged community consistent with Emory's vision.

Previously, Dr. Nair served as Senior Associate Vice Provost for Student Affairs at the University of Pennsylvania. He has also held positions at Columbia University, Penn State University, and the University of Virginia. During his tenure in higher education, he has served in a variety of capacities as faculty member, student affairs administrator, and academic administrator. Dr. Nair serves on the NASPA Student Affairs Administrators in Higher Education Board as Director of the Division for Equity, Inclusion, and Social Justice.

Dr. Nair's research interests include quality assurance in educational systems, service learning and civic engagement, and 2nd-generation Asian American identity. His co-edited book, *Desi Rap: Hip-Hop in South Asian America*, focuses on the complexities of 2nd-generation South Asian American identity. His current book project explores the current state of multiculturalism in higher education.

FEATURED SPEAKERS & PANELISTS



Kevin Kruger, Ph.D.

PANEL MODERATOR

PRESIDENT

NASPA – Student Affairs Administrators in Higher Education

Kevin Kruger draws on more than 35 years of experience in higher education. Since 2012, he has served as president and CEO for NASPA – Student Affairs Administrators in Higher Education. Prior to his role as president, Dr. Kruger worked for 18 years as the associate executive director and served as the chief operating officer (COO) and chief financial officer (CFO) for NASPA. He has held a range of student affairs positions at Southern Methodist University and the University of Maryland. As NASPA president, Dr. Kruger represents student affairs at a variety of national forums and is a frequent contributor to higher education news stories on the college student experience. Dr. Kruger has published and presented nationally on trends in higher education, student success, degree-completion strategies for low-income/first generation students, technology, and change management and leadership in higher education. He is the proud father of two children, one a college sophomore and the other a junior in high school.

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catalyst

Catalyst is a one-day program focused on helping participants learn to connect with things they truly care about, build meaningful relationships, and use their talents and skills to be a catalyst for change.



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Six days of dialogue and self-discovery in a supportive learning community. Dynamic, challenging, and exciting, the week is intended to produce a breakthrough in the leadership capacity of participants.



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leadershape.org | lead@leadershape.org

DAY 1: SUNDAY, DECEMBER 10, 2017

REGISTRATION | *Registration Desk* | 8:00 a.m. - 5:00 p.m.

PRE-INSTITUTE WORKSHOPS

CELESTIN A | 9:00 A.M. - 12:00 P.M.

A Cultural Paradigm Shift: Infusing Diversity into your Recruitment and Retention Plan

PRESENTER:	Robert N. Page Jr. , executive director, Metropolitan Community College
LEVEL:	Foundational
COMPETENCY:	Social Justice and Inclusion

This session will focus on the challenges and opportunities that institutions may have in the development of a comprehensive multicultural recruitment and retention plan. We will discuss how to formulate a plan that could work with the many cultural challenges facing our communities. The goal is to be able to address some of the challenges that face multicultural recruitment and retention initiatives by understanding multiculturalism, which could shape your best practices and initiatives. This engaging session will also provide a tool kit for the development of a plan with proven results.

CELESTIN C | 9:00 A.M. - 12:00 P.M.

I get that there's Racism on Campus, but what Should I do now? Skills for Whites to Engage in Challenging Conversations and Partner to Create Change

PRESENTER:	Kathy Obear , co-founder, The Social Justice Training Institute
LEVEL:	Foundational
COMPETENCIES:	Advising & Supporting; Social Justice and Inclusion

Recognizing the daily racist dynamics and exclusionary institutional processes is a critical first step. While being able to notice more dynamics, many whites freeze and do not know what to say or do to navigate meaningful conversations about race or how to actively work with others to dismantle racist policies, practices, and programs on campus. In this highly interactive, reflective session, white participants can find their courage to speak up as they deepen their capacity to engage in authentic conversations about race and racism and identify strategies to create greater racial justice on campuses.



PRE-INSTITUTE WORKSHOPS CONT.

CELESTIN F | 9:00 A.M. - 12:00 P.M.

Context Before Content: “Diversity and Inclusion” Work In This Moment and Time

PRESENTERS:	Jamie Washington , president, Washington Consulting Group; president and co-founder, Social Justice Training Institute; vice president, American College Personnel Association, Sam Offer , vice president, Washington Consulting Group Faculty and Social Justice Training Institute
LEVEL:	Foundational
COMPETENCY:	Social Justice and Inclusion

Power, Privilege, Oppression, Micro aggression, Implicit Bias, Covering, “Man Splaining”, White Tears, Non Binary, Universal Design, Demands, Title IX, and Self Care...: These words, phrases and more are all a part of diversity and inclusion work in this current moment. While some of us understand and use these words everyday, we are working within organizations where we are trying to do content, without a full grasp of the context. In order to create real culture change there must be a willingness to examine and assess the context. This session will provide an opportunity for not only understanding and engaging the content of the work today, but also offer participants the tools and skills needed to effectively assess the context in order to create greater success in “diversity and inclusion” efforts.

CELESTIN H | 9:00 A.M. - 12:00 P.M.

Responding to a Discriminatory Incident at School

PRESENTER:	Lee Mun Wah , executive director, StirFry Seminars Consulting
LEVEL:	Foundational
COMPETENCIES:	Social Justice and Inclusion; Leadership

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





DAY 1: SUNDAY, DECEMBER 10, 2017

OPENING KEYNOTE

CELESTIN DE | 1:30 P.M. - 3:00 P.M.

PRESENTER:

Shaun Harper, Clifford and Betty Allen Professor and Executive Director,
USC Race and Equity Center, University of Southern California

CONCURRENT SESSIONS I

CELESTIN F | 3:15 P.M. - 4:15 P.M.

A New Framework to Inclusive Excellence

PRESENTERS:

Edwin Darrell, director, San Diego State University
Randy Timm, dean of students, San Diego State University

LEVEL:

Foundational

COMPETENCY:

Social Justice and Inclusion

In this program you will gain knowledge about the brief history of San Diego State University's One SDSU programming framework. We developed a new scaffolding model grounded in theory from Samuel D. Museus' culturally engaging campus environments (CECE) model. Our model is being implemented in the fall of 2017 to provide a framework around campus programming. Inclusive programming can be a challenge for any campus. Come join us, a Hispanic-serving institution, as we share our philosophy, framework, challenges, successes, and tools that you can bring back to campus.

IMPERIAL 5D | 3:15 P.M. - 4:15 P.M.

Developing Inclusion Practitioners: An Innovative Structure for Creating Sustainable Organizational Change

PRESENTER:

Kathy Obear, president, Center for Transformation & Change

LEVEL:

Intermediate

COMPETENCIES:

Social Justice and Inclusion; Organizational and Human Resources

In this highly engaging and practical session, participants will learn how to develop a group of inclusion practitioners in their organization. The role of practitioners is to infuse equity and inclusion into daily practices and use an inclusion lens to develop/revise policies, programs, practices, and services to create systemic organizational change. Participants will receive resources to use as they develop structures to deepen the internal capacity of leaders and staff to use an inclusion lens in everything they do.



CELESTIN A | 3:15 P.M. - 4:15 P.M.

Disability in Higher Education: Exploring our Power and Privilege

PRESENTER:	Sharon Downs , associate vice chancellor, inclusion and wellness, University of Arkansas, Little Rock
LEVEL:	Intermediate
COMPETENCIES:	Social Justice and Inclusion; History, Philosophy & Values

We will explore dynamics of power and privilege as relates to disability, and how they inform our thinking as well as our interactions with students. We will then explore how these dynamics impact contemporary and professional concepts of disability. Borrowing from disability studies and disability history, we will look at how disability is currently framed in society. We will explore conscious and unconscious biases about disability and how these ideas may shape our personal and professional ideas.

IMPERIAL 12 | 3:15 P.M. - 4:15 P.M.

Facilitation Skills, Theory, and Practice for Effective Multi-Cultural Dialogue

PRESENTERS:	Christopher C. Irving , professor, William Patterson University Jose L. Posos , program manager, The Miller Institute for Leadership and Diversity Ayannah Johnson , program coordinator, The Miller Institute for Leadership and Diversity
LEVEL:	Foundational
COMPETENCY:	Social Justice and Inclusion

In this workshop, participants will learn and practice concrete skills and strategies to help their group members engage in respectful, productive dialogue about diversity and achieve their action goals. Using a framework designed at the University of Louisville, participants will learn about a model of critical thinking that they can use as a foundation to engage each other in difficult conversations about important topics related to diversity. Intercultural dialogue has been shown to be an excellent tool to create community, develop critical thinking, and enhance relationships within and among different groups.



CONCURRENT SESSIONS I (CONT.)

CELESTIN B | 3:15 P.M. - 4:15 P.M.

From the Ground Up: Step-By-Step Guide to Creating a Cultural Responsiveness Training Program

PRESENTERS:	Courtney J. Jones Carney , director, student services, leadership development, student organizations and diversity & inclusion, University of Maryland, Baltimore Ebony Nicholson , academic coordinator, diversity and inclusion initiatives, University of Maryland, Baltimore
LEVEL:	Intermediate
COMPETENCY:	Social Justice and Inclusion

How can we truly promote inclusive excellence among our students without fully equipping staff with the tools needed to navigate cultural responsiveness? During this session, the presenters will explore the process of building a robust cultural responsiveness curriculum that acknowledges the need for deliberate staff development in addressing the impact of collective culture on individuals. Additionally, the presenters will share successes and challenges encountered while creating and launching a university-wide, staff-facing program conceptualized and offered through student affairs.

CELESTIN H | 3:15 P.M. - 4:15 P.M.

Growing Together: A Collaborative Model of Student Organization Programming

PRESENTERS:	Meaghan Davidson , assistant director, University of Delaware Stephanie Chang , director, student diversity and inclusion, University of Delaware Jay Patel , program coordinator, University of Delaware
LEVEL:	Intermediate
COMPETENCIES:	Advising & Supporting; Student Learning & Development

More institutional resources must be given to student organizations that support minoritized student organizations. The presenters will demonstrate how minoritized student organizations can thrive through dedicated advisors and clear objectives, despite a lack of institutional resources. Presenters from the University of Delaware will share an example of bringing together Latinx and LGBTQ+ student organizations and a cultural programming board to achieve student success.



IMPERIAL 11 | 3:15 P.M. - 4:15 P.M.

Our Stories Matter: Using Narrative Sharing to Empower Marginalized Communities

PRESENTERS:	Kristine Din , senior assistant director, Asian American Center, Northeastern University Aaron James Parayno , assistant director, Asian American center, Northeastern University Delia Cheung Hom , director, Asian American center, Northeastern University
LEVEL:	Intermediate
COMPETENCIES:	Social Justice and Inclusion; Student Learning & Development

In this session presenters will offer strategies for implementing narrative-sharing practices to promote self-knowledge, and community awareness. The presenters will explore how learning about counternarratives, and challenging U.S-centric, Eurocentric histories can bring about change. By utilizing reflection and modeling, presenters aim to equip practitioners with tools to uplift stories of marginalized populations and create space for these stories on campuses that often seek to silence them.

CELESTIN G | 3:15 P.M. - 4:15 P.M.

Questioning Whiteness: Engaging Creative Arts for Social Change

PRESENTERS:	Michelle Kim , assistant director, office of multicultural affairs, Seattle University Tyrone Brown , assistant director, office of multicultural affairs, Seattle University
LEVEL:	Intermediate
COMPETENCY :	Social Justice and Inclusion

In response to an emotional election, we create art to address, challenge, and question "whiteness." Part performance art, part personal reflections, and part information sharing, "Questioning Whiteness" was a 100-day project focused on whiteness: the social construct and "belief system that sets a standard for what is best in society," as described by Love and Meyer in 2012. The presenters will explore the role creative arts can play in disrupting dominant narratives, developing healing spaces, and engaging in social movements.



CONCURRENT SESSIONS I (CONT.)

IMPERIAL 9 | 3:15 P.M. - 4:15 P.M.

(Re)Construction of the Chief Diversity Officer: Director, Associate Provost, or Vice President

PRESENTERS:

Leah Cox, vice president, inclusion and institutional equity, Towson University

Mark Brimhall-Vargas, chief diversity office and vice president, diversity, Brandeis University

Roger Wortherington, chief diversity officer and interim associate provost, University of Maryland, College Park

LEVEL:

Advanced

COMPETENCIES:

Organizational and Human Resources; Leadership

Student activism focused on racial injustices in the past two years has had an undeniable two-fold effect in higher education: (1) Proliferation of Chief Diversity Officers (CDO), and (2) the very recent elevation of these CDO positions in terms of status, rank, and resources. CDOs appointed to Vice Presidential positions will lead an open, frank discussion on using the Williams and Wade-Golden model for comparison against their actual career experience with respect to resource allocation, staffing, divisional supervision, and community buy-in.

IMPERIAL 5BC | 3:15 P.M. - 4:15 P.M.

Social Justice Peer Educators

PRESENTERS:

Jacob Akstins, peer educator, University of Illinois

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

Alexandra Hardwick, peer educator, University of Illinois

Taylor Hoffman, peer educator, University of Illinois

Herb Jones, assistant director, University of Illinois, Urbana-Champaign

Kimberly Otchere, program director, social justice and leadership education, University of Illinois

LEVEL:

Foundational

COMPETENCIES:

Social Justice and Inclusion; Student Learning & Development

Peer educator initiatives have been an integral component of our work across institutions. Student leaders have an incredible opportunity to impact their peers as educators, dialogue facilitators, and co-learners. The presenters aim to provide space to come together to discuss these various peer educator programs, models, and initiatives on our various campuses. What is working well, and where do the challenges exist? Facilitators from the University of Illinois and some of their student multicultural advocates will share their own experiences.



IMPERIAL 5A | 3:15 P.M. - 4:15 P.M.

Soy Yo: Empowering Scholar Narratives in Predominantly White Spaces

PRESENTERS:

Olga Antonio, mentor coordinator, Weber State University

Andrea Hernandez, diversity and inclusive programs coordinator, Weber State University

Andrea Salcedo, graduate assistant, training and development, office of student leadership and involvement, University of Utah

Richard Campos, graduate assistant, supplemental instruction in the academic advancement center, Ohio University

Cody Brown, Safe@Weber LGBTQ+ violence prevention leader, Weber State University

LEVEL:

Intermediate

COMPETENCIES:

Social Justice and Inclusion; Student Learning & Development

Identity development is a new adventure for many diverse and first-generation scholars. Peer mentoring and student involvement and leadership opportunities are considered best practices to promote student success. These opportunities often lack culturally relevant content. Come learn about Weber State University's peer mentor program and the WSUSA diversity board's collaborative efforts to retain scholars by providing brave spaces for reflection and pláticas to develop their sense of identities, validate their cultural capital, and empower them to be unapologetically and authentically themselves.

CELESTIN C | 3:15 P.M. - 4:15 P.M.

Undoing the White Savior Complex Through On-Campus Collaborations

PRESENTERS:

Nicole Caridad Ralston, program manager, Tulane University

Melanie Johnson, director, office of diversity and inclusion, Tarleton State University

Ben Brubaker, program manager, Tulane University

LEVEL:

Intermediate

COMPETENCIES:

Social Justice and Inclusion; History, Philosophy, & Values

Service-learning and community engagement programs often unconsciously reinforce the white savior complex. These offices have traditionally lacked the commitment and staff expertise to successfully address issues of racism and ethnocentrism, while multicultural affairs units are often looked at to "fix" diversity issues on campus disproportionately more than other offices. This session will provide an overview of how these two units have collaborated to provide students with a holistic approach to intentionally engage with their community and combat the white savior complex.



CONCURRENT SESSIONS II

IMPERIAL 5A | 4:30 P.M. - 5:30 P.M.

Back Talk: Disrupting Cultural Hegemony and “Academic Space” through the Campus Open Mic

PRESENTER:	Crystal Endsley , assistant professor, John Jay College
LEVEL:	Foundational
COMPETENCIES:	Social Justice and Inclusion; Student Learning & Development

This speaker will explore the use of spoken word as a tool for activist minded and socially disruptive college student engagement and civic awareness. Spoken word has become a global creative venue for young adults to speak out about subjects that matter to them. Yet, not much has been done in the field of higher education to critically understand these programs beyond their entertainment value. From our personal experiences creating spoken word programs on college campuses in the United States and conducting research on spoken word within educational settings, we have found that open mic nights purposefully transform “quiet” and “scholarly” spaces into loud venues of activism, protest, and communion.

IMPERIAL 12 | 4:30 P.M. - 5:30 P.M.

Ban This! Immigration Legislation, Travel Bans, and More for International and Graduate Students

PRESENTERS:	Mark Schuster , dean, graduate student life, Rutgers University, New Brunswick Mohini Mukherjee , associate director, student services, Rutgers global - international student and scholar services, Rutgers University Donald C. Heilman , director and attorney, office of student legal services, Rutgers University
LEVEL:	Intermediate
COMPETENCIES:	Advising & Supporting; Law, Policy, & Governance

The day after the executive order to ban travel of select countries, the Rutgers Graduate Student Life Office, the graduate student leadership, Student Legal Services, and the Center for Global Services collaborated on a town hall panel discussion with four expert immigration lawyers. Nine thousand graduate students at Rutgers, 50% international students, experienced much anxiety and fear regarding port-of-entry problems, visa issuance challenges, banking funds being frozen, spouses and children stuck abroad, and an overall sense of despair fearing their academic careers had ended. This panel discussion will prompt a national dialectic on the devastating effects legal changes have had at many institutions. Participants will reflect on the future of: free speech vs. hate speech; a vigorous exchange of ideas; and regressive legislation that decides which communities, cultures, religious practices and students matter and don't matter?



IMPERIAL 9 | 4:30 P.M. - 5:30 P.M.

Best Practices for Serving Undocumented Students Identified as Current and Former Foster Youth

PRESENTERS:	Valeria Simmons Garcia , program director, University of California, Los Angeles Brianna Harvey , program director, University of California, Los Angeles Kevin Graham , doctoral student, University of Rochester Yadira Hernandez , program coordinator, University of California, Los Angeles
LEVEL:	Foundational
COMPETENCIES :	Advising & Supporting; Student Learning & Development

Higher education practitioners are faced with the challenges of serving undocumented students within a context of highly politicized social environments and precarious immigration sanctions. Little is written about the polarity of the undocumented students' identities. University of California, Los Angeles, administrators have noted the intersection of students being undocumented, while also being members of the foster care system. Staff members have created a workable service model that attends to the unique needs associated with students who belong to both communities.

CELESTIN F | 4:30 P.M. - 5:30 P.M.

Beyond the Rhetoric: Advancing Diversity and Inclusion at a Predominantly White Institution

PRESENTERS:	Lisa Durant-Jones , associate vice president for academic affairs, Nazareth College Shirley Sommers , associate professor and director, frontier center for urban education, Nazareth College Mohammed Ahamed , director, center for diversity and inclusion, Nazareth College
LEVEL:	Intermediate
COMPETENCY:	Social Justice and Inclusion

In this session, the presenters will discuss a step-by-step journey of a yearlong effort to develop and implement a strategic plan for diversity and inclusion at a predominantly White institution. The presenters will share the skills used to implement an action research design to collect data and move the diversity and inclusion agenda forward. They will also highlight strategies on how to circumvent some of the most commonly encountered impediments to diversity and inclusion through campus-wide collaborations and stakeholder engagement.



CONCURRENT SESSIONS II (CONT.)



IMPERIAL 11 | 4:30 P.M. - 5:30 P.M.

Building Cultural Intelligence between Aboriginal and non-Aboriginal Students at University of Saskatchewan

PRESENTERS:	Amaranta Sokol Como , student development coordinator, University of Saskatchewan Chantal Hanson , international education officer, University of Saskatchewan
LEVEL:	Intermediate
COMPETENCIES:	Social Justice and Inclusion; History, Philosophy, & Values

The Building Bridges program is an Aboriginal Student's Centre (ASC) - International Student and Study Abroad Centre (ISSAC) partnership at the University of Saskatchewan, Canada. The primary goal of this program is to foster understanding and respect between international, domestic, and Aboriginal students on campus. Building Bridges seeks to strengthen the University's reconciliation and Indigenization efforts as it facilitates an inclusive intercultural campus community. The program consists of interactive learning opportunities, stories, sharing circles, and social events.



IMPERIAL 5D | 4:30 P.M. - 5:30 P.M.

Cultural Ties: Native American College Students and the Feeling of Family

PRESENTER:	Keri Bradford , American Indian student services coordinator, University of California, Santa Barbara
LEVEL:	Foundational
COMPETENCY:	Advising & Supporting

Universities that value diversity and inclusion should create conditions for students to develop on-campus "cultural homes" - environments that promote opportunities for students to practice and celebrate their cultural identities and develop a greater sense of belongingness on campus. One-size-fits-all retention strategies do not meet all students' needs. This pilot study focuses on the experiences and expectations of Native American undergraduate students, who have ideas about how to improve satisfaction and build campus relationships in culturally informed ways.



IMPERIAL 5BC | 4:30 P.M. - 5:30 P.M.

Engaging Complexity in Community: An Oral History Project with Multiracial Students and Professionals

PRESENTERS:	Vanessa Johnson , data analyst, University of Utah Charlene Martinez , associate director, integrated learning for social change, Oregon State University Kim McAloney , academic engagement coordinator, Oregon State University Erich Pitcher , associate director, research and communication, Oregon State University
LEVEL:	Intermediate
COMPETENCIES:	Assessment, Evaluation, & Research; Social Justice and Inclusion

How do student affairs practitioners listen and respond to the realities of multiracial experiences on college campuses? Using Oregon State University as a case study, this session hopes to generate a productive and multifaceted discussion about the evolution of multiracial student identity development programs at a predominantly White institution and share how a community building effort snowballed into multiracial consciousness building and an oral history research project.

CELESTIN H | 4:30 P.M. - 5:30 P.M.

First but not Last: A Collaborative Approach to Retain First-Generation Students

PRESENTERS:	Adan Sanchez , associate director, united front multicultural center, University of San Diego Mariann Sanchez , interim coordinator, graduate student life, University of San Diego Ariela Canizal , academic coordinator, student support services, University of San Diego
LEVEL:	Intermediate
COMPETENCIES:	Advising & Supporting; Social Justice and Inclusion

In this session participants will learn about a cross-division collaborative Action Team created to proactively engage and support the first-generation college student (undergraduate and graduate) experience. Through a multi-layered holistic plan, the Action Team offers year-round face-to-face programs, and provides intentional and sustainable resources to better support this growing population and thus attain retention and graduation rates equal to, or greater than the University's average.



CONCURRENT SESSIONS II (CONT.)



CELESTIN B | 4:30 P.M. - 5:30 P.M.

Graduate School Voyage for Students of Color through Critical Race and Socialization Theories

PRESENTERS:

Leslie Duadua Cabingabang, program coordinator,
University of Hawaii, Mānoa

Kenny Lopez, assistant director, residential academic initiatives and
assessment, University of Hawaii, Mānoa

Rachel Quinajon, academic support specialist, University of Hawaii, Mānoa

Lajoya Reed Shelly, graduate assistant, University of Hawaii, Mānoa

LEVEL:

Foundational

COMPETENCIES:

Advising & Supporting; Social Justice and Inclusion

The journey toward a doctoral degree, like oceans, are influenced by conditions in the atmosphere and environment. Narratives from students of color pursuing doctoral degrees will highlight how their journeys are shaped by the application of critical race and socialization theories. Graduate students and educators are encouraged to engage in this discussion about student identity, imposter syndrome, and self-authorship. We hope to foster inclusive learning environments for graduate students of color pursuing doctoral degrees in student affairs and higher education.



CELESTIN C | 4:30 P.M. - 5:30 P.M.

Mindful Retention: Texas A&M Residence Life's Black & Latinx First Year Student Retention Program

PRESENTERS:

Angela Calise, diversity education specialist, Texas A&M University

Blanca Flores, student development specialist, Texas A&M University

LEVEL:

Foundational

COMPETENCIES:

Social Justice and Inclusion; Student Learning & Development

Members from the Department of Residence Life at Texas A&M University will discuss a research initiative funded by the College Completion grant from the Division of Student Affairs. The goal of the grant is to increase the retention rates, GPAs, and graduation rates of on-campus Latinx & African American/Black students. A panel will share the structure and findings of research interviews using a Community Cultural Wealth Framework, as well as discuss their impact in guiding intervention design through identity-conscious programming.



CELESTIN A | 4:30 P.M. - 5:30 P.M.

Narrative as a Tool to Foster Students' Sense of Self

PRESENTERS:	Anthony Walker , director, student success and online advising, Tarrant County College Terrance Smith , associate director, student engagement, University of Georgia, Athens
LEVEL:	Foundational
COMPETENCIES:	Social Justice and Inclusion; Student Learning & Development

Higher education has a responsibility to cultivate students' growth as learners, leaders, and engaged citizens. A core component of promoting student development is personalizing the student experience. In this workshop, presenters will provide practitioners with examples of how to integrate identity development into curriculum to foster student development and success. This session will particularly benefit professionals who work directly with student programming, curriculum development, and practitioners who are invested in personalizing the student experience to promote learning and engagement.

CELESTIN G | 4:30 P.M. - 5:30 P.M.

Rethinking Identity Development: The Social Justice Retreat as a Site for Transformation

PRESENTERS:	Anee Korme , associate director, student diversity and development, Towson University Brian R. Jara , associate director, cultural competency education, Towson University
LEVEL:	Intermediate
COMPETENCIES:	Social Justice and Inclusion; Student Learning & Development

For almost 20 years Towson University's Center for Student Diversity has offered the Retreat for Social Justice as a comprehensive, immersive multicultural educational experience that incorporates theory, storytelling, and cultural competency development. It has support from both academic and other student affairs units. Presenters will demonstrate an exercise from the retreat, followed by a discussion of its history and evolution, strategic campus partnerships, measured growth of students' cultural competency, and best practices that can be applied at other campuses.

OPENING RECEPTION | Celestin DE | 5:30 p.m. - 6:45 p.m.

Opening Reception





DAY 2: MONDAY, DECEMBER 11, 2017

REGISTRATION | *Registration Desk* | 7:30 a.m. - 5:00 p.m.

Conference Registration Open

CONTINENTAL BREAKFAST | *Celestin Foyer* | 7:30 a.m. - 8:30 a.m.

Continental Breakfast

PLENARY KEYNOTE | *Celestin Foyer* | 8:30 a.m. - 9:30 a.m.

Leading with Love: The Story of Paul Quinn College and the New Urban College Model

PRESENTER: **Michael J. Sorrell**, president, Paul Quinn College

At the start of the 2006-07 school year, Paul Quinn College was an institution standing at the precipice of dissolution. Eleven years later it is one of the greatest turnaround stories in the history of higher education. This session will focus on the culture and academic and financial models that made the transformation of the 145-year old institution possible.



THE DEFAMATION EXPERIENCE

The unique diversity dialogue program that started conversations across the country is back on tour.

DEFAMATION
A PLAY BY TODD LOGAN



MINI-INSTITUTES

CELESTIN B | 9:45 A.M. - 11:45 A.M.

But I'm NOT Racist! Tools for Well-Meaning Whites

PRESENTER: **Kathy Obear**, president, Center for Transformation & Change

LEVEL: Intermediate

COMPETENCIES: Social Justice and Inclusion; Leadership

We must challenge ourselves and other whites to develop the capacity and courage to create greater racial justice; yet, many of us haven't done our self-work to effectively lead change efforts. In this highly interactive, reflective session, participants will identify behaviors and attitudes of whites that maintain the racist status quo on campuses, explore strategies to dismantle internalized dominance, and identify ways to effectively partner with people of color to dismantle racism on campus.

IMPERIAL 9 | 9:45 A.M. - 11:45 A.M.

Collective Impact: Community Organizing on Behalf of Latino Student Success

PRESENTERS: **Jennifer Gomez-Chavez**, special assistant to the vice president, equity and inclusion, The University of New Mexico
Peggy Garcia-Marquez, financial coach, training program manager, CNM Ingenuity, Inc., Central New Mexico Community College
Jose Cabrales, senior associate, higher education practice and former program manager, community engagement, Education Trust Foundation, Excelencia in Education

LEVEL: Intermediate

COMPETENCIES: Social Justice and Inclusion; Leadership

The community of Albuquerque, New Mexico, with the guidance of the Lumina Foundation and Excelencia in Education, have created a grassroots effort to increase Latino student success. The Unidos Project has engaged over 80 partners from multiple sectors and gained the confianza (trust) of the community to form intentional, authentic partnerships. The mutual responsibilities and investment resulted in articulating a common vision to not only develop and scale efforts, but to create systems change at institutional, local and statewide policy levels.



MINI-INSTITUTES (CONT.)



CELESTIN A | 9:45 A.M. - 11:45 A.M.

Confronting Islamophobia: Proactive Efforts to Address Hate and Bias on Campus

PRESENTER:	Amer F. Ahmed , director, intercultural teaching and faculty development, University of Massachusetts, Amherst
LEVEL:	Intermediate
COMPETENCIES:	Advising & Supporting; Social Justice and Inclusion

The 2016 U.S. Presidential election included broad vilification of Muslims serving political agendas and resulting in calls for bans, registries and other civil liberty threats. This climate has resulted in a spike in hate crimes against Muslims (and those perceived as Muslims) throughout the country. This workshop will educate and update participants on the current realities related to Islamophobia and challenge participants to develop practical steps that can be made on campuses to address the issue.



CELESTIN H | 9:45 A.M. - 11:45 A.M.

Defamation: The Play

PRESENTER:	Kimm Beavers , managing producer, Canamac Productions
LEVEL:	Intermediate
COMPETENCIES:	Social Justice and Inclusion; Personal and Ethical Foundations

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.



IMPERIAL 12 | 9:45 A.M. - 11:45 A.M.

Emotional Labor within a Hostile Climate: Increasing Capacity of Men of Color

PRESENTERS:	Robert Brown , director, social justice education, Northwestern University Alejandro Covarrubias , assistant professor, University of San Francisco Duryle Brooks , founder and president, Love and Justice Consulting Gabe Javier , assistant dean of students and director, multicultural student center, University of Wisconsin, Madison Manuel Alejandro Pérez , interim assistant vice president, equity and community inclusion, San Francisco State University Domonic Rollins , senior diversity and inclusion officer, special assistant to the deans, Harvard Graduate School of Education, Harvard University
LEVEL:	Intermediate
COMPETENCIES:	Social Justice and Inclusion; Organizational and Human Resources

Emotional labor is the double-burden of supporting the emotional well-being of students of color while surviving one's own oppressive environments. Amid ever-hostile campus climates for communities of color, it is imperative to recognize emotional labor as valid work while honoring that this work often falls on women and femme-identified people. Through dialogue, personal reflection, and critical analysis, we invite men of color to examine the ways they can better engage in emotional labor alongside women and femme-identified colleagues of color.

IMPERIAL 5A | 9:45 A.M. - 11:45 A.M.

Environments Matter: Centering the QTPSOC Experience in Identity-Based Spaces

PRESENTERS:	Meg Evans , director, LGBT resource center, University of Georgia, Athens Jason Wallace , interim director, multicultural services and programs, University of Georgia, Athens
LEVEL:	Intermediate
COMPETENCIES :	Advising & Supporting; Social Justice and Inclusion

Even in our best efforts, student affairs practitioners often overlook and neglect the needs of queer and trans students of color (QTSOC) on our campuses. This presentation will provide practical tips to better serve QTSOC, with emphasis on identity-based spaces. Additionally, presenters will provide context around their experiences working with QTSOC underlining the importance of centering this population in your philosophy and praxis to better serve the needs of all students.



MINI-INSTITUTES (CONT.)



CELESTIN F | 9:45 A.M. - 11:45 A.M.

Gender Diversity: Creating Inclusion in Higher Education for Trans Students

PRESENTER :	Lily Zheng , design and evaluation associate, diversity and first-generation office, Stanford University
LEVEL:	Intermediate
COMPETENCIES:	Advising & Supporting; Social Justice and Inclusion

Transgender. Genderqueer. Nonbinary. Identities like these have become more and more visible on college campuses over the past several years, and this growing demographic of students bring with them new insights and new challenges. In this workshop, adapted from content developed at Stanford's Diversity and First-Generation Office, you'll receive a crash course in concepts of gender and gender diversity, learn best practices for interacting with gender-diverse students and explore what role you can play as staff in creating inclusion.



CELESTIN G | 9:45 A.M. - 11:45 A.M.

Grappling with Oppression: Perspectives on Engaging in Discussion with Student Affairs Professionals

PRESENTERS:	Delia Cheung Hom , director, Asian American center, Northeastern University Shaya Gregory Poku , director, center for social justice and community impact, Wheaton College Mario Lewis , program coordinator, office of institutional diversity and inclusion, Northeastern University Jasmine Ramón , program co-director, social justice resource center, Northeastern University
LEVEL:	Intermediate
COMPETENCIES:	Social Justice and Inclusion; Personal and Ethical Foundations

Learn about the GO! Engaged Discussion Series. GO! stands for Grappling with Oppression. A collaboration across Student and Academic Affairs at Northeastern University, this series created an opportunity for student affairs professionals to reflect on their identities; engage in discussion about power and privilege; and critically analyze how identity, power, and privilege interact to affect the student experience. This workshop will include sample activities from GO!, and will conclude with a panel comprised of planning team members and GO! participants.



IMPERIAL 11 | 9:45 A.M. - 11:45 A.M.

Is Inclusion the goal? Critical Conversations on Inclusion Rhetoric in Higher Education

PRESENTERS:	Daniel Alvarez , assistant director, diversity and first generation office, Stanford University Melissa Charles , assistant director, African American student development, University of California, Berkeley
LEVEL:	Intermediate
COMPETENCY:	Social Justice and Inclusion

Over the past few years, diversity and inclusion have become hot topics in higher education. How do we ensure that this rhetoric is responsive to and reflective of the diversity of voices in these institutions? Is inclusion actually the goal? Pulling from various frameworks including disability justice, abolitionist, and traditional DEI (diversity, equity, and inclusion), participants will engage in a facilitated conversation designed to encourage critical thought about what is meant by inclusion and who is defining it.

CELESTIN C | 9:45 A.M. - 11:45 A.M.

LEADIng from Unexpected Places

PRESENTERS:	Shaun Travers , campus diversity officer and director, Lesbian, Gay, Bisexual, and Transgender resource center, University of California, San Diego Edwina Welch , campus diversity officer and director, cross-cultural center, University of California, San Diego
LEVEL:	Advanced
COMPETENCIES:	Organizational and Human Resources; Leadership

Unexpected partners - The Associate Dean of Engineering, Medical Faculty, Chief Business Officer, IT Manager... campuses will not achieve inclusive excellence through student affairs work alone. LEAD Fellows engages middle and senior management to increase Equity, Diversity and Inclusion (EDI) capacity. This praxis-approach intervention focuses on those who are not the typical EDI players. LEAD Fellows champion crucial conversations which improve organizational learning and campus climate. Find out how you can get unexpected partners to LEAD from unexpected places!



MINI-INSTITUTES (CONT.)

IMPERIAL 5BC | 9:45 A.M. - 11:45 A.M.

Mainstream Activists: Straddling the Roles of Administrator and Student Advocate

PRESENTERS:

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

Gillian Atkinson, associate director, intercultural engagement and inclusion,
Hofstra University

LEVEL:

Intermediate

COMPETENCIES:

Social Justice and Inclusion; Personal and Ethical Foundations

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

CELESTIN DE | 9:45 A.M. - 11:45 A.M.

Re-examining Access and Fostering Inclusive Excellence in Graduate Education

PRESENTERS:

Sara Mata, NSF national traineeship program coordinator,
University of Oklahoma

Anthony Walker, director, student success and online advising,
Tarrant County College

Rodney Bates, coordinator, Walker Center, University of Oklahoma

Maira Ozias, associate director, writing center, University of Oklahoma

LEVEL:

Intermediate

COMPETENCIES:

Advising & Supporting; Social Justice and Inclusion

Graduate education remains the least diverse sector of higher education. This workshop describes ways graduate admissions processes and practices deny access and full participation for students from historically marginalized communities. This program outlines collaborative approaches to improving equity outcomes in graduate education and offers tools for institutions and practitioners. The approach was developed via an NSF-funded workshop involving administrators, faculty, and staff from four geographically diverse R1 institutions. Presenters will discuss their roles as "Advocacy Coaches" during the development of the approach.



IMPERIAL 5D | 9:45 A.M. - 11:45 A.M.

TRANS: Training Responsible Allies in Navigating Solidarity

PRESENTERS:	Rituparna Roy , assistant director, sexual violence prevention and education, University of Oregon Christian Harrison , community director, university housing, University of Oregon
LEVEL:	Intermediate
COMPETENCIES:	Social Justice and Inclusion; Personal and Ethical Foundations

Join us for an interdisciplinary workshop that integrates survivor-centered and sex-positive attitudes when advocating for the trans community as trans and gender diverse individuals experience interpersonal violence at elevated rates. Participants will gain content knowledge and practical skills to support trans and gender diverse individuals and survivors of interpersonal violence. This workshop is fueled by participant involvement of allies; we model and encourage sharing personal narratives alongside academic concepts for an interactive educational experience.

LUNCH | 11:45 a.m. - 12:45 p.m. | On Your Own

PANEL SESSION

CELESTIN DE | 1:00 P.M. - 2:00 P.M.

The Role of Senior Student Affairs Officers in Moving Institutions Forward on Equity and Inclusion

MODERATOR:	Kevin Kruger , president, NASPA – Student Affairs Administrators in Higher Education
PRESENTERS:	Angela Batista , vice chancellor for student life and special advisor to the president for diversity and inclusion, Champlain College Arnel Cosey , vice chancellor for student affairs and executive dean, Delgado Community College, City Park Campus Ajay Nair , senior vice president and dean of campus life, Emory University

Recent months have witnessed a marked increase in racial bias and hate incidents on campuses across the country, according to the Southern Poverty Law Center. Response to these incidents, as well as student activist demands and controversial speaker protests have resulted in the need for strong leadership by senior student affairs officers on campus. The panelists will explore the ways that senior student affairs officers often overlap with and must serve in a Chief Diversity Officer capacity at many institutions as well as the skills needed to do this work effectively.



CONCURRENT SESSIONS III

IMPERIAL 5BC | 2:15 P.M. - 3:15 P.M.

Being the Chief Diversity Officer in a (New) Racialized Higher Education Climate

PRESENTERS:

Domonic Rollins, senior diversity and inclusion officer, special assistant to the deans, Harvard Graduate School of Education, Harvard University

Jamie Washington, president and founder, The Washington Consulting Group

LEVEL:

Intermediate

COMPETENCIES:

Social Justice and Inclusion; Leadership

Today's climate fueled by protests and activism has increased colleges and universities' response to the needs of historical underrepresented students. Given this, Chief Diversity Officers are leading and managing in a different climate. This panel session uncovers the necessary advice, strategies, and skills from CDOs and experts on how to succeed in an environment where student demands are high, resources are low, and expectations are insurmountable about changing the experience for historically underrepresented students.

IMPERIAL 9 | 2:15 P.M. - 3:15 P.M.

Creating Positive Work Spaces: Avoiding Microaggressions in the Workplace

PRESENTER:

Courtney J. Jones Carney, director, student services and leadership development, student organization, and diversity and inclusion, University of Maryland, Baltimore

LEVEL:

Foundational

COMPETENCY:

Social Justice and Inclusion

As well-intentioned student affairs professionals we generally heed the call to unite for one another (and our students). However, we do not always take the time to objectively examine our bias and the stereotypes that we believe to be true. This microaggressions presentation is a gentle way of presenting bias to participants at all levels of self-discovery and reflection as it relates to cultural competence. The content can be directly applied to interactions with colleagues, as well as with students.



IMPERIAL 5D | 2:15 P.M. - 3:15 P.M.

Gender vs Gender Identity: There is a Difference... and it Matters

PRESENTERS:	Christopher C. Irving , professor, William Patterson University Jose L. Posos , program manager, The Miller Institute for Leadership and Diversity Ayannah Johnson , program coordinator, The Miller Institute for Leadership and Diversity
LEVEL:	Foundational
COMPETENCY:	Social Justice and Inclusion

In this very interactive workshop, participants will learn about a variety of gender-related issues, and will have a chance to truly understand the challenges and benefits of their own and others' genders by challenging the "traditional" binary thought of gender as a one size fits all paradigm. Participants will be asked to examine their roles on campus and how they can be effective allies for gender equality. This timely and important workshop will also explore and clarify the topic of gender in all its complexity within the context of a college campus.

CELESTIN B | 2:15 P.M. - 3:15 P.M.


Higher Education Equity and Inclusiveness: Student Success Initiatives for At-Risk Students

PRESENTER :	Sharon Grey-Coker , academic coach, Montgomery College
LEVEL:	Intermediate
COMPETENCIES:	Advising & Supporting; Student Learning & Development

The success of at-risk, underrepresented, under-acknowledged, immigrant students and/or students lacking the financial, emotional and academic supports needed for an accomplished college experience depends greatly upon a highly effective sustained network of campus and community stakeholders who provide supports which address the needs of these unique populations. In this session presenters will discuss how the Montgomery College Achieving Collegiate Academic and Success (ACES) program meets the needs of at-risk students by implementing strategies of equity and inclusiveness.



CONCURRENT SESSIONS III (CONT.)



CELESTIN H | 2:15 P.M. - 3:15 P.M.

Integrating Diversity and Inclusion in Online Programming: A Collaborative and Intersectional Approach

PRESENTERS:	Annabelle Goodwin , professor, department of marriage and family sciences, Northcentral University Christy Sholola , editor, Northcentral University
LEVEL:	Foundational
COMPETENCIES:	Social Justice and Inclusion; Student Learning & Development

We will share tools designed to stimulate conversations about the importance of diversity and inclusion within online educational settings. We will also share strategies concerning how we train our team members so that we are each operating from a more thoughtful, respectful, and conscious mindset. Additionally, we will present information that offers intentional approaches to improve diversity and inclusion efforts in terms of curriculum development. We will report on a multidisciplinary approach for improving inclusive curriculum, while referencing the Banks' framework for multicultural curriculum.



CELESTIN F | 2:15 P.M. - 3:15 P.M.

Leveraging Student Power: Action Planning for Change

PRESENTER:	Renee Wells , director, GLBT Center, North Carolina State University
LEVEL:	Intermediate
COMPETENCIES:	Social Justice and Inclusion; Student Learning & Development

As students continue to voice their concerns about campus climate and make demands related to equity and inclusion, student affairs professionals can support these efforts with intentional learning and development opportunities related to strategic action planning for change. In this session, presenters will prepare professional staff to help students leverage their power to create change.



CELESTIN A | 2:15 P.M. - 3:15 P.M.

Reframing the Conversation of Diversity & Inclusion on Campus

PRESENTERS:	Kimberly Gailliard , program coordinator, office of institutional diversity, College of Charleston Kendall Deas , director, diversity training for office of institutional diversity, College of Charleston Teresa Smith , director, office of multicultural student programs and services, College of Charleston Rochelle Johnson , associate director, office of multicultural student programs and services, College of Charleston Renard Harris , associate vice president and chief diversity officer, College of Charleston
LEVEL:	Intermediate
COMPETENCY:	Student Learning & Development

This session is designed to be beneficial to diversity practitioners looking to reframe the conversation of diversity and inclusion on their campuses. During this session, staff from the College of Charleston's Office of Institutional Diversity and the Office of Multicultural Student Programs and Services will discuss creative approaches being used to administer programs, workshops and initiatives designed to expand departmental reach, engage broader support and build consensus to create a more inclusive campus environment where personal identity is celebrated and viewed as a community asset.

CELESTIN C | 2:15 P.M. - 3:15 P.M.

Strangers in a Strange Land: Cross-Campus Collaborations to Assist International Graduate Students

PRESENTERS:	Greg Grassi , associate director, international students and scholars, University of San Diego Mariann Sanchez , interim coordinator, graduate student life, University of San Diego Ariela Canizal , academic coordinator, student support services, University of San Diego
LEVEL:	Intermediate
COMPETENCIES:	Advising & Supporting; Social Justice and Inclusion

To be international and a graduate student creates a dual obstacle as Student Affairs work remains centered on domestic undergraduate students. International graduate enrollment numbers are increasing nationwide, a trend in which some campuses find themselves inadequately prepared. In this session presenters from the University of San Diego will share how the institution has creatively assessed and developed collaborative programs to transform the campus culture and support this unique population.



CONCURRENT SESSIONS III (CONT.)

IMPERIAL 5A | 2:15 P.M. - 3:15 P.M.

Understanding the Relationship and Practice of Vincent Tinto's Theory of Institutional Departure from a Cultural Competency Lens

PRESENTER:	Solomon Tention , director, student engagement and Title IX coordinator, South Louisiana Community College
LEVEL:	Intermediate
COMPETENCY:	Social Justice and Inclusion

Within today's shifting student population demographic at both four and two year institutions, and a renewed focus on redesigning student retention, there has become a need for institutions to understand the relationship between cultural competency and its potential impact on student success outcomes. During this session, the presenter will explore Tinto's Institutional Departure Theory from the lens of cultural competency and equity. Participants will also engage in a practical review of Tinto's theory, discuss theory to practice connections, and develop an institutional specific cultural competency, equity, and student success plan.

CELESTIN G | 2:15 P.M. - 3:15 P.M.

What About Us? Sexual Assault Prevention in Marginalized Student Communities

PRESENTER:	Carol Taylor-Shim , bias incident response coordinator, Bias Incident Support Services, University of Kentucky
LEVEL:	Foundational
COMPETENCY:	Social Justice and Inclusion

There has been a necessary increase in attention given to campus sexual assault which has not had a huge impact on sexual assault prevention in marginalized and minoritized student communities. Black students, LGBTQQIA students, students of color, and international students have been left behind efforts to address this obstruction to higher learning. In this session we will explore the impact of sexual assault on marginalized student communities and explore intentional ways to truly engage in intersectional sexual assault prevention.



FLASH SESSIONS

On Monday, December 11, from 2:15 p.m. – 3:15 p.m. in Imperial 11 and 12, three 15-minute presentations will be offered by different presenters in each room, touching on a plethora of critical topics. These fast-paced sessions are designed to facilitate the sharing of best practices, innovations, and successes on a wide range of diversity and inclusion initiatives. The remaining time at the end of the presentations will be held for participant/presenter dialogue.

IMPERIAL 11 | 2:15 P.M. - 3:15 P.M. **“Fresh Off the Boat” Syllabus**

PRESENTER:	Dear Aunaetitrakul , diversity education specialist, Texas A&M University
LEVEL:	Intermediate
COMPETENCIES:	Social Justice and Inclusion; Student Learning & Development

On February 4, 2015, ABC premiered “Fresh Off the Boat,” a sitcom focusing on a Taiwanese American family and their journey integrating to the United States. The presentation will focus on major themes emerging from the first three seasons of “Fresh Off the Boat” and how educators can utilize the show to develop an Asian Pacific Islander Desi American (APIA) identity awareness seminar/discussion group.

IMPERIAL 11 | 2:15 P.M. - 3:15 P.M. **From Theory to Practice: Engaging College Students in the Process of Empowerment**

PRESENTER:	Chaunte White , graduate student, University of Houston
LEVEL:	Intermediate
COMPETENCIES:	Social Justice and Inclusion; Student Learning & Development

Originating from social work research and practice, empowerment theory and process is known and applied across multiple disciplines. During this session the presenter will explore this concept in relation to student affairs practice in an effort to advance participants’ knowledge of The Empowerment Process as a practical, inherently intersectional, strategy to support diverse student populations and advance social justice. Suggestions for integrating empowerment focused programming into student affairs practice efforts are discussed.



FLASH SESSIONS (CONT.)

IMPERIAL 12 | 2:15 P.M. - 3:15 P.M.

Front-line Student Affairs Professionals Providing Access to College for Undocumented Students

PRESENTER:	Lynn Wang , financial aid counselor, Cerritos College
LEVEL:	Foundational
COMPETENCIES:	Advising & Supporting; Law, Policy, & Governance

Front-line student affairs professionals play instrumental roles in providing access to education for undocumented students. This session will bring awareness to practitioners on how they can provide equitable services in the front-line; in admissions, financial aid, and Dream Centers. Data from an exploratory, qualitative study will showcase how these personnel interpret/implement Assembly Bill 540 in California. Research participants who worked at 2-year and 4-year institutions shared their narratives about their experiences juggling between the needs of undocumented students and campus policies.

IMPERIAL 12 | 2:15 P.M. - 3:15 P.M.

Project Collaborate: Building an Inclusive Health Professions Pipeline from Classroom to Community

PRESENTERS:	Dayna Harper , assistant director, student affairs, Campbell University, College of Pharmacy & Health Sciences Steph Olson , coordinator, academic support services, Campbell University, College of Pharmacy & Health Sciences Kim Dunn , director, enrollment management, Campbell University, College of Pharmacy & Health Sciences
LEVEL:	Intermediate
COMPETENCIES:	Social Justice and Inclusion; Student Learning & Development

Reducing health disparities in the community is only possible through diversity in the health professions classroom. Campbell University's health science programs collaborate with community partners to address the shortage of underrepresented minority, financially disadvantaged and first generation college students through the Health Professions Readiness & Enrichment Program (HPREP). HPREP is a free, five-day interdisciplinary program designed to help students navigate health professions career choices, facilitate networking opportunities, increase applicant competitiveness, participate in a service project and increase educational competencies.



IMPERIAL 12 | 2:15 P.M. - 3:15 P.M.

Toward an Equitable and Inclusive Approach to Career Advising in Graduate Education

PRESENTERS:	Kimberly Truong , director, inclusion programs, Harvard T.H. Chan School of Public Health, Harvard University Suprawee Tepsuporn , assistant director, career advancement, Harvard T.H. Chan School of Public Health, Harvard University
LEVEL:	Foundational
COMPETENCIES:	Advising & Supporting; Student Learning & Development

This session will provide collaboration strategies the Office for Diversity and Inclusion and Office for Alumni Affairs and Career Advancement have used to foster inclusive excellence and pluralism on campus. We will discuss the development and implementation of career preparedness resources for graduate students of color and international students. The session involves presenters sharing practical information and inviting audience members to present challenges or questions relevant to their own campuses for discussion by the presenters and other participants.

CONCURRENT SESSIONS IV

CELESTIN H | 3:30 P.M. - 4:30 P.M.

A College with an Equity Mindset, Advancing Equity, and Inclusive Practice

PRESENTERS:	Tamara White , dean of students, Community College of Aurora Quill Phillips , special assistant to the president, diversity, equity, and inclusive excellence, Community College of Aurora Elena Sandoval-Lucero , vice president, Front Range Community College, Boulder County Campus
LEVEL:	Intermediate
COMPETENCIES:	Social Justice and Inclusion; Organizational and Human Resources

In this session, presenters will describe how to become a college with an equity mindset. Presenters will offer examples of how their institution is advancing equity and inclusive practice across campus by: focusing on equity in student outcomes; increasing cultural competency of all employees; and achieving Inclusive Excellence (IE) in all aspects of campus work. This session will provide opportunities for attendees to strategize for their particular campus needs.



CONCURRENT SESSIONS IV (CONT.)



CELESTIN C | 3:30 P.M. - 4:30 P.M.

Activating Intersectionality: Now what?

PRESENTER: **Gabe Javier**, assistant dean and director, multicultural student center, University of Wisconsin, Madison

LEVEL: Intermediate

COMPETENCIES: Social Justice and Inclusion; Student Learning & Development

The focus of this session is to interrogate the what, why, and how of intersectionality. Participants will work towards developing and fostering habits of mind and practice strongly grounded in intersectional practice. Foundational concepts of intersectionality from across disciplines will be applied and shared. Intersectionality will be used to deconstruct, problematize, and reframe the 'safe space' paradigm. Multimodal and interactive, in this session presenters seek to offer a paradigm shift in how intersectional practice can be more action-oriented as well as theoretical.



IMPERIAL 9 | 3:30 P.M. - 4:30 P.M.

BGLO Hazing: The Unspoken Black-on-Black Crime

PRESENTER: **Carolyn Eastlin**, associate director, residential life and housing services, Langston University

LEVEL: Intermediate

COMPETENCIES: Social Justice and Inclusion; Law, Policy, & Governance

The focus of this presentation is to shed light on the socially unjust practice of hazing within Black Greek-letter organizations (BGLOs). The presenter will discuss the history of hazing, BGLOs, and anti-hazing statutory analysis. The presenters will provide an opportunity for the sharing of ideas and best practices to stop these socially unjust crimes that students commit often without the knowledge of the negative consequences.



CELESTIN B | 3:30 P.M. - 4:30 P.M.

Calling In, Speaking Up, and Taking Breaks: Managing Self-Care in the Perilous Work of Diversity Education

PRESENTERS:	Kijua Sanders-McMurtry , associate vice president and dean, community diversity, Agnes Scott College Kristian Contreras , director, diversity programs, Agnes Scott College Tomiko Jenkins , director, student outreach and education, Agnes Scott College
LEVEL:	Foundational
COMPETENCIES:	Social Justice and Inclusion; Personal and Ethical Foundations

There is a dearth of academic literature that tackles the complex issues related to how individuals cope with anxiety, stress and trauma related to their roles as diversity educators. In this workshop, presenters seek to cultivate new meaning for diversity educators rooted in concepts of healing, vulnerability and self-care. This presentation will be data-driven and experiential to aid participants in their quest to do the work of 'calling in' and 'speaking up.' The presenters' work is grounded in liberatory theory.

IMPERIAL 5D | 3:30 P.M. - 4:30 P.M.

Creating Multicultural Spaces in Residential Communities: University of Michigan Housing Case Study

PRESENTERS:	Amanda McLittle , director, diversity and inclusion, university housing, University of Michigan Sarah Watson , senior interior designer, Auxiliary Capital Projects, University of Michigan
LEVEL:	Foundational
COMPETENCY:	Social Justice and Inclusion

Multicultural spaces in University of Michigan's Housing program were originally created due to student activism in the 1970's to provide an environment of support, solidarity, and sharing for underrepresented students. Over 40 years later University Housing is still committed to these multicultural spaces; the success of these spaces is created through successful collaborations. In this program, we share our process and lessons learned as we work with students to support and create inclusive lounges and spaces that reflect their salient identities in a difficult campus climate.



CONCURRENT SESSIONS IV (CONT.)



CELESTIN A | 3:30 P.M. - 4:30 P.M.

DEAMZone Ally Training: Best Practices to Better Support and Advise Undocumented Students

PRESENTER:	Priscilla Ayala , assistant director, office of ethnic programs and services, University of Cincinnati
LEVEL:	Foundational
COMPETENCIES:	Advising & Supporting; Social Justice and Inclusion

Many immigrants come to the United States seeking to fulfill the American Dream. Part of that dream is obtaining a high-quality education that will help them become leaders in their field and communities. In this workshop presenters will discuss the unique challenges faced by undocumented students, on and off campus. In addition to offering an introduction to the issue, presenters will provide tools and strategies to help student affairs practitioners support these students and become an ally.



CELESTIN G | 3:30 P.M. - 4:30 P.M.

It takes a Village: Ways to help Multicultural Student Organizations Collaborate

PRESENTERS:	Jamartae Jackson , program coordinator, Texas Christian University Roxana Aguirre , program coordinator, Texas Christian University
LEVEL:	Foundational
COMPETENCIES:	Advising & Supporting; Leadership

In this session presenters will introduce developmental concepts that can improve collaborative efforts between multicultural student organizations. In addition, the presenters will provide examples of how to create natural safe spaces while navigating the organizational structure at a Predominantly White Institution. Participants will receive examples from Texas Christian University's IIS Council Leaders Retreat, currently in its tenth year.



IMPERIAL 12 | 3:30 P.M. - 4:30 P.M.

Policing Higher Education: The History and Impact of Police Departments on College Campuses

PRESENTER:	Karmen McQuitty , senior staff attorney, University of Minnesota, Twin Cities
LEVEL:	Foundational
COMPETENCIES:	Social Justice and Inclusion; Law, Policy, & Governance

Join this interactive session to explore the history and impact of police departments on our campuses. What is the role of law enforcement at academic institutions? Why do campuses have separate police departments? Can campuses serve as a model for police reform? We will explore the historical and current state of policing on college campuses, including the impact to students (specifically students of color and trans* students) and campus climate.

IMPERIAL 11 | 3:30 P.M. - 4:30 P.M.

Seguimos Adelante: Latina Faculty Voices on their Path to Academia

PRESENTERS:	Julie Henriquez , faculty, Louisiana State University Petra Robinson , assistant professor, Louisiana State University
LEVEL:	Foundational
COMPETENCIES:	Advising & Supporting; Organizational and Human Resources

One of the challenges in Latinx student persistence is the lack of representation of Latinx faculty in colleges and universities. This presentation will provide insight into how ten Latina faculty members were first introduced to higher education, and the factors and support they received in order to successfully start careers in academia. The presenter will discuss reported experiences, emergent themes, and practical implications for supporting Latinx students in pursuing careers in academia.




CONCURRENT SESSIONS IV (CONT.)



IMPERIAL 5A | 3:30 P.M. - 4:30 P.M.

Self-Care and Healing as Campus Change Agents: Renewing, Rejuvenating, and Recommitting



PRESENTER:	Kathy Obear , president, Center for Transformation & Change
LEVEL:	Intermediate
COMPETENCIES:	Social Justice and Inclusion; Leadership

Feeling exhausted, burned out? Still deeply committed to creating greater equity, inclusion and social justice on campus, yet finding yourself at times too weary or overwhelmed to make meaningful change? We all deserve spaces to heal, refuel, and re-commit to our vision and goals. In this engaging, supportive session, participants will explore the roots of their stress and burn-out and deepen their capacity to rejuvenate, reenergize, and retool themselves as powerful campus change agents for social justice.



CELESTIN F | 3:30 P.M. - 4:30 P.M.

Using Critical Race Theory to Influence Your Annual State Budget Requests for Diversity Offices

PRESENTERS:	Shakeer Abdullah , assistant vice president, University of Minnesota Katrice Albert , vice president, University of Minnesota
LEVEL:	Intermediate
COMPETENCY:	Law, Policy, & Governance

This session will discuss a range of ways that diversity professionals can use critical race theory's notion of convergence of interest to influence funding and budget requests. Presenters will discuss how diversity units can be proactive in funding requests and how they can leverage external partnerships to influence public and private budget allocations. This interactive presentation will call on the experiences of the attendees and presenter to discuss this important issue.



CONCURRENT SESSIONS V

IMPERIAL 12 | 4:45 P.M. - 5:45 P.M.

Age Is More than Just A Number: Intergenerational Inclusivity at Work

PRESENTER:	Phillips Thomas , director, intercultural student life and global programming, York College of Pennsylvania
LEVEL:	Foundational
COMPETENCIES:	Social Justice and Inclusion; Organizational and Human Resources

Today's students need to succeed in a wide range of workplace environments. However, the current workplace employs more generations than ever. We will discuss the distinguishing characteristics of each generation and examine strategies students can use to communicate successfully across potential generational differences. We will also identify ways to manage multiple generations in order to ensure we provide students with a well-rounded opportunity to develop a flexible and resilient leadership style that will work well in any professional environment.

IMPERIAL 9 | 4:45 P.M. - 5:45 P.M.

Beng a Muslim Ally: Learning the Basics

PRESENTER:	Maria Ahmad , assistant director, University Of Wisconsin, Madison
LEVEL:	Foundational
COMPETENCIES:	Social Justice and Inclusion; Personal and Ethical Foundations

In our current political climate, building allyship between communities and individuals is more important than ever. While American Muslims, in particular Muslim college students, find allies and support on campus, there is still room for creating understanding about basic concepts of Islam and being Muslim. This session will define commonly misunderstood terms such as Shariah and Jihad, while also exploring the diversity found within the American Muslim community, and provide tips on being an ally to the American Muslim community.



CONCURRENT SESSIONS V (CONT.)



CELESTIN G | 4:45 P.M. - 5:45 P.M.

Engaging Learning Outcomes by Developing Skills

PRESENTERS:	Jacob Frankovich , program director, social justice and leadership education, University of Illinois, Urbana-Champaign Kimberly Otchere , program director, social justice and leadership education, University of Illinois, Urbana-Champaign Herb Jones , associate director, social justice and leadership education, University of Illinois, Urbana-Champaign
LEVEL:	Intermediate
COMPETENCIES:	Student Learning & Development ; Social Justice and Inclusion

What are we actually going to get out of this? Often, this is the first question asked by staff and students participating in training and workshop sessions. As the important focus on learning goals and learning outcomes continues to build in curriculum development, what should not be lost is the importance of skill development. By focusing on the skills portion of the Awareness, Knowledge, Skills, and Action framework, presenters hope to make connections to learning and curricula clearer for participants.



CELESTIN F | 4:45 P.M. - 5:45 P.M.

Honoring All Voices: Decolonizing Assessment Practices

PRESENTERS:	Jason Wallace , interim director, multicultural services and programs, University of Georgia, Athens Meg Evans , director, LGBT resource center, University of Georgia
LEVEL:	Intermediate
COMPETENCIES:	Assessment, Evaluation, & Research; Social Justice and Inclusion

As student affairs practitioners, program evaluation and assessment are vital components of our student learning and engagement praxis. The presenters will discuss tips for addressing assumptions and biases in common student affairs assessment practices. Using Critical Race Theory and Queer Theory as frameworks, presenters will engage audience members in a discussion on how to use a critical lens when creating or implementing departmental and program evaluations. Additionally, attendees will gain skills to deconstruct assessment data while incorporating diverse student demographics.



IMPERIAL 5BC | 4:45 P.M. - 5:45 P.M.

How White Women Supervisors Can Best Support Men of Color Student Leaders

PRESENTER:	Alejandro Covarrubias , assistant professor, higher education and student affairs, University of San Francisco
LEVEL:	Intermediate
COMPETENCIES:	Advising & Supporting; Social Justice and Inclusion

Men of color are encouraged to become student leaders in hopes of increasing their sense of belonging and retention rates. But how is that sense of belonging and their identity development impacted by supervisors who do not look like them? Through the narratives of men of color student leaders, we will explore a framework examining how racial and gender identity formation is shaped by white women supervisors. We also share best practices grounded in Critical Race Theory and Critical Hope.

IMPERIAL 11 | 4:45 P.M. - 5:45 P.M.

Ignite Interfaith Leadership, Influence Change: Interfaith Engagement, Spiritual Development, & Student Empowerment

PRESENTERS:	Zandra Wagoner , university chaplain, University of La Verne Issac Carter , assistant professor, education, University of La Verne Beatriz Gonzalez , chief diversity officer, vice provost for faculty affairs, and professor of educational counseling, University of La Verne J.M. Conway , campus engagement manager, Interfaith Youth Core
LEVEL:	Intermediate
COMPETENCIES:	Social Justice and Inclusion; Student Learning & Development

This session highlights a collaborative research project on the benefits of religious/non-religious and spiritual identity development and interfaith leadership development for Hispanic and African American students conducted by the University of La Verne in partnership with Interfaith Youth Core. Information on the background and rationale for the project, as well as key findings and insights learned will be provided. This session should particularly benefit participants who are interested in intersectional approaches to student empowerment and excellence, the holistic success of Latina/o and African American students, practitioners who provide religious, non-religious and worldview support for diverse student populations, those interested in interfaith engagement and its leadership development potential, and those who are concerned with retention and identity development related to Latina/o and African American student populations.



CONCURRENT SESSIONS V (CONT.)



CELESTIN H | 4:45 P.M. - 5:45 P.M.

Peace, Justice, and Inclusion Program: A Model for University and Community Engagement

PRESENTERS:	Robin Adams , assistant director, center for community engagement and service, American University Michelle Swiger , program assistant, American University
LEVEL:	Foundational
COMPETENCY:	Social Justice and Inclusion

The Peace, Justice, and Inclusion Program was a pilot program launched by American University this past year. It was a collaboration between the university and three nonprofit partners to advance educational equity for underserved youth. The program's core component was mentorship, which facilitated the components of college/career awareness, and leadership. At its foundation, this program was based upon research surrounding peace education, which influenced program design, content, and execution. This program sought to inspire leadership to create a more inclusive world.



CELESTIN B | 4:45 P.M. - 5:45 P.M.

The Power, Pain, and Pride Behind the Voices of Latina Student Affairs Professionals

PRESENTERS:	Berenice Sanchez , Ph.D. student, Indiana University, Bloomington Cinthya Salazar , Ph.D. student, University of Maryland, College Park Jennifer Guerra , director, office of equity and inclusion, Whittier College
LEVEL:	Intermediate
COMPETENCIES:	Social Justice and Inclusion; Leadership

With the growing number of Latinx students, it is key to understand the experiences of Latina student affairs professionals who serve in critical roles supporting these students while also encountering challenges due to their racial and gender identification. This presentation explores the intersectional experiences of new Latina student affairs practitioners and presents recommendations on how to best support this group of administrators.



IMPERIAL 5D | 4:45 P.M. - 5:45 P.M.

Real Talk: Tools for Creating Intergroup Dialogue with Colleagues, Students, and Beyond

PRESENTERS:	Jerald Adamos , assistant dean and associate director, Asian American activities center, Stanford University Priscila Garcia , program director, East Palo Alto Stanford academy, HAAS center for public service, Stanford University Marta Hanson , assistant dean and associate director, Women's community center, Stanford University Danielle Masuda , assistant dean and director for student engagement, residential education, Stanford University
LEVEL:	Foundational
COMPETENCIES:	Social Justice and Inclusion; Leadership

The Stanford Student Affairs Intergroup Dialogue team (IGD) will share successes and learning in fostering space for difficult conversations through the creation and growth of IGD; the implementation of a brown bag series for Student Affairs professionals; and the design of a campus-wide lecture on diversity, inclusion, and reflection. We'll also share our current strategies for maintaining relevance with new campus and VPSA leadership.

IMPERIAL 5A | 4:45 P.M. - 5:45 P.M.

The Rise of Student Activism: The Positive Intersection Between Campus Activism and Leadership Education

PRESENTERS:	Joshua Fredenburg , doctoral student, Nova Southeastern University Marisa Herrera , vice president, students, equity and success, University of Washington
LEVEL:	Intermediate
COMPETENCIES:	Social Justice and Inclusion; Leadership

In November 2015, college campuses across the country witnessed an increase in student activism after a group of student leaders at the University of Missouri protested against racial injustices they were facing on their respected campus. This moment served as a catalyst for similar protests to take shape across the country and a renewed interest by college leaders to understand college activism. People within higher education that had mixed views about the student protest. Researchers also discovered that students engaged in activism reap educational benefits such as developing an inclination to continue their political participation well into mid-life and acquiring a greater sense of social responsibility and identity consciousness. This session will provide a positive intersection between campus activism and leadership development by focusing on helping student affair professionals learn how to use these moments of campus activism as effective tools for leadership development within the context of the social change leadership development model.



CONCURRENT SESSIONS V (CONT.)

CELESTIN A | 4:45 P.M. - 5:45 P.M.

We Are Family: Building Purposeful Collaboration through Intersectional Theory

PRESENTERS:

Dahlia Hylton, director, office of multicultural affairs, Lehigh University

Chelsea Fullerton, director, pride center for sexual orientation and gender diversity, Lehigh University

Scott Burden, associate director, pride center for sexual orientation and gender diversity, Lehigh University

Rita Jones, director, center for gender equity, Lehigh University

LEVEL:

Intermediate

COMPETENCIES:

Social Justice and Inclusion; Student Learning & Development

Though resources for marginalized student populations are gradually expanding, collaborative co-creation among the individuals charged with supporting students of color, womxn, and LGBTQ+ students is often lacking. Intersectionality theory provides both an ethical imperative for such co-creation as well as a useful framework for student affairs practitioners to utilize in their work. By using the example of one institution's cross-cultural center collaborative efforts, we will explore strategies for bringing intersectionality theory to practice on our campuses.

DINNER ON YOUR OWN | 5:45 p.m. | *Dinner on Your Own*

Dinner and Dialogue Restaurant Leads at the registrations desk by no later than 6:00 p.m. to depart to restaurants.



REGISTRATION | *Celestin Foyer* | 7:30 a.m. - 11:00 a.m.

Institute Registration Open

BREAKFAST | *Celestin Foyer* | 7:30 a.m. - 8:30 a.m.

Continental Breakfast

CLOSING KEYNOTE

CELESTIN DE | 8:30 A.M. - 9:30 A.M.

Now, More Than Ever

PRESENTER:	Sumun Pendakur , chief learning officer and director of the USC Equity Institutes at the USC Race and Equity Center, University of Southern California
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Against the backdrop of a seemingly endless tidal wave of injustice, does your work matter? Do YOU matter? As equity-minded practitioners, we walk a constant tightrope – navigating institutional inertia, student pain and frustration, and our own exhaustion. What does it mean to lead with love and courage, in a time of hate and fear? Join me to dive into a personal and political exploration of the perils, possibilities, and power of our journeys in this field.

CONCURRENT SESSIONS VI

CELESTIN B | 9:45 A.M. - 10:45 A.M.

Beyond Safe Zone: A New Model for LGBTQ & Allyship Training

PRESENTERS:	Chelsea Fullerton , director, pride center for sexual orientation & gender diversity, Lehigh University Amanda Slichter , assistant director, residence life, Lehigh University Scott Burden , associate director, pride center for sexual orientation and gender diversity, Lehigh University
LEVEL:	Intermediate
COMPETENCY:	Social Justice and Inclusion

Safe zone programs have been an important part of advancing LGBTQ+ inclusivity for the past three decades; however, outdated content/structure often keeps these programs from being fully successful. Additionally, these programs often focus solely on gender/sexuality, missing opportunities to equip participants to be effective allies for all marginalized identities. Join us as we ask tough questions about the future of safe zone and explore one institution's model for allyship training that incorporates ongoing engagement, skill-building, and customized sessions.







CONCURRENT SESSIONS VI (CONT.)

CELESTIN C | 9:45 A.M. - 10:45 A.M.

#DoitFortheCulture: Collaborations for Culturally Relevant Mental Health Support



PRESENTERS:	Jasmine Pulce , assistant director, undergraduate student success , center for multicultural excellence, University of Denver Erin Unkefer , intercultural specialist and staff psychologist, counseling and psychological services, Rhode Island School of Design
LEVEL:	Intermediate
COMPETENCY:	Social Justice and Inclusion

As universities become more diverse, attending to students' mental health and wellness in a multiculturally competent manner is imperative. Through strong collaborative relationships between diversity and health offices (with an emphasis on counseling services), knowledge, resources, and skills can be combined to increase awareness and provide holistic support to students. The speakers will discuss potential avenues of partnership between diversity and health offices interested in increasing underrepresented/marginalized students' awareness of and access to mental health and wellness services.

IMPERIAL 5BC | 9:45 A.M. - 10:45 A.M.

Engagement in Activism by Faculty and Student Affairs Professionals on Campus: Balance and Support?

PRESENTERS:	Susan Gardner , director, the rising tide center and Women's Gender and Sexuality Studies, University of Maine Crissi Dalfonzo , graduate assistant, LGBTQ services, University of Maine
LEVEL:	Foundational
COMPETENCIES:	Social Justice and Inclusion; Personal and Ethical Foundations

Recent headlines reflect the precarious positions of faculty and student affairs administrators who express political or activist sentiments, particularly when these sentiments are not shared by the public or their employing institution. In this interactive workshop, we will engage the audience in discussing a series of case studies based upon actual events, from which we will share policies and processes that could assist in addressing these issues.



CELESTIN H | 9:45 A.M. - 10:45 A.M.

Examining Dominant Culture Narratives in College Student Leadership Programs

PRESENTER:	Vernon Wall , director, business development, LeaderShape
LEVEL:	Intermediate
COMPETENCIES:	Social Justice and Inclusion; Leadership

In your leadership series, are issues of diversity and social justice only discussed during that “one special diversity session?” What can be done to develop seamless leadership programs that embrace citizenship, inclusion and service? What prevents us from unpacking current dominant narratives in our leadership programs that may be further marginalizing students? Join us as we embark on a journey that will assist us in evaluating the “cultural readiness” of our leadership programs. A questionnaire will be shared as well as strategies, activities and concepts.

CELESTIN G | 9:45 A.M. - 10:45 A.M.

Forging Your Own Path: Fostering Multicultural Experiences When Formal Structures are Missing

PRESENTERS:	Ruben Henderson , assistant director, student engagement and leadership, University of Louisiana, Lafayette Maylen Aldana , director, residential life, University of Louisiana, Lafayette
LEVEL:	Intermediate
COMPETENCIES:	Leadership; Student Learning & Development

Although many institutions have adopted the trend of developing multicultural offices, some institutions still lack this formal structure. Given the current state of society and social discourse, students need safe spaces and opportunities to express themselves and address their concerns. Join us as we discuss how two student affairs offices, through collaborative programs and initiatives, have developed a support structure for students at an institution with no formal multicultural office. These initiatives have improved the student experience and assessment scores.



CONCURRENT SESSIONS VI (CONT.)

IMPERIAL 5A | 9:45 A.M. - 10:45 A.M.

Gaps and Promising Practices for Religion, Spirituality, and Worldview: Supporting Students & Campuses

PRESENTERS:	Becca Hartman-Pickerill , campus stewardship manager, Interfaith Youth Core Barrington Price , assistant vice president, student engagement, North Park University Rich Kohng , director, civic engagement, North Park University
LEVEL:	Foundational
COMPETENCIES:	Assessment, Evaluation, & Research; Student Learning & Development

Accommodation and respect for religious minority/majority/non-religious students' worldview is tied to student success. IFYC will share two new national reports, including student findings and campus-wide practices for engaging worldview diversity. North Park University will share two curricular models to support students' learning and self-authored worldview commitment. This work links the importance of openness to religious diversity to students' development and integration into the institution. Participants will share experiences in small-groups by campus type, leaving with practical models and tools.

CELESTIN F | 9:45 A.M. - 10:45 A.M.

Identifying and Interrupting Whiteness in Student Affairs

PRESENTER:	Geneva L. Sarcedo , Ph.D. candidate and academic advisor, University of Colorado Denver
LEVEL:	Foundational
COMPETENCIES:	Advising & Supporting; Social Justice and Inclusion

Whiteness, which is omnipresent in higher education, is responsible for the continued oppression of college students of Color by upholding white supremacy. To better serve students of Color, student affairs professional must understand whiteness and how it shows up on college campuses and in our professional practices. This session will provide an introduction to whiteness and how it operates in student affairs, help participants identify examples of whiteness in their professional roles, and provide strategies for disrupting whiteness.



CELESTIN A | 9:45 A.M. - 10:45 A.M.

Supporting Muslim Students in 2017

PRESENTER:	Maria Ahmad , assistant director, University of Wisconsin, Madison
LEVEL:	Foundational
COMPETENCIES:	Advising & Supporting; Social Justice and Inclusion

Being a Muslim college student in 2017 is an identity that is deeply personal but also one that ends up as a common public debate, and the student develops from the impact of both. The session will equip professionals with tools, tips, and insight on how to best support Muslim students' identity development and build authentic relationships, while empowering students to stand up to bigotry, microaggressions, and hate in a proactive manner.

CONCURRENT SESSIONS VII

CELESTIN H | 11:00 A.M. - 12:00 P.M.

Achieving Student Success through Effective Diversity and Assessment Partnerships

PRESENTERS:	Stephanie Chang , director, student diversity and inclusion, University of Delaware Nicole Long , director, assessment and student engagement, University of Delaware
LEVEL:	Intermediate
COMPETENCIES:	Assessment Evaluation & Research; Social Justice and Inclusion

Predominantly White Institutions have continued to embody campus climates that work against minoritized students, instead of for minoritized students success. The speakers will share how the University of Delaware has started employing a diversity and assessment partnership to begin the process of affecting campus climate and culture change at UD. Presenters will share the process of examining diversity and inclusion as an outcome and measure of student success through preliminary findings from UD's Student Engagement & Experience around Diversity and Success (SEED) Project.



CONCURRENT SESSIONS VII (CONT.)



CELESTIN C | 11:00 A.M. - 12:00 P.M.

Building Bridges not Barriers: Inclusive Collaborations between Multicultural and First-Year Offices

PRESENTERS:	Emily Gullickson , program coordinator, office of multicultural affairs, University of Kansas Cornelius Baker , educational program assistant, office of first-year experience, University of Kansas
LEVEL:	Intermediate
COMPETENCIES:	Advising & Supporting; Social Justice and Inclusion

Intentional collaboration between multicultural and first-year offices is essential for retention and creating inclusive spaces for everyone on college campuses. Recently, there have been successful efforts to strengthen bridges between the Office of First-Year Experience and the Office of Multicultural Affairs at the University of Kansas to ensure intersectional programming and collaborations for all first-year students. This session highlights implications and implementation of intersectional and accessible programming within higher education, and the exploration of new strategies for successful collaborations.



IMPERIAL 5A | 11:00 A.M. - 12:00 P.M.

From Town Halls to Institutional Diversity, Equity, and Inclusion Strategic Plan

PRESENTERS:	Shadra Smith , associate dean, center for diversity and inclusion, The College of Wooster Jahqwahn Watson , intern, center for diversity and inclusion, The College of Wooster
LEVEL:	Intermediate
COMPETENCIES:	Social Justice and Inclusion; Student Learning & Development

Around the height of student activism during the Fall 2015, students at The College of Wooster were ready for REAL change. Along with passionate faculty and staff, students used the power of peer-to-peer support to drive the two-year process of developing the institution's first diversity, equity and inclusion (DEI) strategic plan. Attendees will hear of the experiences from various perspectives, actively participate, and leave with suggested resources for enhancing DEI planning efforts at their respective institution.



CELESTIN F | 11:00 A.M. - 12:00 P.M.

It's Absolutely [not] About Child Safety

PRESENTERS:	Jody Randall , assistant director (LGBTQIA), campus life, Texas Tech University Kelsey Lueck , graduate hall coordinator, Texas Tech University Kyle Velte , visiting assistant professor, law, Texas Tech University
LEVEL:	Intermediate
COMPETENCIES:	Social Justice and Inclusion; Law, Policy, & Governance

"It's absolutely about child safety," according to State Representative Chris Paddie of East Texas. During a "bathroom bill" debate on the floor of the Texas House of Representatives, Paddie further reasoned that the bill was "about accommodating all kids." This safety rhetoric has become all too familiar in the evolving dialogue about the inclusion of transgender students in public schools. In 2017, legislation restricting transgender student's accessibility to bathroom facilities - to the facility that matches the gender marker on their birth certificate - has been introduced in seventeen states. This session will (i) explore common experiences of transgender students in higher education settings, (ii) provide analyses of legislative efforts across the country, (iii) contextualize these legislative efforts within the framework of existing federal law, particularly Title IX, (iv) explore the implications of legislative efforts for institutions of higher education, and (v) discuss promising practices to demonstrate institutional commitment for students of all gender identities.

CELESTIN A | 11:00 A.M. - 12:00 P.M.

Language Matters: Building Community through Inclusive Dialogue

PRESENTERS:	Annie Guanciale , program coordinator, multicultural center, University of San Diego Marie Minnick , assistant dean of students, University of San Diego Mayté Pérez Franco , director, multicultural center, University of San Diego
LEVEL:	Intermediate
COMPETENCIES:	Social Justice and Inclusion; Student Learning & Development

Interested in cultivating meaningful partnerships and learning about developing programs that examine the power of words and actions? Presenters provide an example of a program that helps students explore different ways to communicate while honoring and respecting identities and diverse backgrounds and perspectives. During this session, presenters will share campus partners' efforts to launch an initiative to enhance inclusive practices with all first-year students.



CONCURRENT SESSIONS VII (CONT.)

CELESTIN G | 11:00 A.M. - 12:00 P.M.

Reading Between the Lines: What Student Demands (Don't) Tell Us

PRESENTERS:	J'nai Adams , assistant director, Duke University Tyrone Jean , director and assistant dean, Elon University
LEVEL:	Foundational
COMPETENCIES:	Advising & Supporting; Student Learning & Development

Designed for practitioners in the foundational level, the presenters will explore the ways in which student demands have both explicit and implicit messages, consequences and calls for help. Using our experience at Duke University as a case study, we will discuss how students convened private meetings to plan a town hall, crafted their list of demands and voiced their concerns to senior administrators. Through group dialogue we will interrogate the intended and unintended consequences of student demands and how institutions respond.

IMPERIAL 5BC | 11:00 A.M. - 12:00 P.M.

The Right, The Left, The Center: Supporting Students with Varying Political and Social Identities

PRESENTERS:	LeAnna Level , complex director, University of Wisconsin, Whitewater Devin Ryan , complex director, University of Wisconsin, Whitewater Johnny Moscoso Vargas , complex director, University of Wisconsin, Whitewater
LEVEL:	Foundational
COMPETENCIES:	Advising & Supporting; Law, Policy, & Governance

This presentation will focus on political identities and unrest as it relates to college students. With recent major happenings, including the 2016 presidential election-- now more than ever we as professionals need to be prepared on how to support our students with varying political and social identities. Our session will allow a space for discussion, reflections and tactics to have difficult conversations.

*Thank you for attending the 2017 NASPA Multicultural Institute:
Advancing Equity and Inclusive Practice. We hope you enjoyed
your time in New Orleans, LA. An evaluation will be emailed to you
following the event.*

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Please visit the institute exhibitor tables outside the Celestin Foyer Ballrooms. A complete listing of institute exhibitors is located below. Exhibits will be open during the following times:

- » Sunday, December 10 – 12:00 p.m. – 4:30 p.m.
- » Monday, December 11 – 8:00 a.m. – 5:00 p.m.

CIRCLE OF CHANGE

Joshua Fredenburg is a nationally recognized speaker/trainer and author that specializes in leadership, diversity, inclusion, and student success. He also is the President/Founder of Circle of Change Leadership Conference, a national leadership conference that empowers a diverse group of student leaders with the professional/leadership skills to attain career leadership success and make an impact in the world.

Attendees: *Josh Freedberg*

Other NASPA Involvement: *Exhibitor at 2018 Annual Conference*

DEFAMATION THE PLAY *SILVER SPONSOR

THE DEFAMATION EXPERIENCE is a 3 phase interactive event that starts with DEFAMATION the play, a courtroom drama that highlights our common perceptions of race, class, religion, and the law with a twist; your audience is the jury. Afterwards, the audience deliberates with our judge on how they voted and why to render a final verdict. Following is a post show discussion to talk about the issues raised in the play.

Attendees: *Kimm Beavers*

Other NASPA Involvement: *Was at 2017 Annual Conference*

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LeaderShape offers three programs: *Catalyst – a one day program for students, Resilience – a one day professional development program for student affairs staff & a six-day Institute for students.*

Attendees: *Kristen Young and Vernon Wall*

Other NASPA Involvement: *None*



NATIONAL STUDENT LEADERSHIP DIVERSITY CONVENTION *GOLD SPONSOR

The National Student Leadership Diversity Convention is the largest national gathering of student leaders and campus based 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. During the conference students will be led through facilitated workshops to develop a Campus Action Plan for a program or event that the teams select to work on together in order to bring back a piece of the NSLDC experience to their own campuses.

Attendees: *Dr. Christopher Irving*

Other NASPA Involvement: *Exhibitor at 2018 Annual Conference*

SOCIAL JUSTICE TRAINING INSTITUTE *BRONZE SPONSOR

The goal of the Social Justice Training Institute (SJTI) is the full and equal participation of all groups in society. SJTI provides a forum for the development of social justice educators and practitioners to enhance and refine their skills and competencies to create greater inclusion for all members of the community.

Attendees: *Dr. Jamie Washington*

Other NASPA Involvement: *Exhibitor at 2018 Annual Conference*

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Other NASPA Involvement: **NASPA 2018 Support (\$25k)** *Manicur, AVP, Small College, New VPSA, Multicultural Institute, Outstanding New Professional Award—conference scholarship, Escalaras Inst., Travel Support for The African American Male and Female Summits, 2018 NASPA 100th Annual Conference.*

- » Booth/registrations (up to eight) complimentary for Annual Conference
- » Gold Sponsorship level

UNIVERSITY OF LA VERNE

The Social Justice Higher Education Administration (SJHE), MA program develops culturally-competent student affairs professionals who serve as catalysts for institutional change. The SJHE program is a critical theory-to-practice program designed to train the next generation of student affairs leaders. To learn more about this exciting new program and other opportunities through the University of La Verne, stop by the exhibit hall or online at <https://laverne.edu/>

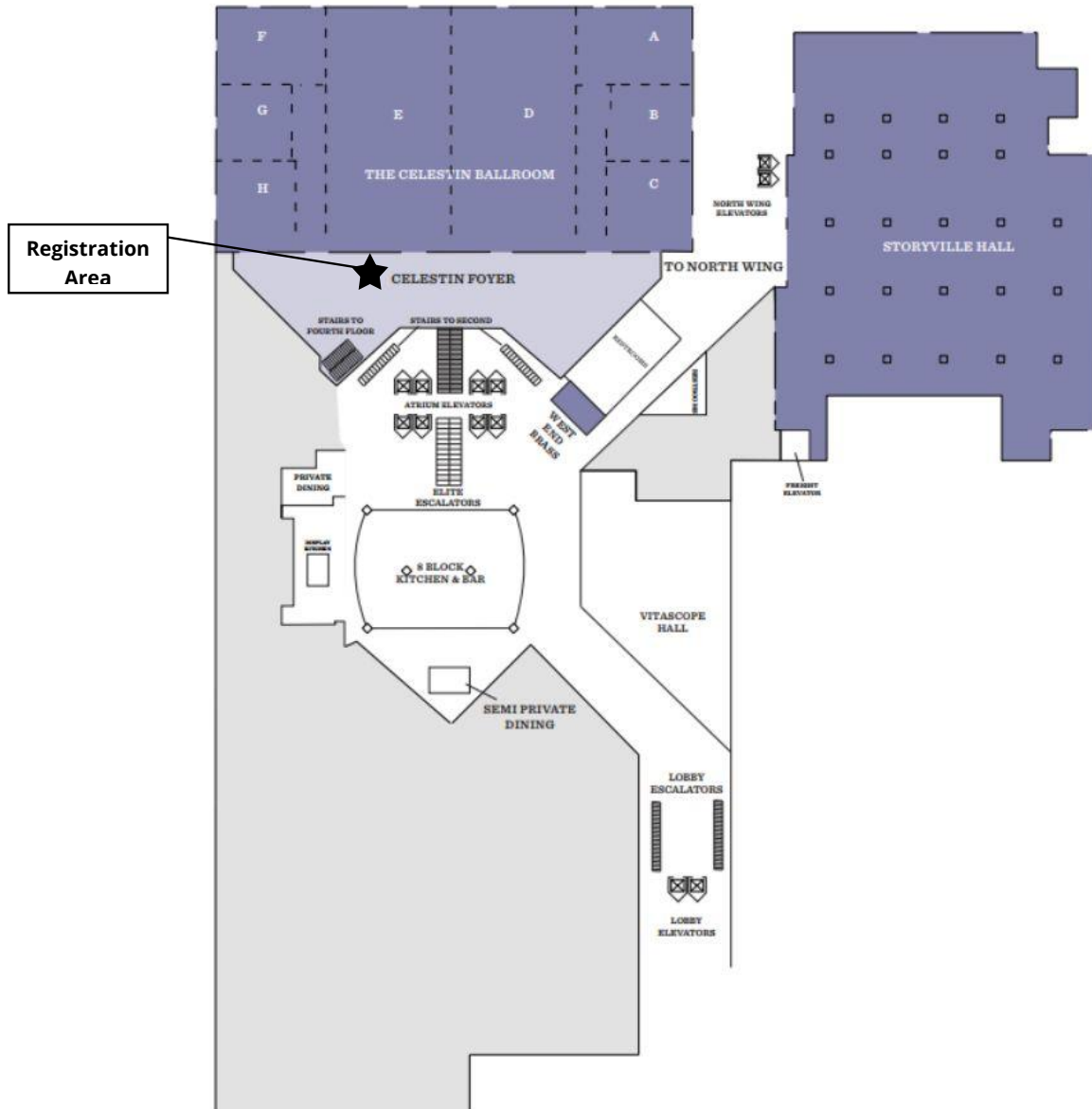
Attendees: *Christy Ranells and Isaac Carter*

Other NASPA Involvement: *None*



VENUE MAPS

FLOOR PLAN
Level Three





FLOOR PLAN
Level Four



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