

CUNY Faculty Diversity and Inclusion Conference 2021



# **The Power of An Antiracist Academy: Reimagining Systems & Structures**

Thursday April 15, 2021 – Friday April 16, 2021

*Sponsored by the Office of Recruitment & Diversity/ Human Resources*



# OPENING & CONCURRENT SESSIONS



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## THURSDAY APRIL 15 OPENING | 9:00 AM

### WELCOMING REMARKS

Doriane Gloria, Vice Chancellor, Office of Human Resources  
Felix Matos-Rodríguez, Chancellor

### DIVERSITY AWARD

Joyce Moy, Executive Director, AAARI

### MORNING KEYNOTE

Shirley Collado, President, Ithaca College  
in Conversation with David Rivera, Queens College

***Moving the Values & Actions of an Antiracist Academy from the Margins to the Center***

CONCURRENT SESSIONS ONE | 10:15 AM – 11:15 AM

CONCURRENT SESSIONS TWO | 11:30 AM – 12:30 PM

CONCURRENT SESSIONS THREE | 1:30 PM – 2:30 PM

CONCURRENT SESSIONS FOUR | 2:45 PM – 3:45 PM

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## FRIDAY APRIL 16 OPENING | 9:00 AM

Doriane Gloria, Vice Chancellor, Office of Human Resources

### HONORABLE MENTION

Chief Diversity Officers

### REMARKS

José Luis Cruz, Executive Vice Chancellor, Office of Academic Affairs

CONCURRENT SESSIONS FIVE | 9:10 AM – 10:10 AM

CONCURRENT SESSIONS SIX | 10:15 AM – 11:15 PM

CONCURRENT SESSIONS SEVEN | 11:30 AM – 12:30 PM

### MIDDAY KEYNOTE | 12:30 PM – 1:30 PM

Doriane Gloria, Vice Chancellor, Office of Human Resources  
Helen Zia, Author & Activist in Conversation with Margaret M. Chin, Hunter College

***A Lens on Anti-Asian Bias & Systemic Oppression***

CONCURRENT SESSIONS EIGHT | 1:30 PM – 2:30 PM

CONCURRENT SESSIONS NINE | 2:45 PM – 3:45 PM



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## UACD DIVERSITY AWARD FOR EXCELLENCE

### JOYCE MOY

A diversified academy mirrors the society it serves. The Diversity Award for Excellence was established in 2012 to recognize and reinforce exemplary commitment to the core values of diversity, equity and inclusion within the CUNY community. The University Office of Recruitment and Diversity in collaboration with the University Advisory Council on Diversity is charged with selecting the honoree for recognition.

We are pleased to honor **Joyce Moy** for her service as a passionate advocate of diversity and inclusive excellence in higher education. Ms. Moy has devoted her career to support diversity, equity and inclusion. Joyce firmly believes that this will enhance our workforce and student body by capitalizing on the vibrancy of varied ethnic backgrounds, cultures and perspectives. Under her tireless leadership as Executive Director of the Asian American/Asian Research Institute (AAARI), a series of initiatives, programs and policies has resulted in an improved climate for students, faculty and staff throughout the University community.

Joyce Moy is the Executive Director of the Asian American/Asian Research Institute (AAARI), of the City University of New York (CUNY).

Joyce has been involved in numerous research projects, education and outreach on Asian and immigrant communities, and businesses. She was the first Asian American regional director of a US Small Business Administration Small Business Development Center (SBDC) in New York State.

Over the years, she developed a unique curriculum for financial counselors embedded in community based organizations serving New York City's poor, working poor and immigrants. The training was adopted by the non-profit, Cities for Financial Empowerment, and replicated nationally by dozens of US cities, including Honolulu, San Francisco Philadelphia, Miami, New Haven and Austin, becoming a national model in the field of financial empowerment.

Most recently, she was part of a team that led a two year strategic plan effort for the New York State Education Department to integrate 23 school districts. She was also instrumental in the development of the New York State framework on Culturally Responsive-Sustaining education.

She is a member of the CUNY University Advisory Council on Diversity, and is a founding advisor to the Queens Borough President's General Assembly comprised of diverse leaders from throughout Queens.

She has served on the Governor's Taskforce on Small Business, as co-chair of the past NYC Comptroller's Taskforce on Public Benefit Agreements, the board of Asian Women in Business, and as Vice-Chair of the board of the North East Regional US Pan Asian American Chamber of Commerce. She is a former practicing attorney, and has taught at Cornell University School of Law, and the CUNY School of Law. She received her B.A. from Stony Brook University, and J.D. from Hofstra University School of Law.

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## UACD DIVERSITY AWARD, HONORABLE MENTION

### CHIEF DIVERSITY OFFICERS

The campus Chief Diversity Officer (CDO) plays a lead role in the articulation, promotion and support of DEI values for the campus community, values that are woven into the fabric of the campus climate. CDOs promote a supportive work environment and an inclusive community, essential to organizational excellence by implementing policies and practices that enhance respect for individuals and their cultures. We applaud their efforts.

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## SPECIAL RECOGNITION

The 2021 CUNY Faculty Diversity and Inclusion Conference is a collective effort that involved many in its planning, production and delivery. In addition to the work of the University-wide Conference Planning Committee, meeting since Spring 2020, other significant collaborators include the following individuals:

- OHRM Tech Team – Kru Bavishi, Jean Chen, Despina Kouvaros, Shaquiea Sykes, Jacqueline Womack-Worrell
- CIS Support – Jon P. Genna
- SPS Partner – Heather Zeman
- Graphic Design – Timothy Dvorak
- Session Facilitators & Volunteers

Special thanks go to all the Session Presenters for this event led by CUNY faculty, staff and students. The Conference demonstrates the power of CUNY – our resolve, dedication and capacity for care. Thank you all!

# CONCURRENT SESSIONS



## CONCURRENT SESSIONS 1

THURSDAY, APRIL 15 | 10:15AM–11:15AM

### UNIVERSITY PARTNERSHIPS – A SUSTAINABLE MODEL FOR INCREASING STEM FACULTY DIVERSITY

Steve Greenbaum, Hunter College; Martin Ruck, Graduate Center; Gail Smith, Brooklyn College; Sophia Suarez, Brooklyn College

In a four-person panel of CUNY faculty, we aim to describe a framework for university partnerships to build a sustainable infrastructure for effective minority faculty recruitment and retention in the STEM and social science fields. Our ideas are largely informed by our many years of cumulative experience in both local and national programs geared toward addressing the severe underrepresentation of minorities at all levels from undergraduate students to the professoriate.

**Dr. Steve Greenbaum** is CUNY Distinguished Professor of Physics at Hunter College and the Graduate Center and a Fellow of the American Physical Society. He served (2008-14) as Executive Officer of the PhD Program in Physics (GC). He earned his PhD in Physics from Brown University and does research on energy storage materials.

**Dr. Martin D. Ruck** is Professor of Psychology and Urban Education at the Graduate Center. His research examines the overall process of cognitive socialization—at the intersection of race, ethnicity and class—in terms of children and adolescents' thinking about human rights, equity, and social justice. Currently, Dr. Ruck serves as Senior Advisor for Diversity and Inclusion to the President of the Graduate Center and is the Executive Officer of the Office of Educational Opportunity and Diversity (EOD).

**Dr. Gail Smith** is a Professor of Classics at Brooklyn College and a member of the Society for Classical Studies. She earned her PhD in Classics from New York University and does research in ancient drama, Greek religious philosophy, and Black Classicism. She has a special interest in diversifying the professoriate.

**Dr. Sophia Suarez** is an Associate Professor of Physics at Brooklyn College and the Graduate Center and Faculty Associate to the Dean of Natural Sciences at Brooklyn College. She is a product of CUNY, earning her BA/MA from Hunter College in 1998 and her PhD from the Graduate Center in 2004. Her research is on energy storage materials.

### “THEN WE REALIZED OUR POWER” – THE PAST, PRESENT AND FUTURES OF ETHNIC STUDIES AT CUNY, PART 1, ROOTS & LEGACIES

Patricia Mathews-Salazar, Borough of Manhattan Community College; Judith Anderson, Borough of Manhattan Community College; Eleanor Drabo, Borough of Manhattan Community College; Raquel A. Otheguy, Bronx Community College; María Pérez y González, Brooklyn College; Linda Luu, Graduate Center

Rooted in the intertwined movements of racial justice, anti-imperialism and liberated education in the 1960s and 70s, the formation of ethnic studies changed how race, inequality and the very history of the United States is taught. The first of two round tables, this is a conversation among representatives from Ethnic Studies institutions at CUNY that were established in the 70s and 80s. These include The Center for Ethnic Studies at BMCC, the Department of Puerto Rican and Latino Studies at Brooklyn College, the Department of Africana and Puerto Rican Studies at Hunter College and the Asian/American Center at Queens College. This session also has a representative from the History Department at Bronx Community College and a presentation from a member of the CUNY Digital Archive who will share artifacts from the early history of Ethnic Studies at CUNY. Each CUNY Ethnic Studies institution has a rich history and continues to engage new sites of racialization and inequality, and new theoretical frames.

**Dr. Mathews-Salazar** is the Chair of the Department of Ethnic & Race Studies at the Borough of Manhattan Community College and a member of the Anthropology doctoral faculty at the Graduate Center. Her research interests include indigeneity and Indian identity, cultural heritage and social exclusion in the Andes of northwest Argentina and in Cuzco, Peru.

**Dr. Anderson** is an Associate Professor in the Department of Ethnic & Race Studies at the Borough of Manhattan Community College. Her research areas include African Diaspora in the Americas and Latin American Studies. Her work examines the politics of Black identity in Buenos Aires, Argentina and Afro-Descendants in the Americas.

**Professor Drabo** teaches courses in Africana Studies. She was the former director for the Center for Ethnic Studies and began teaching when it was the Center for Black and Puerto Rican Studies.

**Dr. Otheguy** is an Assistant Professor of Latin American and Caribbean History. Her research focuses on race and the history of education in Cuba. She is part of the effort to revive Black and Latinx Concentration in the BCC History Department.

**Dr. Pérez y González** is chair of the Department of Puerto Rican and Latino Studies. She was co-investigator of the National Survey of Leadership in Latino Parishes and Congregations, Center for Religion in Society and Culture/Program for the Analysis of Religion Among Latinos at Brooklyn College.

**Linda Luu** is a doctoral student in the Sociology PhD program at the CUNY Graduate Center. Linda is part of the CUNY Digital History Archives team.

# CONCURRENT SESSIONS



## CONCURRENT SESSIONS 1

THURSDAY, APRIL 15 | 10:15AM–11:15AM

### THE POWER OF ANTI-RACIST CHILDREN – A WORKSHOP ON THE USE OF INCLUSIVE PHILOSOPHY IN CHILDHOOD EDUCATION

Cheri Carr, LaGuardia Community College; David Ortiz, LaGuardia Community College

Between ages 2-5, children internalize racial bias and display attitudes similar to adults. By age 12, many children become set in their beliefs. Caring and invested educators and parents unintentionally perpetuate anti-Black racism by promoting a color-blind approach stemming from their discomfort navigating conversations on race. Not talking about race reinforces racism in young children; talking about it encourages the development of positive attitudes and skills needed to advocate for racial justice. Since LaGuardia's Philosophy for Children Initiative is committed to introducing philosophy and critical thinking to young people, we took it as our responsibility to center issues of anti-Black racism, equity and inclusion as part of our daily work. Our workshop seeks to equip CUNY parents and educators with what we've learned to help them discuss race with children in a way that builds the foundation for an inclusive, anti-racist, and intergenerationally respectful community of philosophical inquiry.

**Cheri Carr** is Associate Professor of Philosophy at LaGuardia Community College. Her research integrates feminist ethics with Deleuzo-Guattarian inspired Philosophy for Children. Her first book, *Deleuze's Kantian Ethos: Critique as a Way of Life*, explores the possibilities of an ethical life based on the enduring evaluation of values (Edinburgh).

**David Ortiz** is a Philosophy Major and Academic Peer Advisor at LaGuardia Community College. His research focus is on the relationship between religion and othering. His own experiences with childhood bullying inspired his anti-racist work in Philosophy for Children.

### FACULTY DIVERSITY BY THE NUMBERS – CONSTRUCTS AND LIMITATIONS

Anne Chamberlain, University Director, CUNY Central Office

Nearly all universities struggle with measuring success with faculty diversity. Generally accepted constructs can provide consistency but may appear difficult to interpret, and findings can appear to conflict with our lived experience. This presentation provides an overview with common methods of measuring diversity, some of which were established by government and have been in use for some time. We will focus on the underlying assumptions, utility and limitations of these methods. Alternative and/or emerging methods will be presented and participants will have time to discuss alternatives that could apply to faculty recruiting, retentions, and advancement.

**Anne Chamberlain** analyzes CUNY personnel data in CUNY's Office of Recruitment and Diversity. She holds degrees in Music and Business Information Technology, a graduate certificate in Social Impact Strategy and professional certifications in Human Resources, Compensation, and IT Management. Previously, she was a corporate HR and organization development consultant.

### MAKING CUNY AN INCUBATOR FOR HEALTH EQUITY – LESSONS FROM THE COVID 19 PANDEMIC

Erinn Bacchus, Graduate Center; Nicholas Freudenberg, CUNY School of Public Health

Healthy CUNY(HC), a University-wide initiative, promotes the health of CUNY students to support their life success. Healthy CUNY investigators have studied and acted to reduce health problems that block student achievement. In this session, Nicholas Freudenberg, Distinguished Professor of Public Health and faculty director of HC, and Erinn Bacchus, a public health PhD student with HC, reflect on their studies of the impact of the COVID-19 pandemic, mental health problems and food insecurity on the well-being of CUNY students. They present data from the HC COVID survey, discuss the creation of Guide to Surviving and Thriving at CUNY, designed to help students overcome problems imposed by the pandemic, and suggest how CUNY can create policies and cultures that shrink the deep racial/ethnic and economic health and social gaps that characterize CUNY students. Their vision of a CUNY that incubates health and social equity in NYC seeks to spark a dialogue across CUNY.

**Erinn Bacchus** is a PhD student at the CUNY School of Public Health. She works at Healthy CUNY evaluating programs and policies to promote health within CUNY and across NYC. Her research interests include generating and analyzing policies that address racial disparities in health, criminal justice reform, and mental health.

**Nicholas Freudenberg** is Distinguished Professor of Public Health at the CUNY School of Public Health and the founder and director of Healthy CUNY. For 30 years, he has developed, implemented, and evaluated programs and policies to promote health and reduce health inequities at CUNY and in communities throughout NYC.

### A MODEL FOR TRANSFORMING MINORITY DOCTORAL STUDENTS INTO ACADEMIA – A CUNY MODEL TO INCREASE DIVERSITY OF FACULTY ACROSS THE UNIVERSITY

Yajaira Mejia, CCNY; Jorge E. González, CCNY; Fred Moshary, CCNY; Joseph Barba, CCNY; Yasser Hassebo, LaGuardia Community College; Dugwon Seo, Queensborough Community College; Fenot Aklog, Teachers College

The National Center for Education Statistics (NCES 2018) reports that only 6% percent of the nation's professoriate are Hispanic/Latinos. This Hispanic Alliance for Graduate Education and the Professoriate (H-AGEP) program was created to increase the number of Hispanic faculty

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# CONCURRENT SESSIONS



## CONCURRENT SESSIONS 1

THURSDAY, APRIL 15 | 10:15AM–11:15AM

trained with innovative teaching skills, and to advance knowledge about models to improve pathways to the professoriate and success of historically underrepresented minority (URM) graduate students, particularly Hispanics, in STEM disciplines. The panelists will discuss the new model components, program accomplishments, and lessons learned.

**Dr. Yajaira Mejia** is the Director of the H-AGEP Program. Dr. Mejia earned a doctorate, masters, and bachelor's degrees in Civil Engineering from the Graduate Center, CCNY, and the University of Medellin Colombia, respectively. Dr. Mejia has wide experience managing graduate and undergraduate STEM programs.

**Dr. Jorge E. González** is the Principal Investigator of the H-AGEP Program, and the Presidential and NOAA CREST Professor of Mechanical Engineering at CCNY. Prof. González earned his doctorate and bachelor's degrees in mechanical engineering from the Georgia Institute of Technology and from the University of Puerto Rico-Mayagüez, respectively.

**Dr. Fred Moshary** is a Co-PI of the H-AGEP Program and has a long track record of working on undergraduate mentoring and research training programs at CCNY. He is the founding director of the Earth System Science and Environment Engineering/Science programs at CCNY mentored or co-mentored over a dozen PhD dissertations.

**Dr. Joseph Barba** is a Co-PI of the H-AGEP Program. Dr. Barba served as the Founding Dean of the Grove School of Engineering (2004-2013). Prior to that position, he was the CCNY Deputy Provost (2002-2004). He is currently a professor of electrical engineering and Director of College-Wide Student Entrepreneurship.

**Dr. Yasser Hassebo** is a Professor in the Math, Engineering and Computer Science Department at LaGuardia Community College. He received his PhD in Electrical Engineering from the Graduate Center. He has authored over 20 articles and papers in journals and proceedings.

**Dr. Dugwon Seo** is an Assistant Professor in the Engineering Technology Department at Queensborough Community College. Dr. Seo holds a PhD in Civil Engineering from CCNY. She has more than 10 years of experience in college teaching and mentoring underrepresented students at the undergraduate and graduate levels.

**Dr. Fenot Aklog** is the evaluator for the H-AGEP Program. She is the evaluation director at the Center for Technology and School Change at Teachers College. Dr. Aklog holds a doctorate from Teachers College and masters degree from Harvard University and a bachelors from Brandeis University.

## FIGHTING RACISM WITHIN ACADEMIC ANTIRACIST SPACES

Aysa Gray, Queens College; Kristy Clementina Perez, Baruch College; Norka Blackman-Richards, Queens College; Selena T. Rodgers, York College; Kerri-Ann Smith, Queensborough Community College

The past several years have seen the burgeoning of a large antiracism training industry. However, there is growing concern among BIPOC in the academy that much of this training reproduces white supremacist values. This is specifically evident as we look at the privileging of white academics within antiracist work such as in the case of Robin DiAngelo. And additionally evident as we look at the long line of white and POC administrators tasked with organizing antiracist work in academic spaces that have not explored their own positionality as it pertains to race, institutional hierarchy and systemic racism and thus reinforce white dominant culture. How do we go about the important work of operationalizing antiracist values in a way that avoids this dynamic? Members of the CUNY Diversity, Equity and Inclusion (DEI) Incubator will take the audience through collective naming process of signs of white supremacy within DEI and antiracist processes, and share tools to help uphold antiracist values and culture borrowed from the Racial Equity and Liberation Group, and the People's Institute for Survival and Beyond.

**Aysa Gray** is Co-Director of the CUNY DEI Incubator, a member of the Black Latinx Faculty and Staff Group and a founding member of the QC Mutual Aid Group. Her work centers co-creating actionable ways to disrupt antiblackness and intersecting oppressions in service to liberation.

**Kristy Clementina Perez** is the Director of the Percy E. Sutton SEEK Program at Baruch College. She is also the founding Director of the Urban Male Leadership Academy Scholars Program, which serves to develop and promote the academic excellence, social consciousness and leadership skills of Black and Latino male college SEEK students at Baruch.

**Norka Blackman-Richards** is the Director of the Queens College Percy E. Sutton SEEK Program and a core team member of the CUNY DEI Incubator. She is a non-profit leader with over a decade of international experience whose lifework has involved the search for justice and inclusion of equity-deserving communities.

**Selena T. Rodgers** is Founding Director and Program Chief Administrator of the Master of Social Work Program at York College. Her research centers on examining the trauma and well-being of Black women through an intersectional and a structural lens. She is a core member of the CUNY DEI Incubator.

**Dr. Kerri-Ann M. Smith** is the inaugural Faculty Fellow for Diversity, Equity, and Inclusion and Associate Professor of English at Queensborough Community College. Her work focuses on diversity and inclusion and culturally responsive pedagogy. She served on the Faculty Diversity Strategic Plan Advisory Committee at Queensborough Community College for six years.



# CONCURRENT SESSIONS



## CONCURRENT SESSIONS 2

THURSDAY, APRIL 15 | 11:30AM–12:30PM

### STUDENTS' EXPERIENCE IN A CUNY DUAL-LANGUAGE LANGUAGE ENGLISH-SPANISH SOCIAL WORK PROGRAM COMPONENT

Evan Senreich, Lehman College; Nicole Saint-Louis, Lehman College; Manuel Munoz, Lehman College

Bilingual English-Spanish social workers are needed to work with Latinx clients with limited or no English-language proficiency. A small number of academic social work programs around the country have specialized tracks to train social workers to work with Spanish-speaking clients. This presentation will describe qualitative focus group themes regarding the experiences of 25 Latinx-identified students who participated in a new two-semester English-Spanish dual-language component in the final year of Lehman College's Master of Social Work (MSW) program. Themes include how the interactive nature of the class increased students' effectiveness and confidence working with Spanish-speaking clients in the field, and how the class empowered students and served as a support system for them. The presentation of the findings of the study will serve as a background for an interactive discussion with attendees regarding the feasibility and advisability of dual-language programs for different professions throughout CUNY such as healthcare, law, and business.

**Evan Senreich**, PhD, LCSW, CASAC, Associate Professor of Social Work, Lehman College, received his doctorate at New York University. His research projects have included studies regarding substance misuse among LGBT, West African, and Puerto Rican populations, and studies regarding educating social work students to work with substance using clients.

**Nicole Saint-Louis**, DSW, LCSW, Associate Professor of Social Work, Lehman College, earned her doctorate at University of Pennsylvania. Her research interests include the intersection of medical operations and social work practice and trauma, stress, and resilience in academic spaces. She has over 17 years of healthcare clinical practice experience.

**Manuel Munoz**, MSW, LCSW, Lecturer of Social Work, Lehman College, received his MSW at Hunter College. He has taught at Ackerman Institute for the Family, Roberto Clemente Guidance Center, and Institute of Family and Community Care. Professor Munoz coordinates and teaches the dual-language English-Spanish MSW courses at Lehman College.

### FROM ASPIRATIONAL TO OPERATIONAL – TRANSFORMING THE STRUCTURE TO REBUILD FOR THE FUTURE

Christine Mangino, Queensborough Community College; Timothy G. Lynch, Queensborough Community College; Amaris Matos, Queensborough Community College; Kerri-Ann M. Smith, Queensborough Community College

During the pandemic and in the midst of racial unrest in the United States, Queensborough Community College gained a new president, who spent her first 100 days assessing the gaps in equity, diversity, and inclusivity at the college. This panel will share findings of the 100-day self-study addressing performance, policies, and practices that affect student outcomes and faculty/staff retention. This panel will showcase the process, plans, and procedures QCC has enacted to create a meaningful shift in its structure and practices and to highlight and share plans for the future. Additionally, the panel will share base decisions that influenced the changes, ideas for organizing the leadership to make room for such changes, and the way they plan to support and enhance the work of the divisions of the college through best practices in diversity, equity, and inclusivity.

**Dr. Christine Mangino** is the sixth president of Queensborough Community College. She began her tenure at Hostos as an Assistant Professor for Early Childhood Education in 2004 and soon after served as Coordinator, Chairperson, Associate Dean for Academic Affairs, and Provost.

**Dr. Timothy Lynch** holds degrees from Brooklyn College (BA) and the CUNY Graduate School and University Center (PhD). His research focuses on immigration and ethnicity, as well as America's relationship with the sea. Dr. Lynch is Vice President for Academic Affairs and Professor of History at Queensborough Community College.

**Ms. Amaris Matos** is the Executive Advisor to the President for Equity at Queensborough Community College. Before coming to Queensborough, Ms. Matos served as Director of Academic Affairs at Hostos, driving initiatives across the institution and working directly with students, faculty and staff in ways that supported the college's goals and elevated the college's diversity and inclusion ideals.

**Dr. Kerri-Ann M. Smith** is the inaugural Faculty Fellow for Diversity, Equity, and Inclusion and an Associate Professor of English. Her work focuses on diversity and inclusion and culturally responsive pedagogy. She served on the Faculty Diversity Strategic Plan Advisory Committee at Queensborough Community College for six years.

# CONCURRENT SESSIONS



## CONCURRENT SESSIONS 2

THURSDAY, APRIL 15 | 11:30AM–12:30PM

### MOVING FROM AN ANTI-RACIST TO PRO-BLACK CLASSROOM

Sherry Deckman, Lehman College; Jordan Bell, Graduate Center; Kiana Carrington, Graduate Center; Sydoni Ellwood, Graduate Center; Tarilyn Little, Graduate Center; Kristen Miller, Graduate Center; Siettah Parks, Teachers College; Lucy Robins, Graduate Center

The idea of implementing anti-racist practice has gained traction in the academy, spurred by work from scholars, such as Ibram X. Kendi (2019) and April Baker-Bell (2020a, 2020b). Yet, as the protests of this summer have shown, anti-racism may be necessary but insufficient in addressing the deeply entrenched anti-Blackness in U.S. society (Sharpe, 2016; Wilderson, 2003; Harney and Moten, 2013; Hartman, 1997; Spillers, 1987; Wynter, 1994). Consequently, in this session, the professor and seven student members of a Graduate Center course on Black girlhoods discuss the means, rationale, challenges, and opportunities of shifting focus from anti-racist to pro-Black educational practice. Participants will have the opportunity to engage in small group breakout sessions to more deeply explore specific topics related to transforming the classroom into a pro-Black learning space.

**Sherry Deckman** is an Associate Professor of education at Lehman College with an affiliation with the Graduate Center in the Urban Education and Social Welfare doctoral programs. She completed her doctorate at Harvard University and researches how educators are prepared to work with students from diverse backgrounds.

**Jordan Bell** is an instructor at Dutchess Community College where he teaches English and Philosophy courses through a critical lens. He is currently pursuing his PhD in Urban Education at the Graduate Center as a fledgling Racial Literacy scholar with additional interests in BlackCrit, amongst other things.

**Kiana Carrington** is an arts administrator and freelance data analyst. She has a BA in Emerging Media from Hunter College and is completing her MS in Data Analysis and Visualization at the Graduate Center. Kiana's academic work focuses on diversity and representation in comics, film, and television.

**Sydoni Ellwood** is a former CUNY adjunct and current community teacher. She earned a BA in Political Science and Africana Studies at Brooklyn College and is completing her MA in Urban Education at the GC, focusing on the historical efforts of Black communities to independently educate their children.

**Tarilyn Little** is Program Director of Early Literacy at ExpandedED Schools and is completing a MALS focused on Childhood and Youth Studies at the Graduate Center. Her interests include reading and writing as tools for identity development and liberation, youth activism and arts-based therapies for children.

**Kristen Miller** is a PhD student in Sociology at the Graduate Center. Her research explores the intersection of culture and social change. She is particularly interested in the world-making potential of contemporary performance art produced by BIPOC. Kristen holds a BA from Northeastern University.

**Siettah Parks** is a PhD student in Sociology and Education at Teachers College. Her research interests include teacher-student relationships and the educational experiences of Black students. She holds an MA in Sociology and Education from Teachers College and a BA in Sociology from the University of Wisconsin.

**Lucy Robins** is a high school chemistry teacher at a public school in Queens, NY, and a PhD student in Urban Education at the Graduate Center.

### HOLDING SPACE FOR THE ASIAN EXPERIENCE IN THE AGE OF COVID-19 ANTI-ASIAN HATE

Kathleen Tamayo Alves, Queensborough Community College; Charissa Che, Queensborough Community College; Madiha Shameem, Queensborough Community College

This panel will discuss the accounts of three Asian women faculty members teaching in the age of COVID-19 and the concomitant escalation of anti-Asian prejudice. Each panelist will explain how their racial identity categories—Asian and female—inform their pedagogical methodologies, their research, and their relationships with their students. The panel will address the urgency of decentering whiteness in the college classroom, and to hold space for the Asian experience in America, particularly in a time fraught with anti-Asian sentiment in the national rhetoric.

**Dr. Alves** teaches literature and composition at Queensborough Community College. She specializes in eighteenth-century literature, culture, and the social history of medicine. She is currently working on a book-length project, *Body Language: Medicine and the Eighteenth-Century Comic Novel*.

**Dr. Che** teaches first-year composition and developmental writing at Queensborough Community College. Her areas of expertise lie in rhetoric and composition studies, with a focus on multilingual students, second language pedagogy, and translanguaging.

**Madiha Shameem** is a Lecturer at Queensborough Community College. She teaches various English courses as well as developmental reading and writing courses. She has completed her Master's degree in English Literature and will begin a doctoral degree program in Literacy with a concentration in TESOL in 2021.



# CONCURRENT SESSIONS



## CONCURRENT SESSIONS 2

THURSDAY, APRIL 15 | 11:30AM–12:30PM

### STRONGER TOGETHER – BLACK CUNY FACULTY, STAFF, AND STUDENTS SURVIVING DUAL PANDEMICS

Gary L. Dillon Jr., Baruch College; Allyson Regis, Queens College; Adia Tucker, Baruch College; Erica Richardson, Baruch College; Marcus Johnson, Baruch College

The COVID-19 pandemic has had global devastating effects. Black, Indigenous, and people of color have been disproportionately affected while simultaneously navigating a pandemic composed of racism, violence, and injustice. It is imperative to explore and identify the experiences and needs of Black students for their overall wellbeing, educational success, and career trajectory. Research posits that Black students are more likely to feel comfortable around, connect with and disclose to Black faculty and staff. However, for these faculty and staff, this uniquely supportive role may come with negative consequences such as vicarious trauma, burnout, and emotional fatigue. This panel will explore the experiences and needs of Black CUNY students, faculty, and staff. Panelists will provide insight into the intricacies of supporting Black students and the resources that benefit them. Panel members' experiences and expertise span domains and departments including education, mental health, academic support, and career support from two CUNY colleges.

**Gary L. Dillon Jr.**, PhD (He/Him/His) received his doctorate in Counseling Psychology and is a Licensed Supervising Psychologist at the Baruch College Counseling Center. He serves as a facilitator for Black Mental Health Matters support sessions and is a member of the Coalition to Undo Racism at Baruch (CURB).

**Allyson K. Regis**, PhD (She/Her/Hers) received her doctorate in Counseling Psychology and is a Counselor for the Percy Ellis Sutton SEEK Program at Queens College. She serves as an advisor for SEEK's Social Justice Collaborative and as a member of CUNY's Office of Special Programs' Mental Health Committee.

**Adia Tucker**, LMHC (She/Her) received her Master of Science in Education in Mental Health Counseling. She is a Career Counselor and Program Manager for Baruch College's Starr Career Development Center and a member of the Coalition to Undo Racism at Baruch. She is also a NYS Licensed Mental Health Counselor.

**Erica Richardson**, PhD (She/Her/Hers) received her dual BA in English and Classical Civilization from Wellesley Colleges and her PhD from Columbia University. She is an Assistant Professor of English at Baruch College and serves as the Co-Director of Baruch's Black Studies Colloquium.

**Marcus Johnson**, PhD (He/Him/His) received his doctorate in Political Science from Princeton University. He is an Assistant Professor of political science at Baruch College, serves as the Co-Director of Baruch's Black Studies Colloquium, and is a member of the CUNY DEI Incubator at Baruch.

### ACCESS TO JUSTICE – CREATING A PIPELINE FROM COMMUNITY COLLEGE TO SOCIAL JUSTICE LAWYERING; TRAINING RACIAL MINORITY STUDENTS AT HUNTER COLLEGE FOR THE CANCER RESEARCH WORKFORCE

Olorunseun O. Ogunwobi, Hunter College; Piyali Basak, Borough of Manhattan Community College

**Dr. Ogunwobi** was trained at the University of Ibadan, the University of Hull, UK, the University of East Anglia, UK, and at the University of Florida. He is founding Director of the Hunter College Center for Cancer Health Disparities Research, Associate Professor at Hunter College, and faculty in the Biology/Biochemistry PhD programs at the Graduate Center.

**Piyali Basak** is a Supervising Attorney at the Brooklyn Defender Services, Integrated Defense Practice. She helped create this newly formed practice where attorneys and social workers provide holistic representation to parents in concurrent family and criminal proceedings. She is also an Adjunct Professor at BMCC in the Criminal Justice Program, where she has taught classes on Constitutional Law and Introduction to policing.

### SYSTEMS, STRUCTURES AND THE POSSIBILITIES FOR AN ABOLITIONIST CUNY

Corinna Mullin, John Jay College; Sofya Aptekar, School of Labor Studies

The George Floyd and Breonna Taylor uprising this summer reminded us that any serious discussion of how to create an anti-racist academy must prioritize demilitarization and the removal of police, ICE and other institutions of organized violence from campus. In this session, we will consider the possibilities and limitations of university-led diversity and inclusion projects through an abolitionist framework, comparing and contrasting reformist and non-reformist reforms. The session will feature a panel of CUNY student, staff, and faculty organizers from Rank and File Action, Free CUNY, and CUNY for Abolition and Safety. Panelists will reflect on the contradictions and duality of the public university, considering it as a site where the logics, mechanisms and power of the carceral state and racial capitalism more broadly are reproduced but also, considering the long history and ongoing examples of anti-racist and decolonial struggle, a place of fierce resistance. The format of the workshop will encourage participation and interaction with attendees, fostering the development of connections and analysis across the CUNY system.

**Corinna Mullin** is Adjunct Assistant Professor of Political Science at John Jay College.

**Sofya Aptekar** is Associate Professor of Urban Studies at the School of Labor and Urban Studies.

# CONCURRENT SESSIONS



## CONCURRENT SESSIONS 3

THURSDAY, APRIL 15 | 1:30PM–2:30PM

### CUNY ARCHIVISTS AS FACILITATORS OF LIBERATORY MEMORY WORK

Cynthia Tobar, Bronx Community College; Annie Tummino, Queens College; Obden Mondésir, Queens College

History is not set in stone and archives are not objective repositories of records. Understanding the interpretive role of archives in producing historical narratives will unveil the emerging importance of college archives in co-creating a more equitably informed future. This panel will feature speakers who will discuss how we can accurately and comprehensively document CUNY's legacy of social activism and upward mobility. Annie Tummino and Obden Mondésir will discuss the civil rights archives and SEEK History Project at Queens College, and Cynthia Tobar will discuss *Raising Ourselves Up*, an effort to document the stories of first-generation college students at BCC. In developing these initiatives, the panelists centered participatory and collaborative approaches to archival documentation, working in partnership with students, faculty, staff, and alumni to create rich new collections which highlight the experiences of low-income, immigrant, Jewish, and BIPOC students. Overall, the panelists will discuss the role of archivists as facilitators of liberatory memory work in CUNY.

**Cynthia Tobar** is Head of Archives at Bronx Community College and a visiting Assistant Professor at Pratt Institute. Cynthia has an MLS from Pratt Institute, an MA in Politics from the New School for Social Research and is an EdD doctoral student at Teachers College.

**Annie Tummino** serves as Head of Special Collections and Archives at Queens College. She received her MLIS and Archives Certificate from Queens College in 2010, and MS in Maritime and Naval Studies from SUNY Maritime College in 2020.

**Obden Mondésir** is an Outreach Archivist, Adjunct Lecturer at Queens College and an Oral Historian working at the Weeksville Heritage Center. Obden has a dual MA in Library Science and History from Queens College and is the recipient of a West African Research Center Library Fellowship.

### NO NEUTRAL ACADEMY – HOW STUDENT ACTIVISM LED TO BLACK @ HOSTOS

Kristopher Burrell, Hostos Community College; Diana Kreymer, Hostos Community College; Kathy Taylor, Naugatuck Valley Community College

The murder of George Floyd made a searing and indelible impression on the entire world. In the wake of an international demand for more just systems, during 2020, students at Hostos Community College challenged the institution to take a stand in support and defense of Black Lives. Student leaders voiced their hopes, fears, and demands of the College to ensure that Hostos is an affirming institution for its Black students. Students demanded to be seen, acknowledged, and affirmed. In response, President Daisy Cocco De Filippis spearheaded a working group to address the concerns. From the students' righteous cries, Black @ Hostos was birthed. During this interactive workshop, presenters will share the intentionality behind and sustainability of programming, and the cultivation of a shared understanding of struggles, past and present, as well as the triumphant spirit of a people who continually call for America to live up to its highest ideals.

**Kristopher Bryan Burrell** is Associate Professor of History at Hostos Community College. Dr. Burrell researches and writes about the Black American civil rights movement in New York. He contributed to *The Strange Careers of the Jim Crow North: Segregation and Struggle outside of the South* in 2019.

**Diana Kreymer** is an accomplished higher education professional with a strong background in events, relationship building, project management, technology utilization and customer service. Diana has planned and implemented campus-wide events since 2009 at Hostos Community College. She holds a MPA from Baruch College.

**Kathy K. Taylor** is Professor of Legal Studies at Naugatuck Valley Community College where her real and demonstrated commitment to equity, inclusion, antiracism, and justice flourishes in her role as founding co-chair of both the Center for Racial Dialogue and Communal Transformation and the Social Justice Series.

### IDENTIFYING AND ELIMINATING DISCRIMINATION BASED ON ACCENT OR DIALECT FROM THE CLASSROOM

Eric Conte, Kingsborough Community College; Carlos de Cuba, Kingsborough Community College; Ivana Espinet, Kingsborough Community College; Anna Maria La Franceschina, Kingsborough Community College; Jason Leggett, Kingsborough Community College; Alexandria Mancini, Brooklyn Prep High School; Poppy Slocum, LaGuardia Community College; Laura Spinu, Kingsborough Community College

In this workshop, we will examine linguistic discrimination in the classroom. Conscious or unconscious biases against speakers of “nonstandard” varieties of English are often reflected in our teaching practices, to the detriment of students. Do your syllabus or grading rubrics reference use of “standard English” or “appropriate grammar”? Have you ever deducted points of an assignment due to the presence of linguistic structures that are considered acceptable in a non-standard dialect? If so, what are the consequences for your students? Are there any alternatives? In this workshop, participants will learn about linguistic discrimination and identify ways to move away from approaches that unfairly penalize speakers of “nonstandard” varieties of English without sacrificing academic rigor. Instead, we recommend an asset-based approach which recognizes the value of all language varieties.

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# CONCURRENT SESSIONS



## CONCURRENT SESSIONS 3

THURSDAY, APRIL 15 | 1:30PM–2:30PM

**Carlos de Cuba** has a PhD in Linguistics and an MA in TESOL, both from Stony Brook University. He teaches Speech Communication in the Department of Communications & Performing Arts at Kingsborough Community College. His research interests lie in the areas of theoretical and applied linguistics.

**Eric Conte**, MSpED, is the NYC Men Teach Program Manager at Kingsborough Community College and a Lecturer in the Education Program at KCC.

**Ivana Espinet** is an Assistant Professor at Kingsborough Community College. She is a former project director for CUNY New York State Initiative on Emergent Bilinguals. She is interested in the use of multimodal and collaborative methodologies to learn about emergent bilinguals in school and in out of school programs.

**Anna Maria La Franceschina** is an international student from Italy who pursued her BA in Speech Pathology at Kingsborough Community College and Brooklyn College. Having experienced a wide variety of reactions to her foreign accented speech, she decided to explore listeners' attitudes to accented speech of different types in a perception experiment.

**Jason Leggett** earned a Juris Doctorate from Seattle University with a focus on international human rights. As a law and society scholar his work is primarily focused on rights consciousness, legal mobilization, and culturally responsive pedagogies.

**Alexandria Mancini** is a high school special education teacher at Brooklyn Preparatory High School in Williamsburg. She received her undergraduate degree in Speech Pathology from Temple University and her master's degree in Secondary Special Education from Brooklyn College.

**Poppy Slocum** has her PhD in Linguistics from Stony Brook University. She is an Associate Professor of Communication Studies at LaGuardia Community College, where she is committed to applying sociolinguistic theory to her teaching.

**Laura Spinu** obtained her PhD in Linguistics from the University of Delaware in 2010, and joined the Department of Communications & Performing Arts at Kingsborough Community College in 2017. Her research focuses on bilingual cognition in the context of phonetic and phonological learning and the acoustic characteristics of fricative sounds.

## LAND ACKNOWLEDGEMENTS AND SHARED AUTHORITY: TOWARDS CENTERING INDIGENOUS KNOWLEDGE IN THE CAMPUS COMMUNITY

Kat Griefen, Queensborough Community College & CUNY School of Professional Studies; James Lowry, Queens College; Danyelle Means, Institute of American Indian Arts

This presentation addresses recent activities at Queens College and Queensborough Community College (QCC) which are focused on faculty, student and community engagement around understanding and acknowledging Indigenous survivance. The presenters take the living Land Acknowledgements and engagement with shared authority as it has been practiced in collaboration with the Kupferberg Holocaust Center at QCC as two starting points towards allyship relationships and a centering of Indigenous Knowledge at CUNY. Through this presentation we hope to connect and co-ordinate with other colleagues working on decolonial projects within the CUNY community by sharing information, ideas and resources.

**Kat Griefen** is a faculty member and Program Coordinator for Gallery and Museum Studies at Queensborough Community College. She was recently the Curator-in-Residence at the Kupferberg Holocaust Center. Ms. Griefen also teaches for the CUNY SPS Museum Studies MA program and has lectured in the Women & Gender Studies Department at Rutgers University.

**James Lowry** is director of the Archival Technologies Lab at Queens College, Assistant Professor in the Graduate School of Library and Information Studies, and Honorary Research Fellow at the University of Liverpool. He is editor of the Routledge Studies in Archives book series.

**Danyelle Means** is the Director of Institutional Advancement at the Institute of American Indian Arts. Born on the Rosebud Reservation in South Dakota, Means is a citizen of the Oglala Lakota Nation. For many years she worked at the Smithsonian Institution's National Museum of the American Indian. She has worked with other institutions including Marist College, Pace University, the Peabody Essex Museum, and the Newark Museum. Means was the lead co-curator for *Survivance on Turtle Island: Engaging with Contemporary Native American Art* at the Kupferberg Holocaust Center at Queensborough Community College.

## THE MENTAL HEALTH OF COLLEGE STUDENTS – BEFORE, DURING AND AFTER THE COVID-19 PANDEMIC

Janice Bloomfield-Alves, Medgar Evers College; Tonia Grant, Medgar Evers College; Mabel Korie, Medgar Evers College

The unique challenges faced by college students as it relates to mental health throughout this pandemic, have shined a spotlight on the lack of a comprehensive infrastructure for supporting students. These vulnerabilities are amplified by the fact that the academic pressures of college can cause its own set of issues. The pandemic has created an environment that leads to elevated rates of suicidal ideation, anxiety and depression. The stigma of a positive COVID status may exacerbate risk for harm experienced by students with mental health issues. The systemic flaws highlighted by the pandemic can be addressed from a standpoint that sees the merit in implementing comprehensive reforms.

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# CONCURRENT SESSIONS



## CONCURRENT SESSIONS 3

THURSDAY, APRIL 15 | 1:30PM–2:30PM

Raising awareness about the realities of mental illness among college students is crucial. Offering presentations for students and reimagining all that is possible, will position students for success, and make administrations more capable of helping their students.

**Mabel Korie** is an Assistant Professor at Medgar Evers College, Nursing in August of 2017. She has over twenty years of clinical experience as a nurse and is certified in mental health nursing. Dr. Korie has 10 years of experience educating college students, PhD from Molloy College in Nursing in October 2019.

**Janice Bloomfield-Alves** is an Assistant Professor at Medgar Evers College, Department of Nursing. Dr. Bloomfield-Alves holds a Doctorate in Educational Leadership and has over 25 years of nursing experience working in a variety of specialties, including community health /public health nursing, maternal and child health nursing and nursing education.

**Tonia Grant** is an Assistant Professor of Nursing at Medgar Evers College. She is a Community Health Educator with over 14 years of academia experience. As Family Nurse Practitioner, her focus is on family health and community health both physically and mentally.

### DIVERSITY AND INCLUSION FOR LASTING CHANGE: A NEW PARADIGM FOR BUSINESS EDUCATION FROM INSTRUCTION TO FACULTY HIRING

Paquita Davis-Friday, Baruch College; Kannan Mohan, Baruch College; Mahatapa Palit, Borough of Manhattan Community College; Linda Ridley, Hostos Community College

The Zicklin School of Business has identified three initiatives aligned with our diversity, equity, and inclusion goals. The first is a partnership with the PhD Project to facilitate the development of a pipeline of diverse full-time faculty. The second, the BMCC-Baruch College Business Academy, creates appropriate processes and support structures to facilitate a seamless transition pathway for students in the business administration program at BMCC to complete a BBA degree at the Zicklin School. Finally, to attract more underrepresented students to Zicklin's graduate programs, the Zicklin School would like to partner with select HBCUs to enroll students in its MS Accountancy and Finance degree programs as well as the full-time MBA program. Diverse student recruitment is a step in the right direction. However, considerable research has revealed that there is a gap in the ability of business faculty to teach concepts that fully address racial inequities in the classroom. This dilemma begs the question: Are business faculty complicit in mythologizing business concepts by ignoring historical precedence, due to a practice of white supremacy? Cutting-edge research suggests that business curricula must be demythologized using a symptomatic reading practice. This will allow business faculty to dismantle white supremacy in their pedagogy and classroom management by scrutinizing the history of discrimination and racism in American business.

**Paquita Davis-Friday** is the Senior Associate Dean in the Zicklin School of Business and a professor in the Stan Ross Department of Accountancy. She earned her PhD from the University of Michigan and currently serves on the Board of Pollyanna Inc., a non-profit that helps institutions achieve their diversity, equity and inclusion goals.

**Kannan Mohan** is the interim Associate Dean for Academic Affairs and Innovation and a Professor of Information Systems at the Zicklin School of Business at Baruch College. He has served as the Executive Director of Undergraduate Programs, the area coordinator for the PhD program in Information Systems, and as the interim director of the Center for Teaching and Learning.

**Mahatapa Palit** is the chair of the Business Management department at the Borough of Manhattan Community College. She has research interests in marketing of the arts; educational technology; community colleges and entrepreneurship. She started her career in marketing research and has a PhD in Business Management with a focus on consumer behavior.

**Linda L. Ridley** is on faculty in the Business Department of Hostos Community College and an adjunct business instructor at CUNY's graduate School of Professional Studies. Linda earned her MBA from the College of William and Mary and is pursuing a doctorate in education at St. John's University.

### TOWARDS A SOCIOLOGICAL APPROACH ON AN ANTI-RACIST ACADEMY – SIX PRINCIPLES TO FOSTER DIVERSITY

Jean Eddy Saint Paul, Brooklyn College

The Power of An Antiracist Academy: Reimagining Systems & Structures, considering the current political and intellectual climate, is a very provocative and challenging topic that can be objectively discussed by intellectuals deeply committed to the creation of a better world, beyond void rhetoric. I wonder, how are power relations currently articulated within CUNY? Who dominates who? In the relations 'agents' vs 'structures,' who are those responsible for the maintenance and reproduction of systems that have prevented systemic changes within our public institution? As it is articulated, is CUNY's institutional dynamic compatible with heterogeneity, 'diversalité' and 'pluriversity' of its actors? This proposal attempts to answer those questions while offering an interpretive approach helpful to advance towards the decoloniality of power and knowledge, as well as the demolition of discourses and practices anchored in soft segregation, and systemic and institutional racism.

**Jean Eddy Saint Paul**, PhD in Sociology, is a tenured full Professor of Sociology at Brooklyn College where he founded & directed the Haitian Studies Institute. His newest book is *Between Two Worlds: Jean Price-Mars, Haiti, and Africa* (Lanham, MD: Lexington Books, 2018).



# CONCURRENT SESSIONS



## CONCURRENT SESSIONS 4

THURSDAY, APRIL 15 | 2:45PM–3:45PM

### TRANSLINGUAL APPROACHES TO TEACHING WRITING AS ANTIRACIST PEDAGOGY

Andrew Heerah, York College; Marina Paleny, New Visions Charter High School for Humanities; Missy Watson, City College of New York

As three teachers working to challenge systemic racism in adopting a translanguing approach, we have experienced in our classrooms various degrees of success and failure. In addition to facing a barrage of constraints, including institutional expectations of and policies about student writing, we continue to struggle to chip away at racialized attitudes that are held about language much less adequately dismantle the racist practices and systems in which we participate. In this panel, we examine the affordances, challenges, and limitations of working to challenge dominant attitudes about language held by students. While the classroom is the only or even ideal space to combat racism, we believe we, as teachers of writing, can and should work to combat raciolinguistic ideologies in the classroom and beyond. This panel provides three different pedagogical accounts showcasing strategies for antiracist translanguing pedagogy.

**Andrew Heerah**, graduate of the Language and Literacy program at City College, is an adjunct instructor at York College. He teaches freshman composition and bases his teaching philosophies off of anti-discriminatory practices. He focuses on raising intersectional awareness through race, gender and language theory in bridging differences amongst students.

**Marina Paleny**, graduate of the MA in Language and Literacy at City College, teaches high school English composition in the Bronx. She focuses on bringing about equity in the secondary classroom, as well as awareness around crucial sociopolitical issues such as mass incarceration and the metrics of academic achievement.

**Missy Watson** is assistant professor at City College where she teaches undergraduate composition and graduate courses in composition pedagogy, language, literacy, and linguistics. Her research lies at the intersection of composition and second-language writing and revolves around seeking social and racial justice.

### WOC ORGANIZING AND COLLECTIVES – LEHMAN ENVISION ARC'S TRANSFORMATIVE PRACTICES THROUGH SOLIDARITY AND SISTERHOOD

Evelyn Durán Urrea, Lehman College; Olivia Moy, Lehman College; Sarah Ohmer, Lehman College; Mary Phillips, Lehman College

In her essay, Audre Lorde “The Transformation of Silence into Language and Action,” Audre Lorde asks, “What are the words you do not have? What do you need to say? What are the tyrannies you swallow day by day and attempt to make your own, until you will sicken and die of them, still in silence? ...Because I am myself — a Black woman warrior poet doing my work — come to ask you, are you doing yours?” This panel features the work of four women of color, all junior faculty and organizing members of Lehman Envision ARC — a coalition of faculty and students working toward an anti-racist university attuned to the community of scholars it serves in the Bronx. Each presentation demonstrates the importance behind women of color organizing together: they create the solidarity and support necessary to thrive and survive not otherwise offered by the university. LEA serves as a platform to envision a college campus that demands equity for its students, faculty, and staff, free of hierarchical divides and injustices. It represents the grassroots formation of a university community unto ourselves, providing resources in lack, including: mentorship, interdisciplinary promotion of one another’s research, collaborative grant writing, curriculum design, and Union and OMBUDS representation for and by us. The members of this collective offer one another support and energy that the university & college, due to systems of structural racism, have failed to provide.

**Evelyn Durán Urrea** received her MA in Hispanic Linguistics from the University of Arizona. She completed her PhD coursework in Hispanic Linguistics in the University of New Mexico until she moved to Penn State to continue her dissertation research on Spanish-English code-switching and received her PhD in Hispanic Linguistics from Penn State University in 2012. Her research interests include bilingualism, Spanish-English code-switching, and Spanish as a heritage language. She has been teaching and supervising Heritage Spanish courses at the undergraduate level since 2002. Her most recent research has focused on assessment and placement of heritage and second language learners of Spanish at the college level, practices in the foreign language classroom; specifically, a pedagogical model for the learning of Spanish as a Heritage Language based on the Flipped Classroom approach and Open Educational Resources initiatives.

**Sarah Ohmer** is Assistant Professor of Latin American and Latino Studies, African American Studies, and Women’s Studies at Lehman College in the Bronx, NY, and editorial board member of Women’s Studies Quarterly journal, Ohmer’s research focuses on the intersection of gender, race, class and trauma in literature by Black Women from Cuba, Brazil, in comparison with US African American, Afro-Latinx and Latinx communities. Her interdisciplinary work includes trauma studies, critical ethnic studies, literary analysis and cultural studies. Dr. Ohmer teaches classes Literature of the Caribbean LAC/LTS 214 cross-listed with AAS, Black Feminisms AAS/WST 346 cross-listed with LTS/LAC, Black Brazil LAC/AAS 300, Who Are Afro-Latinx - a History course for the Honors College, and will soon offer Afro-Latin American Literatures for LAC/AAS.

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# CONCURRENT SESSIONS



## CONCURRENT SESSIONS 4

THURSDAY, APRIL 15 | 2:45PM–3:45PM

**Olivia Loksing Moy** is assistant professor of English at Lehman College where she specializes in nineteenth-century British literature. She also serves as faculty on the (Dis)ability Studies minor, faculty advisor for the Lehman LGBTQ+ Alliance, and director of The CUNY Rare Book Scholars. Professor Moy is Director of the English Honors Program (EHP) and Associate Director of the Lehman Scholars Program (LSP) and Macaulay Honors College (MHC). Moy was named a 2019 Nancy Weiss Malkiel Scholar by the Institute for Citizens & Scholars (formerly the Woodrow Wilson Foundation) and is the recipient of a Carl H. Pforzheimer, Jr. research grant from the Keats-Shelley Association of America. She serves as Vice President of the Northeast Victorian Studies Association (NVSA). Along with Dhipinder Walia, she is co-organizer of the Activism in Academia Symposia and, with Lise Esdaile, co-coordinates the 2019 “Adjuncts in Action and Dialogue” series (Activism in Academia IV).

**Mary Phillips** is a proud native of Detroit, Michigan. She is an Associate Professor of Africana Studies at Lehman College. Her interdisciplinary research agenda focuses on race and gender in post-1945 social movements and the carceral state. Her research areas include the Modern Black Freedom Struggle, Black Feminism, and Black Power Studies. Currently she is working on her book manuscript, *Sister Love: Ericka Huggins, Spiritual Activism, and the Black Panther Party* which is under contract with New York University Press’ Black Power Series. *Sister Love* is both a critical study and a biography. It historicizes women’s prison organizing, resistance, and collision with law enforcement with critical attention to the life of Black Panther Party veteran, Ericka Huggins, one of the longest-serving women members in the organization.

### OPPRESSION 101 – A FRAMEWORK FOR DISMANTLING RACISM & SEXISM

Caryn Davis, New York City College of Technology; Razan Ikhmais, New York City College of Technology; Eman Jamma, New York City College of Technology; Tania Rahman, New York City College of Technology; Mohammad Rishidi, New York City College of Technology; Carolina Rodriguez, New York City College of Technology

Immigrant students from diverse countries, and experiences can be shocked at the racism and sexism they encounter in curricula, and in their lives in New York City, especially if they have not learned about these issues in their first country. Therefore, a framework that provides information and perspective built on student’s personal experiences helps them prepare for their academic texts, critical analysis, and writing. Furthermore, with increased confidence, students are more likely to contribute to dismantling racism and sexism in their personal lives and their communities. Join former CUNY Language Immersion Program (CLIP) students, and their instructor, Caryn T. Davis, in this interactive workshop which they have presented at ESOL conferences and graduate classes in New York City.

**Caryn** received her undergraduate degree from Hunter’s CUNY BA and a Masters in TESOL from the New School. The New York Times honored her as an ESOL Teacher of the Year, and the NYC Literacy Assistance Center awarded her the Literacy Recognition Award.

**Razan Ikhmais** is a 25-year-old Palestinian Jordanian artist. She received her AA from New York City College of Technology this year, with a major in Communications Design.

**Eman Jamma** is from Sudan and immigrated to New York City in 2016. To develop health access in her own community while she learns what she is capable of as a woman, she studies Health Science at SUNY Broome College. She also plans on becoming a professional writer.

**Tania Rahman** is 19 years old and was born in Bangladesh. Her first language is Bengali. She is currently a Nursing major at New York City College of Technology.

**Mohammad Rishidi** was born in Baghlan, Afghanistan, and moved to New York City three years ago. His first language is Pashto and he also speaks Farsi, Urdu and English. He studied law and political science in Afghanistan and likes to read biographies of political leaders.

**Carolina Rodriguez** was born in the Dominican Republic and immigrated to the US in 2016. She joined CLIP City Tech for a year and has developed her confidence in public speaking by presenting Oppression 101. She holds a degree in Accounting from the Dominican Republic and studies at BMCC, majoring in Business.

### TOOLS FOR EMPOWERING TRANS AND GENDER NON-CONFORMING STUDENTS IN CUNY’S CLASSROOMS

Spring Cooper, CUNY School of Public Health; Raz Edwards, CUNY School of Public Health

Transgender and gender non-conforming (TGNC) students deserve safe learning environments. In this workshop, participants will explore personal and societal biases that may negatively affect the learning experiences of their TGNC students. Working with other faculty and staff, participants will co-create tools they can bring back to their classrooms and campuses to include and empower TGNC students. This presentation is a result of a collaborative project beginning when Raz Edwards was a student in Dr. Spring Cooper’s class. Participants will receive informational media materials developed through this classroom experience.

**Spring Cooper** (pronouns: she or they series) is an Associate Professor at CUNY School of Public Health, specializing in sexuality and sexual health. Her advocacy efforts include: promoting vaccination, raising awareness and decreasing stigma around cyber sexual assault, and working on issues of diversity and inclusivity.

**Raz Edwards** (pronouns: they/them) is a recent graduate of CUNY School of Public Health and an emerging leader in trans health policy research and advocacy.



# CONCURRENT SESSIONS



## CONCURRENT SESSIONS 4

THURSDAY, APRIL 15 | 2:45PM–3:45PM

### SUPPORTING CUNY STUDENTS OF COLOR WHO EXPERIENCE FOOD INSECURITY AND SOCIOECONOMIC MICROAGGRESSIONS

Aurora Cayetano, Lehman College; Jazmin Guerrero, Lehman College; Grace Miele, Lehman College; Amanda Sisselman, Lehman College; Ilyana Sori, Lehman College

We will present preliminary findings on the association of socioeconomic discrimination and depression among young people of color in NYC. People of color and those living in poverty are especially vulnerable to discrimination and microaggressions, particularly when multiple identities intersect with one another. Data were collected from 317 CUNY Freshman (average age 18 years old, majority reported household incomes below \$50,000 per family unit, 98% of the participants were students of color) from CUNY campuses in Brooklyn, Bronx, Queens, and Manhattan. Socioeconomic microaggressions were associated with depression, somatic complaints, and difficulty concentrating. Participants who were food insecure reported more experiences of socioeconomic microaggressions, depression, and difficulty concentrating. We will present findings and lead an open discussion about potential implications surrounding SES microaggressions for CUNY students, including but not limited to social mobility, needs for support, and the intersectionality of discrimination for CUNY students of color who are also food insecure.

**Aurora Cayetano**, BSW is an undergraduate research assistant and is currently applying to MSW programs in NYC. She has been with Dr. Sisselman-Borgia's research team since Fall of 2019.

**Jazmin Guerrero** is an undergraduate research assistant and is pre-med at Lehman College. Jazmin will graduate with her BA in December of 2021. She has been a part of Dr. Sisselman-Borgia's research team since August of 2020.

**Grace Miele**, BSW is a graduate research assistant and is currently in the final year of Lehman College's MSW program. Grace has been Dr. Sisselman-Borgia's research team since Fall of 2019.

**Dr. Sisselman-Borgia** is an Assistant Professor in social work at Lehman investigating the impact of trauma and discrimination based on race, SES, and homelessness on at-risk and homeless youth. She works with student research assistants in all of her research projects and chairs the Lehman College Student Research Advisory Board.

**Ilyana Sori** is a graduate research assistant and also in the final year of Lehman College's MSW program. Ilyana has been part of Dr. Sisselman-Borgia's research team since August of 2020.

### THE ILLUSION OF INCLUSION: SCHOLARS NAVIGATING THE INTERSECTIONALITY OF RECRUITMENT, TENURE & PROMOTION

Jermaine Monk, Lehman College; Miguel Angel Rodriguez, Graduate Center; Anahí Viladrich, Queens College

National statistics are clear—historically, the academy has long been made up of mostly white men and women. Approximately six percent of full-time faculty at flagship universities is currently Black or Latino; the numbers specific to Black and Latino male faculty are even more abysmal and represent less than three percent. Members of underrepresented groups (including faculty of color) are desperately needed in higher education not just to increase representation, but also to act as role models for the next generation of students and professionals. Panelists will examine faculty recruitment and retention through a gendered and intersectional lens that considers the intertwining role of race, gender and immigrant status in shaping academic careers. The challenges experienced by racial and ethnic minorities in seeking tenure and promotion will also be discussed, including the most common fears and myths that are often institutionally reproduced. The critical role of mentoring and peer support will also be addressed toward truthfully cultivating diversity and inclusiveness in academia.

**Jermaine J. Monk**, PhD, is an Assistant Professor in the Department of Social Work at Lehman College. Dr. Monk earned his BA, MA and PhD in Urban Studies from Rutgers, The State University of New Jersey. He received an MSW from Temple University and an MA in Theological Studies from LaSalle University.

**Miguel Angel Rodriguez**, LMSW, obtained his BA and MSW at Lehman College. Miguel is second year doctoral student at the CUNY Graduate Center within the Social Welfare Department. Miguel's research interests include: Youth engaging in community organizing, education policy, restorative justice, and Black male mentorship in academia.

A native of Argentina, **Anahí Viladrich** is an interdisciplinary social science scholar whose work focuses on international migration and health disparities. Currently a Full Professor at Queens College, the Graduate Center, and the Graduate School of Public Health and Health Policy, for the past seven years Viladrich has been a mentor for the Faculty Fellowship Publication Program at CUNY.

# CONCURRENT SESSIONS



## CONCURRENT SESSIONS 4

THURSDAY, APRIL 15 | 2:45PM–3:45PM

### **BELONGING AND NONBELONGING – STAKEHOLDER PERCEPTIONS OF AN INCLUSIVE HIGHER ED MODEL AT CUNY**

Christopher Rosa, CUNY Central Office; Carrie Shockley, CUNY Central Office & CUNY School of Professional Studies

CUNY Unlimited, an inclusive model for students with intellectual disabilities (ID), opens educational and career opportunities for citizens typically denied access to college. “Belonging” is thought to be particularly important to the success of student communities that have historically under-participated in higher education (Hurtado & Carter, 1997; Strayhorn, 2012). Yet, little is known about perceptions of belonging by this student group. Understanding belonging by students with ID, and other stakeholders, allows faculty, program designers, and administrators to grow best practices, programs, processes and systems that support inclusion in higher education. Quantitative and qualitative data collected over five years was analyzed using student affairs, inclusion and adult learning frameworks. Findings identified artifacts of belonging, as described by these various groups, that are used in the construction of belonging, whereas language highlights symbols of belonging and systems that emphasize nonbelonging. Recommendations for how to resolve systemic barriers to inclusion will be discussed.

**AVC Rosa** is responsible for promoting full participation in University life for student communities historically underrepresented at CUNY. He also holds national leadership roles for organizations that promote access and wellness for Americans with Disabilities. Dr. Rosa served as Interim Vice Chancellor and Assistant Dean for Student Affairs at CUNY.

**Dr. Shockley**, from Student Inclusion Initiatives, oversees the University’s programming which supports students with disabilities, and is the central office liaison to the CUNY campus offices of accessibility. As Institute Director, she maintain a series of workforce development programs for incumbent workers employed in the health and human services sector.

# CONCURRENT SESSIONS



## CONCURRENT SESSIONS 5

FRIDAY, APRIL 16 | 9:10AM–10:10AM

### DIVERSITY (PSYCHOLOGICAL) SCIENCE INITIATIVE – PURPOSE, IMPLEMENTATION, AND EVALUATION

Sydney Baker, Graduate Center; Gabriela Rico, Graduate Center; D. Gina Sissoko, Graduate Center; Therese Todd, Graduate Center; Philip Yanos, John Jay College of Criminal Justice

Students across Graduate Center (GC) psychology programs have elucidated a need for more diversity science training, reflecting the lack of comprehensive inclusion of diversity science in psychology more broadly. Diversity science employs unique theories, methods, and modes of analysis to address problems through a human diversity and social justice lens. In response to these needs, we developed the Diversity Science Initiative (DSI), a collaborative faculty-sponsored and student-led program that provides students and faculty with space and resources to produce high quality diversity (psychological) science research. The DSI employs bi-monthly meetings, which consist of expert panel discussions on different topics of diversity science as well as direct student support, which may include student research consultations or training workshops. Evaluation of the program and recommendations for implementation of similar initiatives will be discussed.

**Sydney Baker**, MA, is a doctoral student in the Graduate Center's clinical psychology program at John Jay College. Her research is aimed at understanding how juvenile justice system procedures, such as interrogation and plea bargaining, can be improved to more accurately reflect adolescent development.

**Gabriela Rico**, BA, is a doctoral student of Psychology and Law at John Jay College. Her research examines the causes and consequences of wrongful convictions, focusing on how unreliable evidence is produced (i.e., false confessions and jailhouse informant testimony) and how fact-finders evaluate and use such evidence in decision-making.

**D. Gina Sissoko**, MA, is a doctoral student in clinical psychology at CUNY and a Ford and NSF Predoctoral Fellow. She is the chair and founder of the DSI. Her research focuses on the effects of structural oppression, race-related stress, and trauma on Black women's mental health and criminal legal involvement.

**Therese Todd**, MA, is a clinical psychology doctoral student at John Jay College through the Graduate Center. She is a recipient of the National Science Foundation Graduate Research Fellowship. Her research focuses on mental health disparities in the criminal legal system, particularly related to police interactions with persons with mental illness.

**Philip T. Yanos**, PhD, is a Professor of Psychology at John Jay College. He is an Associate Editor for the journal *Stigma and Health*, and the Director of Clinical Training for the clinical psychology PhD program at John Jay College and the Graduate Center.

### DIVERSITY, EQUITY AND INCLUSION AT MACAULAY

Lisa Brundage, Macaulay Honors College; Gianina Chrisman, Macaulay Honors College; William Lung, Macaulay Honors College; Kelly O'Donnell, Macaulay Honors College; Elizabeth Reis, Macaulay Honors College; Benjamin Ross, Macaulay Honors College

In 2020, amidst rising national tensions regarding race, and facing pressure from our student community, Macaulay Honors College embarked on an effort to understand and confront racism within the college's hierarchy, policies, and curricula. The Dean of the College convened a task force to hire an independent diversity, equity, and inclusion (DEI) consultant. Simultaneously, faculty are bringing DEI principles into our required seminars as well as our upper-division courses. These reforms are being undertaken with the growing understanding that we, however well-informed and well-intentioned, are limited in our capacity to ask the right questions, perceive solutions for our unique and complex college structure, or implement interventions with far-reaching effects. Our presentation will offer an in-depth and candid discussion of the challenges and successes of this ongoing process, inviting feedback and reflections from participants

**Dr. Brundage** supports integration of academic technology into seminars, and digital project development. She holds a PhD in English from the Graduate Center, focusing on race, sexuality, and motherhood in interwar literature. She is on the doctoral faculty of the Graduate Center's Interactive Technology and Pedagogy Certificate Program.

**Gianina Chrisman** leads the college's efforts to match Macaulay students with high-level internships and research positions. She received her BA from Hunter in Psychology and English Literature, her MEd in Higher Education Administration from Baruch and an Advanced Certificate in Disability Studies from SPS.

**William Lung** received his MFA in Creative Writing from CCNY, and teaches composition, creative writing, and speech. He has been a fiction fellow at the Lambda Literary Foundation's Writers Retreat, a BRIO grant winner, a two-time recipient of the Stark Short Fiction Prize, and received the Norman Kelvin Teacher-Writer Award.

**Dr. O'Donnell** oversees scientific programming and academics for Macaulay. With an interdisciplinary team, she developed the curriculum for *Science Forward*, a course based on active student participation in science. She holds a PhD in Ecology and Evolution from Stony Brook University and a BS in Biology from Cornell University.

**Elizabeth Reis** is a professor of gender and medical ethics at the Macaulay Honors College. She is the author of *Bodies in Doubt: An American History of Intersex and Damned Women: Sinners and Witches in Puritan New England*. She also serves on the ethics committee at NY Presbyterian Weill Cornell.

**Benjamin Ross** is Honors Advisor Liaison and directly advises students on multiple Macaulay partner campuses. He also coordinates advisement initiatives across Macaulay, and liaises with graduate programs. He holds a BA from Rutgers University and an MS in Psychological Counseling from Monmouth University.

# CONCURRENT SESSIONS



## CONCURRENT SESSIONS 5

FRIDAY, APRIL 16 | 9:10AM–10:10AM

### “THEN WE REALIZED OUR POWER” – THE PAST, PRESENT AND FUTURES OF ETHNIC STUDIES AT CUNY, PART 2, FUTURE AND POSSIBILITIES

José Higuera López, Lehman College; Vivian Louie, Hunter College; Jean Eddy Saint Paul, Brooklyn College; Victoria Stone-Cadena, Graduate Center; Linta Varghese, Borough of Manhattan Community College

Newer programs and centers in Ethnic Studies have formed as the population of New York City and the United States have changed drastically in the last half century. This second roundtable on Ethnic Studies @ CUNY turns our attention to Ethnic Studies institutions at CUNY that were established after the 1980s or centered particular nationalities. These include the Haitian Studies Institute at Brooklyn College, the CUNY Mexican Studies Institute at Lehman College, the Center for Latin American, Caribbean and Latino Studies at the CUNY Grad Center, The Black Studies Program at City College, The DuBois Bunche Center for Public Policy at Medgar Evers College and the Asian American Studies Program and Center at Hunter College. Each CUNY Ethnic Studies institution has a rich history and continues to engage new sites of racialization and inequality, and new theoretical frames.

**Higuera López** is the Deputy Director of the CUNY Mexican Studies Institute. Before joining the CUNY MSI, he was a professor at the School of Languages and of the School of Pedagogy and Educational Innovation at the Autonomous University of Baja California.

**Dr. Louie** is the Director of the Asian American Studies Center and Program and Professor of Urban Policy and Planning. Her research has focused on factors that shape success along the educational pipeline among immigrants and the children of immigrants.

**Dr. Saint Paul** is the founding director of the CUNY Haitian Studies Institute. His geographic focus is Latin America and the Caribbean, particularly Haiti and Mexico. His work focuses on civic society; political sociology of the Haitian state and ruling class; and the intersection between politics and religion

**Dr. Stone-Cadena** is the Associate Director and Research Assistant Professor at the Center for Latin American, Caribbean, and Latino Studies. Her research interests include race, indigeneity, and intersectional identities among Latin@ communities, as well as migration and (im)mobility throughout the Americas.

**Dr. Varghese** is an Assistant Professor of Asian and Asian American Studies in the Department of Ethnic Studies at the Borough of Manhattan Community College. Her areas of research include the South Asian Diaspora in the United States and gender, labor and paid domestic work.

### REVOLUTIONIZING HIGHER EDUCATION – STUDENT-CENTERED TEACHING AND LEARNING

Cathy Davidson, Graduate Center; Shelly Eversley, Baruch College; Christina Katopodis, Graduate Center; Khanh Le, Graduate Center

Together, we share a commitment to revolutionizing higher education. We believe a more just future depends on our collective work to create equitable and flexible learning environments that empower students. Our interactive panel, inspired by our collaborations within the Mellon-funded, CUNY initiative, Transformative Learning in the Humanities, will explore student-centered approaches to teaching and learning that dismantle racism and the hierarchal structures that support it. Our presentations on pedagogy argue for engaged learning that equips students with the tools they need to become lifelong learners, prepared to think critically, creatively, and proactively in their lives within and beyond the classroom. We contend this turn in pedagogical practice must take place in public education, where most BIPOC and working-class students study. CUNY—the nation’s largest and most diverse public urban university should lead this pedagogical revolution.

**Cathy N. Davidson** is Faculty Director and Head of Pedagogical Design of Transformative Learning in the Humanities (TLH), a CUNY initiative supported by the Andrew W. Mellon Foundation. She is Distinguished Professor of English and in the MA in Digital Humanities and MS in Data Analysis and Visualization at the Graduate Center, CUNY. She is Founding Director of the Futures Initiative, a program dedicated to advancing equity and innovation in higher education. She recently served as keynote speaker and panelist at the Nobel Prize Committee’s Forum on the Future of Learning in Santiago, Chile and has won many grants and fellowships over her career including from the National Science Foundation, National Endowment for the Humanities, Woodrow Wilson, Guggenheim, Mellon, and MacArthur Foundations.

**Shelly Eversley**, Faculty Director of TLH is Provost Fellow and Interim Chair of Black and Latino Studies at Baruch College. She has recently served as Academic Director of the City University of New York’s Faculty Fellowship Publication Program and is Founder of equalityarchive, an open educational resource on gender equality. She is the author several scholarly and books essays on literature, race, and culture, and is completing new book titled “The Practice of Blackness: Cold War Surveillance, Censorship, and African American Literary Survival.” She has won fellowships and grants from the National Endowment for the Humanities, Kluge, and Mellon Foundations.

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**Khanh Le** is Assistant Director of TLH. He is a scholar of language, race, refugee, and trauma studies. His most recent publication, “The Language Warriors: Transcending Ideologies on Bilingualism in Education,” is co-authored with Lara Alonso. He has also co-authored book chapters with Ofelia García, Gladys Aponte, and Ivana Espinet, published in the edited volumes: *Translanguaging and Transformative Teaching for Emergent Bilingual Students* and *The Routledge Handbook of Translation and Education*. He is the recipient of the Graduate Center Fellowship, the Advanced Research Collaborative Grant, and the Fulbright Hays.

**Christina Katopodis** is Executive Director of TLH. She is the co-author with Cathy N. Davidson of the forthcoming book, “Transforming Every Classroom: A Practical Guide” (under contract to Harvard University Press). She won the Diana Colbert Innovative Teaching Prize, for her early American Literature survey course in which students co-created the syllabus. She manages the “Progressive Pedagogy Group” on HASTAC.org, which features a live crowd-sourced bibliography of readings about critical pedagogy. Her work has been supported by the Ralph Waldo Emerson Society and the National Science Foundation.

### THROUGH THE LOOKING GLASS – MITIGATING THE EFFECTS OF STEREOTYPE THREAT

Anabelle Andon, CUNY School of Medicine; Lynn Hernandez, CUNY School of Medicine

Stereotype threat is “the threat of being viewed through the lens of a negative stereotype or the fear of doing something that would inadvertently confirm that stereotype” (Steele & Aronson, 1995). Research suggests that when students are in performance situations with the potential to activate this “threat”, stress levels may increase, working memory may be reduced, capacity to focus on the task may be lessened, performance may be impaired, and/or sense of belonging in a chosen field may be reduced. Stereotype threat can affect anyone, depending on the context, but students who identify with groups that are underrepresented in a field or institution may be especially vulnerable to its effects. In this workshop, we will define stereotype threat, review the science behind it, identify triggers that may activate this threat, and identity and practice empirically supported strategies to defuse the impact of stereotype threat to foster an equitable learning environment.

**Anabelle Andon**, PhD Education, is currently Clinical Faculty and the Co-Director of the Learning Resource Center at the CUNY School of Medicine.

**Lynn Hernandez**, PhD is the Assistant Dean for Diversity and Inclusion and Associate Professor of Community Health and Social Medicine at the CUNY School of Medicine. She received her doctoral degree in developmental psychology from Florida International University and completed her postdoctoral training at Brown University’s School of Public Health.

### FRAMING SYSTEMIC INJUSTICES AFFECTING MINORITY AND IMMIGRANT STUDENTS AT CUNY AS PUBLIC HEALTH ISSUES, THROUGH A FIRST-YEAR WRITING EXPERIENCE

Keba Sylla, Queensborough Community College; Katie Winkelstein-Duveneck, Hunter College & Guttman Community College; Margaret (Maggie) Attaway, Hunter College; Thais Taveras, Hunter College

Our panel presents a research assignment that invites first-year composition students to reframe social issues, including racism and other systems of oppression, as public health issues. Two Hunter College students present their research on police brutality and diagnostic overshadowing as public health issues. Then this panel continues to examine the negative consequences of the COVID 19 Pandemic on many CUNY (QCC) students and their families. The historical disadvantages that plagued many minority and immigrant communities were exacerbated when the COVID 19 Pandemic hit the USA and the State of New York. Finally, we highlight the increased struggle of these families to provide housing, food and transportation for their families.

**Keba Sylla** has a PhD in Public Administration and MA in Criminal Justice Studies. At QCC, he has taught Criminal Justice courses and Research Methods courses since 2019.

**Katie Winkelstein-Duveneck** teaches composition and Rhetoric of Disability and Illness at Hunter College, and has taught literature and Prisons, Hospitals, and the Problems of Institutionalization (capstone seminar) at Guttman Community College. She teaches creative writing workshops in venues including a shelter, an addiction recovery program, and the Frick Estate Lectures.

**Thais Taveras** is a sophomore at Hunter College and although she doesn’t have a major yet her interests reside within law. While working at a Realty Law Firm aside from attending classes she learns the everyday life of being an attorney and what it’s like working inside of the workforce.

**Margaret (Maggie) Attaway** is a freshman at Hunter College in the Honors Nursing Scholars Program. Her main interests lie in intersectional health equity and structural stigma within the healthcare field, with a specific focus on disability, race, and LGBTQ+ issues.



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FRIDAY, APRIL 16 | 9:10AM–10:10AM

### STUDENTS' REIMAGINING SELVES – DEVELOPING ACTIVIST AGENDAS TOWARDS EQUITABLE FUTURES

John Discon, Baruch College; Taisha Pavlica, John Jay College of Criminal Justice; Dušana Podlucká, LaGuardia Community College; Pamela Polanco, LaGuardia Community College

This panel illustrates implementation of the transformative, inclusive and anti-ableist pedagogy that promotes equity, diversity and inclusion in the classroom and beyond. The three former LaGuardia CC students will share the highlights of their social psychology course project in which they explored personal struggles for inclusion and equitable futures for themselves and members of their communities. Drawing on the critical social psychology perspective that approaches the self as a socially, culturally, historically, and spatially constructed process of engagement in social relationships and practices, students analyze the personal stories of conforming, negotiating, or resisting the institutional dominant discourses and social practices locating people in various oppressed intersecting positions of gender, class, sexuality, race, ethnicity, ability, immigration status, age, or other social categories. The students illustrate developing counter discourses that oppose oppressive and discriminatory dominant discourses and practices and explore positions of the agency and reimagined selves. The panelists will also reflect on the role of knowledge in promoting social justice and consider their contributions to the field of critical social psychology while developing their own activist agendas.

**Dušana** is an associate professor at LaGuardia CC where she teaches psychology. Drawing on Vygotskian cultural-historical approach and disability studies, her research focuses on the dynamic relationship between learning, development and disability. She founded and supervises LaGuardia's Disability Research Group.

**John Discon** is a LaGuardia Community College alumnus, currently attending Baruch College pursuing a BA in psychology. He intends to travel and study abroad where he plans to focus on social psychology from Marxist perspective.

**Taisha Pavlica** is a LaGuardia Community College alumnus, currently pursuing a graduate degree in Forensic Psychology at John Jay College, CUNY. Drawing on the works of Cleckley and Hare, she hopes to pursue research into psychopathy in adolescents. At the end of her academic pursuits, she aspires to work for the Federal Bureau of Investigation.

**Pamela Polanco** is a part-time student at Laguardia Community College majoring in psychology. She is a member of the Phi Theta Kappa honor society and Disability Research Group at LaGCC. She plans to pursue her BA in clinical psychology while working full-time in the medical field. Advocating for mental health is one of her professional goals.

### CENTERING, TEACHING, AND LEARNING FROM THE NARRATIVES OF BLACK WOMEN SCHOLARS

Gillian Bayne, Lehman College; Shenique Davis, Borough of Manhattan Community College

Touted as the most educated demographic group in the US, Black women represent a mere 3 percent of faculty, inclusive of all ranks. To address the underrepresentation of Black women scholars, higher education institutions must do more than "open the door" and increase the racial and ethnic makeup of its ranks. Recruiting, hiring, retaining and supporting Black women scholars will require universities to center their voices, address and dismantle substantive structural barriers, and more specifically, acknowledge how the multiple identities (i.e., race, class and gender) of Black women intersect to create multiple oppressions, in and out of the classroom. Relying on the HistoryMakers Digital Archive and contemporary case studies, we analyze the educational experiences of Black women scholars, primarily in STEM and social sciences. Emergent themes detailing HistoryMakers' means of support, culture, and impactful experiences can inform tangible, institutional recommendations to reimagine and cultivate a more equitable and accessible academy.

**Gillian Bayne** is Associate Professor of Science Education at Lehman College. Her research involves utilizing student voice and coteaching to improve teaching and learning, examining trajectories of underrepresented scientists of color, and addressing equity issues in STEM. Another focus involves leadership qualities and experiences of Ethiopian professional women in STEM.

**Shenique Davis**, PhD, is an Assistant Professor in the Criminal Justice Program at the Borough of Manhattan Community College, where she co-chairs the Race, Equity, and Inclusion Committee. She is committed to advancing social and racial justice, translating research to practice and policy, and teaching and learning beyond the classroom.



# CONCURRENT SESSIONS



## CONCURRENT SESSIONS 6

FRIDAY, APRIL 16 | 10:15AM–11:15AM

### PROMOTING EQUITY, DIVERSITY AND INCLUSION IN ACADEMIC PROGRAMS – A DEEP DIVE INTO A YOUTH STUDIES PROGRAM'S SUCCESSES, CHALLENGES & NEW DIRECTIONS

Matthew Conlin, CUNY School of Professional Studies; Chanira Rojas, CUNY School of Professional Studies; Sarah Zeller-Berkman, CUNY School of Professional Studies

The Youth Studies Program at CUNY's School of Professional Studies is known for having a social justice oriented approach to Youth Development; a faculty that is majority professors of color, with strong gender and sexuality diversity; and an explicit strategy to promote equity for/with our students. We also have some major blind spots. Join the director of Youth Studies Programs, an alumnus/program coordinator and a current student/professor in Disability Studies as we discuss ableism and equity. This workshop will incorporate interactive conversations, dilemmas of practice scenarios, and sample syllabi to illuminate promising practices, missteps, and course corrections.

**Matthew Conlin**, is an assistant in the Disability Studies Program, a student in the Youth Studies MA and a professor in the Disability Studies Program.

**Chanira Rojas**, MA in Youth Studies, is the Program Coordinator for Youth Studies Programs at the CUNY School of Professional Studies. She has over a decade of experience working in the field of Youth Development.

**Sarah Zeller-Berkman**, PhD is the academic director of the Youth Studies Program at the CUNY School of Professional Studies and director of The Intergenerational Change Initiative. At CUNY SPS, she oversees the MA and Advanced Certificate in Youth Studies programs and directs the Intergenerational Change Initiative (ICI), a youth participatory action research project involving mobile tech and participatory policy making. Trained in Social-Personality Psychology at the Graduate Center, Dr. Zeller-Berkman has spent the last two decades as a practitioner, researcher, evaluator, and capacity-builder in the field of youth and community development.

### CULTIVATING COMMUNITIES OF CARE THROUGH ACTION RESEARCH

Celeste Abramowitz, Queensborough Community College; Justin Allen, Queensborough Community College; Joseph Distl IV, Queensborough Community College; Geovanny Guzman, Queensborough Community College; Kristopher Harris, Queensborough Community College; Jess Kreisler, Queensborough Community College; Phylisha Louis, Queensborough Community College; Ksenia Volynkina, Queensborough Community College; Yineng Ye, Queensborough Community College; Heather Huggins, Queensborough Community College

This interactive workshop offers a glimpse into an ongoing action research community at Queensborough Community College where participants practice Social Presencing Theater; SPT uses simple body-based exercises to awaken our capacity to sense, discern, and initiate. Workshop attendees are invited to practice and dialogue with the student and alumni participants, while learning about the struggles and successes of sustaining an iterative process on campus. We will include tangible examples from our social change process, from a student's first-person experience of the transformation of everyday life, to ensemble transformation on identity, power, and privilege, and student-initiated programming via a workshop on empathy to action. We aspire to re-cultivate care in our relationships within the academy. Through each delicate gesture of our attention, we revitalize empathy and intuition, developing our capacity to generate space for engaging in difficult conversations, untangling wicked problems, and co-creating open futures.

**Celeste Abramowitz** (QCC) – Celeste is a Puerto Rican and Jewish theatre artist. She wishes to express herself and have a moment with the audience in that very theatre. The experience of ma, and the atmosphere that is created between the performer and audience, is what she is trying to express and pass on to others.

**Justin Allen** (QCC graduate, Hunter) – Justin is studying film and screenwriting. He wishes to use film and storytelling to help boost the voices of people who go unheard and underrepresented. As the body is such an important tool for storytelling in film, Justin hopes that this research will expand on different ways that the body can be used.

**Joseph Distl IV** (QCC graduate, QCC staff) – Joseph is a queer Puerto Rican theater artist. He advocates for diversity in education, using his background in research and theatre, to create intersectional conversations on gender, sexuality, and race. Joseph would like to open a mental health facility for queer youth to receive affordable alternative methods of therapy.

**Geovanny Guzman** (QCC graduate) – Geovanny is a theatre practitioner and media artist from Tlaxcala, Mexico. He approaches performance and storytelling by integrating embodied and devised performance practices, alongside his prior experience in sports and health sciences. He aspires to apply his experiences with practice-based research to be useful in other social groups.

**Kristopher Harris** (QCC) – Kris is a multidisciplinary artist and military veteran studying performance. He is discovering new ways to express his creativity, inspired by our devised practices, community learning, and performances. Kris appreciates how the practices lead him to learn new things about himself and life, and how these insights sustain his creativity.

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**Jess Kreisler** (QCC, Adelphi graduate) – Jess Kreisler is a theatre artist who focuses on writing for voices seldom heard. She received her BFA from Adelphi University while advocating for humanity for all. Jess is currently working on creating a space for new works focusing on mental health and the feeling of being “other.”

**Phylisha Louis** (QCC graduate, Hunter) – Phylisha is studying theatre. Coming from an outside perspective into the indoors, Phylisha thrives in solidarity with the transformation of societal patterns for radical human development. As an aspiring actress and writer, she desires to uplift black voices in storytelling and the arts.

**Ksenia Volynkina** (QCC graduate) – Ksenia is a performance artist from Russia. She believes that no language can be stronger than body language. Ksenia would like to spread the word about how important the practice of Social Presencing Theater is, and how crucial it is for actors - and humans - to be aware of their bodies.

**Yineng Ye** (QCC, CCNY graduate) – Ye is a theatre practitioner and playwright interested in discovering the innate wisdom in our bodies. In searching for ways to free actors from methodologies, he finds the practices of SPT entail this wisdom. An active service member of the National Guard, Ye recently received his bachelor’s degree in theatre and philosophy.

**Heather Huggins** (Assistant Professor, QCC) – Heather is an interdisciplinary artist aspiring to uncover potentials for awareness-based systems change through deep research on social practice and performance. She is a participant-mentor for an action research community which began at QCC in 2018. She earned her MFA from the Vakhtangov Theatre where she apprenticed with Andrei Droznin.

### REFLECTIONS ON BEING A FACILITATOR OF CONVERSATIONS ON RACISM

Steve Burghardt, Hunter College; Linda Lausell-Bryant, New York University; Mohan Vinjamuri, Lehman College

In the current political, economic, and social atmosphere, fear, anger, and uncertainty seem to be everywhere. Divisions arise even in the midst of honorable intentions. Many of us are not sure what to do when facing discussions on racism. In this workshop, three anti-racist social work educators with very different social identities use their own experiences and lessons learned to inspire a dialogue on the challenges and learning opportunities participants have faced as facilitators of conversations on racism. Workshop participants will understand more clearly their roles and expectations and identify tools for cultivating deeper compassion for self and others when having these often-difficult conversations. Because of our differences, it is important to honor how deeply personal and consequential issues of racism are when they appear in the classroom, in faculty meetings, and in the field. Leading these critical conversations is essential to promoting equity, access and inclusion in higher education.

**Dr. Burghardt** is a professor of social work at the Silberman School of Social Work. A descendent of both the founder of the Pilgrims and a New England, Dutch slaveowner, he has been an anti-racist educator and organizer throughout his adult life and a practitioner of Paulo Freire’s work.

**Dr. Lausell Bryant’s** work focuses on building the capacity of students to have a transformative impact on pressing social challenges. She brings 34 years of human services experience to her role and is the co-author of “A Guide for Sustaining Conversations on Racism, Identity and Our Mutual Humanity.”

**Dr. Vinjamuri** has been an educator for thirty years. He sees the nexus of education and social work as an opportunity to challenge what is considered valued and legitimate knowledge and to discover our mutual humanity as we risk to learn more about ourselves and others.

### SELF-CARE STRATEGIES DURING THE COVID-19 PANDEMIC – DIVERSE FACULTY & ADMINISTRATORS’ PERSPECTIVES

Hollie Jones, Medgar Evers College; Maudry-Beverley Lashley, Medgar Evers College; Fabienne Snowden, Medgar Evers College

The authors will share first hand experiences and self-care strategies they have used to maintain physical and mental health in the ongoing COVID-19 pandemic. Each presenter will share their perspective from the positions of faculty, Dean, and Chairperson. Emphasis will be placed on the merging of liberation-based self-care, leadership, and pedagogy in the midst of the ongoing COVID-19 crisis with a goal of sharing specific strategies for maintaining and strengthening self-care while navigating leadership in the context of the pandemic. The presenters will also discuss how these strategies have been applied to assist members of vulnerable communities, including themselves and students.

**Hollie Jones** is a Professor of Psychology and Dean of Academic Affairs at Medgar Evers College. Hollie is passionate about understanding black identity development, intersectionality, and health disparities. She has authored journal articles and several book chapters on these topics. Hollie lives in Brooklyn, NY with her husband and daughter.

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**Maudry-Beverley Lashley** is Professor and Chair of the Psychology Department at Medgar Evers College. Dr. Lashley's published research focuses primarily on factors related to risk and resilience amongst underrepresented families. Her current research includes further work on issues surrounding strengths of Black women and health disparities.

**Fabienne Snowden** is an Assistant Professor/Field Education Director with the Social Work Department at Medgar Evers College. Dr. Snowden's research investigates the relationship between contextual factors and individual-level experiences, and how it informs effective HIV/AIDS prevention in the US. Dr. Snowden's pedagogy focuses on intersectionality in social work education.

### BEING SEEN: AN EXPLORATION OF STUDENTS' SOCIALLY CONSTRUCTED IDENTITIES AND THE RELATIONSHIP TO ACADEMIC SUCCESS

Jennette Allen-McCombs, York College; Amanda Almond, New York City College of Technology

This panel presentation will discuss the findings from an empirical study, as well as the outcome of a classroom intervention in which students felt 'seen' not only for who they are but what they were collectively experiencing during the COVID-19 pandemic. The research project explored the role of identity status in academic achievement for first generation college students (FGCS). While this population has attracted much scholarly attention, psychosocial factors such as identity remains under-studied. Research suggests that successful FGCS who identify as racial minorities credit their high academic and life achievements to a communal sense of belonging and constructive identity development. The central argument of this study is that it is not just ethnic or social identity exclusively, but also academic identity that elicits differences in achievement. The presenters will also provide an overview of how participants in an Interdisciplinary Health Psychology course achieved visibility in an online classroom setting during the COVID-19 pandemic. The theme of the course was "racial health disparities and justice". Strategies for achieving course objectives including the use of breakout rooms, taking inventory of existing beliefs and sources of knowledge, radical easeful access to the professor, and a meditation on plagiarism will be discussed. Presenters will share academic, personal and pedagogical achievements from Fall 2020.

**Dr. Jennette Allen-McCombs** is an Assistant Professor in the Department of Social Work. Her current research focuses on higher education policy and first-generation college students. Dr. Allen-McCombs teaches several courses, including social work practice, human behavior in the social environment, methods of social work research and research evaluation.

**Dr. Amanda L. Almond** is an Associate Professor of Psychology at City Tech. She utilizes feminist research methods to study microaggressions, patient-provider interactions, and self-care. Her teaching pedagogy engages people in dismantling systems that demean, while retaining women and people of color in STEM. She values the construction of environments where students can flourish.

### CREATING AND SUSTAINING AN ANTIRACIST ACADEMY: A LEARNING COLLABORATIVE AND A FACULTY WRITING GROUP

Kathryn Struthers Ahmed, Hunter College; Carmen Brown, Hunter College; Nadine Bryce, Hunter College; Spring Cooper, CUNY School of Public Health; Darlene DeFour, Hunter College; Sasha Fleary, CUNY School of Public Health; Yang Hu, Hunter College; Heidi Jones, CUNY School of Public Health; Chris Palmedo, CUNY School of Public Health; Christine Rosalia, Hunter College

**Kathryn Struthers Ahmed** is an Assistant Professor of Childhood Literacy Education. Her scholarship centers around issues of equity and diversity, and particularly preparing teachers to teach literacy in culturally responsive ways to students from minoritized groups. She has also collaborated with novice teacher educators on enacting anti-racist practices.

**Carmen S. Brown** is an Associate Professor of Early Childhood Education at the Hunter College. She teaches early literacy courses and early childhood mathematics at the graduate and undergraduate levels. She prepares students to create developmentally appropriate activities that are culturally responsive to young children's development and align with anti-racist/anti-bias curriculum.

**Nadine Bryce** is an Associate Professor of Literacy Education at Hunter College. She teaches pre- and inservice literacy teacher education courses. She studies critical approaches to children's literacy learning, and literacy teacher education, often at the nexus of literacy, content area learning and arts integration.

**Spring Cooper** (pronouns: she or they series) is a social researcher with academic qualifications in public health, health promotion, and sexuality. She is an Associate Professor at CUNY SPH. Her advocacy efforts include: promoting vaccination; raising awareness and decreasing stigma around cyber sexual assault; and working on issues of diversity and inclusivity.

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**Darlene C. DeFour** is an Associate Professor of Psychology at Hunter College. She is a social community psychologist. Her research focuses on the exploration of the various ways that violence in the form of racism, sexism, as well as physical violence, impact health and everyday life experiences.

**Sasha Fleary** (pronouns: she/her/hers) is a pediatric psychologist and an Associate Professor at CUNY SPH. Her research centers on the role of health literacy in reducing health disparities and empowering children, adolescents, and families who are underserved.

**Yang Hu** is an Associate Professor of Literacy Education at Hunter College School of Education. As a teacher educator and researcher, she is committed to preparing and supporting teachers and teacher leaders, through culturally responsive/sustaining pedagogies, to meet the challenges of literacy teaching/learning in urban schools.

**Heidi Jones** (pronouns: she/her/hers) is an Associate Professor at the CUNY SPH and Director of the Doctoral Program in Epidemiology. Her research centers on ways to improve reproductive and sexual health outcomes, while maintaining individuals' autonomy over reproductive and sexual health decisions.

**Chris Palmedo** (pronouns: he/him/his), is a Clinical Professor, teaches courses in health communication, social marketing and health advocacy, and directs the CUNY SPH master's degree program in Health Communication for Social Change. He is co-author of a college textbook on college student health.

**Christine Rosalia** is an Associate Professor of Teaching English as a Second or Other Language. She works with language teachers at Hunter College and International Community High School in the Bronx to incorporate inclusive and meaningful uses of technology into their daily literacy teaching.

# CONCURRENT SESSIONS



## CONCURRENT SESSIONS 7

FRIDAY, APRIL 16 | 11:30AM–12:30PM

### COMPOSING AN ANTIRACIST ACADEMY: REIMAGINING WRITING, REFLEXIVITY, AND CONVENTION IN THE COMPOSITION CLASSROOM

Amy Baily, Baruch College; Daniel Collins, Guttman Community College; Meghan Gilbert-Hickey, Guttman Community College; Daniel Libertz, Baruch College; Harold Ramdass, Baruch College; Constantin Schreiber, Baruch College

Representing two CUNY institutions, Baruch College and Guttman Community College, this panel addresses equity, diversity, and inclusion as related to the college writing classroom. Instructors from Baruch explore and reflect on the tensions between one of the main goals of first-year writing courses, the learning of (academic) writing conventions, and the desire to promote inclusiveness and diversity through language acquisition, deployment, and creation at Baruch College. Instructors from Guttman describe curricular changes at Guttman Community College grounded in abolitionist and culturally responsive pedagogy and theory, as well as the scholarship and activism of linguistic justice. Recognizing the complex realities of the diverse student body at both Baruch and Guttman, and across CUNY, attendees are encouraged to bring questions, ideas, and current practices, and to participate deeply as we collaborate toward bettering CUNY Composition instruction.

**Amy Baily** is a Lecturer in First-Year Writing in the English Department at Baruch. She has an MFA in Creative Writing from Washington University in St. Louis.

**Daniel Collins** coordinates the First-Year Experience program at Guttman Community College.

**Meghan Gilbert-Hickey** is the Writing and Writing Across the Curriculum Coordinator at Guttman Community College.

**Daniel Libertz** is an Assistant Professor and Associate Director of the First-Year Writing Program in the English department at Baruch College. His research focuses on quantification and social movement rhetoric, digital writing pedagogy, and social media analysis. Daniel has a PhD in Rhetoric and Composition from the University of Pittsburgh.

**Harold Ramdass** is a Lecturer in the English department at Baruch College, specializing in First-Year Writing courses. Over the last twenty years, he has taught first-year and capstone composition, World Literature, electives in British and Anglophone Caribbean literatures, and the fairy tale at Baruch, Lehman College, and The Cooper Union.

**Constantin Schreiber** is a Lecturer in the English Department at Baruch College, specializing in First-Year Writing courses, including sections for students in need of additional support with their writing. Constantin has a PhD in Educational Policy & Evaluation as well as Masters degrees in Linguistics & TESOL and International Affairs.

### RACIAL JUSTICE AND THE LIBRARY: INFORMATION LITERACY AND BEYOND

J. Silvia Cho, Graduate Center; Beth Counihan, Queensborough Community College; Emily Drabinski, Graduate Center; Maria Franco, Queensborough Community College; Stephen Hammel, Queensborough Community College; Alycia Sellie, Graduate Center; Roxanne Shirazi, Graduate Center; Carrie Stern, Queensborough Community College; Vikki Terrile, Queensborough Community College

How do we do social justice work in the library? Two groups from across CUNY will share their experiences, strategies, and next directions. First, faculty from Queensborough Community College will discuss their Faculty Inquiry Group (FIG) on integrating social justice themes (particularly racial justice and economic justice) into information literacy and library instruction to support curriculum and assignments, while also providing students opportunities for questioning and impacting real world policies and practices. Panelists will discuss the development of the FIG and its activities, as well as their experiences working with social justice in the classroom. Session participants will have the opportunity to collaborate on an activity based on those experiences. Next, colleagues from the Graduate Center will explore libraries as racialized spaces. From the materials we choose to collect, preserve and discard, how we describe, organize, and circulate those materials, to the communities we invite in, exclude, and police, no element of library work is untouched by the systemic inequalities that structure all of social life. Librarians will share an analysis of libraries and racism from our roles in resource sharing, collections, scholarly communications, and personnel management. Following this introduction to the racial stakes in knowledge institutions, participants will engage in an interactive exercise meant to demonstrate the ways white supremacy structures scholarly norms that we too often accept as natural and inevitable.

**J. Silvia Cho** (Asian American, uses she/her/they pronouns) is the Interlibrary Loan Supervisor at the Graduate Center. Her research interests include resource sharing, and libraries and immigrants.

**Dr. Beth Counihan** is an Associate Professor in the English department at Queensborough. She has participated in the Common Read, Service Learning and Writing Intensive HIPs as well as coordinating English Reads programs. Currently, she is organizing a Welcome Reads program for English, CLIP and CUNY Start for Fall 2021.

**Emily Drabinski** (white, uses she/her pronouns) is Interim Chief Librarian and Associate Professor at the Graduate Center. Drabinski's research focuses on power and knowledge infrastructures in libraries.

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# CONCURRENT SESSIONS



## CONCURRENT SESSIONS 7

FRIDAY, APRIL 16 | 11:30AM–12:30PM

**Dr. Maria Mercedes Franco** is an Associate Professor of Mathematics and High-Impact Practices (HIPs) practitioner. She is the author of “Examining Human Rights issues through the Lens of Statistics”, a teaching module to appear in a Mathematics for Social Justice volume by AMS/MAA Press.

**Stephen W. Hammel, JD, Esq.**, is an Associate Professor at QCC in the Department of Business. He teaches Business Law and Statistics. Additionally, he has represented individuals seeking Asylum within the United States, and practiced law in the area of real estate and title insurance law for over twenty-five years.

**Alycia Sellie** (white, uses she/her/they pronouns) is the Associate Librarian for Collections and Associate Professor at the Graduate Center. Her research has explored the cultural implications of library collections and the technical restrictions and limitations of electronic books.

**Roxanne Shirazi** (white, uses she/her pronouns) is Dissertation Research Librarian and Assistant Professor at The Graduate Center.

**Dr. Carrie Stern**, Assistant Professor (adjunct), dance history and culture, has written about dance for both popular and scholarly publications. A choreographer, she is a member of the New York Dance Awards committee. Videos of her works and “Neighborhood Festival” artifacts, collected with students, are in Chicago Public Library collections.

**Vikki C. Terrile** is an Assistant Professor, the Public Services and Assessment Librarian and Co-Coordinator of Information Literacy. She is currently a doctoral student researching how youth-serving librarians understand their work with families experiencing homelessness and has also studied the role of academic libraries in addressing student basic needs insecurity.

### THE 50 YEAR LEGACY OF PUERTO RICAN STUDIES IN CUNY – EMPOWERING EDUCATION

María Pérez y González, Brooklyn College; Virginia Sánchez Korrol, Brooklyn College

Puerto Rican Studies (PRS) arose in the midst of a revolutionary era and is rooted in empowering education. Students and grassroots activists successfully struggled for inclusion in curricula that often excluded or negatively skewed the Puerto Rican reality in the U.S. In 2019, PRS reached an important milestone in the academy as it marked a mid-century point of what collective consciousness and action can do to create change in and access to higher education for peoples of all backgrounds. PRS not only empowered Puerto Ricans and Latinxs and equipped students from all walks of life, it revolutionized the academy as a whole with CUNY as ground zero. What you learn about its legacy will surprise you. To contribute to the PRS digital archive, material can be sent to: 50YearsofPRS-CUNY@brooklyn.cuny.edu.

**Dr. Pérez y González** is a proud CUNY alum; began as an adjunct in 1992, is Associate Professor and former Chairperson of the Department of Puerto Rican and Latino Studies, Brooklyn College (2004-2019, Acting S/20). She is a sociologist whose research expertise includes Puerto Ricans/Latinxs, women, and Pentecostals.

**Dr. Sánchez Korrol** is a distinguished historian and scholar; Professor Emerita, and former Chairperson of the Department of Puerto Rican and Latino Studies, Brooklyn College (1989-2004); Founding President of the Puerto Rican Studies Association; and recipient of the 2020 Herbert H. Lehman Prize for Contributions to New York History.

### CUNY LEGACIES OF BELONGING: RADICALLY DISTINCT PREMISES AND WORLDVIEWS

Wendell Cooper, Lehman College; Charmian Wells, Lehman College

The opening presentation of this session examines choreographer Joan Miller’s signature solos, *Pass Fe White* (1970) and *Homestretch* (1972), in the context of her work establishing Lehman College’s dance program in 1970 and in the 1960s/’70s student uprisings more broadly. The solos “read” the desire to embody idealized, feminine whiteness within a larger critique of structures for accessing national belonging: marriage, celebrity, and education. Performing her choreography as a form of black study (Moten and Harney 2013), I argue that Miller’s work affirmed the capacity to desire differently, provoking considerations of other terms for belonging in the world. The closing presentation of this session unpacks the transformative shifts in the Dance Program curriculum at Lehman College in the wake of the uprisings of 2020. I will use images, video, and sound to illustrate personal anecdotes that will reveal the potential impact of these curriculum changes, as a student and teacher rooted in Hip Hop culture. We will discuss the failure of multiculturalism to decenter whiteness in curriculum design, and explore how culturally relevant curriculum and critical pedagogy provide more useful frameworks. It will include the insights, challenges, and some solutions for how the Dance Program is navigating this challenging and necessary moment of change.

**Wendell Cooper aka Mx. Oops** is a transmedia artist with a focus on multimedia performance, urban dance, and ecstatic disobedience. Their work centers hybridity, combining: dance, video design, guided meditation, and rap. They teach in the Dance Program in Lehman College’s Department of Music, Multimedia, Theatre and Dance. [www.mxoops.com](http://www.mxoops.com)

**Charmian Wells** received her PhD in dance studies from Temple University. Her research on Black Arts Movement concert dance in New York City emerges from her career as a dancer with Forces of Nature Dance Theatre. Her writing has been published in *Dance Research Journal*, *Critical Correspondence*, and *The Brooklyn Rail*.



# CONCURRENT SESSIONS



## CONCURRENT SESSIONS 7

FRIDAY, APRIL 16 | 11:30AM–12:30PM

### INTERSECTIONALITY IN PRACTICE – FEMINIST PEDAGOGY AND PRACTICE IN THE CLASSROOM

Allia Abdullah-Matta, LaGuardia Community College; Anita Baksh, LaGuardia Community College

“Intersectionality in Practice: Feminist Pedagogy and Praxis in the Classroom” responds to the call for faculty to reconceptualize pedagogy and teaching methods that consciously address issues related to women, gender, and sexuality studies in the community college curriculum and learning space. It considers intersectionality as an integrative framework that can be used by faculty to develop and implement an inclusive pedagogy and praxis.

**Allia Abdullah-Matta**, Professor of English, Writing Program Administrator & Curriculum Coordinator for the Women, Gender, and Sexuality Studies (WGS) Liberal Arts Option. She teaches composition, literature, and liberal arts courses. Her research centers on literatures and cultures of Africa and the African Diaspora, poetic, theoretical, and artistic production and visual culture.

**Anita Baksh**, Associate Professor of English/Program Director, Liberal Arts Women, Gender, and Sexuality Studies (WGS) Option. She teaches composition, literature, First-Year-Seminar and the Liberal Arts Capstone, and serves as the Transfer Coordinator for the (WGS) Liberal Arts Option. Her research centers on postcolonial and Caribbean literatures, the South Asian diaspora, and gender.

### BEYOND THE “DACA STUDENT” – JUSTICE FOR UNDOCUMENTED STUDENTS AT CUNY

Sofya Aptekar, CUNY School of Labor and Urban Studies; Holly Reed, Queens College

Almost 4 percent of CUNY students are undocumented. What are their experiences and how can faculty and staff most effectively support them? We propose an interactive workshop that combines research findings and research-informed recommendations with discussion and development of strategies and connections among participants. The presentation is grounded in findings from a research project investigating the experience of CUNY undocumented students, funded by the W. T. Grant Foundation and carried out by the workshop organizers and Drs. Amy Hsin at Queens College. Often stereotyped as “Dreamers” and “DACA students”, undocumented CUNY students are, in fact, a very diverse group. They were born in countries all over the world. They differ in their immigration histories and possibilities for legalization. Many do not identify or even reject the label “Dreamer”. We stress this diversity and the need to center student experiences in building an anti-racist CUNY.

**Sofya Aptekar** is Associate Professor of Urban Studies at the School of Labor and Urban Studies. Dr. Aptekar is the author of *The Road of Citizenship: What Naturalization Means for Immigrants and the United States* (Rutgers University Press, 2015), and has published widely on immigration and urban studies topics.

**Holly E. Reed** is Professor of Sociology at Queens College and affiliated faculty with the CUNY Graduate Center, the CUNY Graduate School of Public Health and Health Policy, and the CUNY Institute for Demographic Research. Professor Reed has widely published on migration and immigration and demographic change in sub-Saharan Africa and the U.S.

### EXPLORING ACTIVISM AND IDENTITY: CONFRONTING AND REPAIRING INSTITUTIONAL ISMS IN THE ACADEME

Nana Amoh, Graduate Center; Todd Craig, Medgar Evers College; Tonya Hegamin, Medgar Evers College; Nawal Muradwij, Graduate Center

Academic personnel can practice activism in their roles as researchers, instructors, and service providers. However, factors including social identity, discrimination, and fear of evaluation can impact academics’ decision to engage in academic activism (Quaye et al., 2017). This 60-minute workshop will engage participants in critical reflection on the role of identity and positionality when engaging in academic/scholarly activism with institutional settings in the context of institutional racism, ableism, sexism & ageism. In the first twenty minutes, the facilitators, two senior faculty and administrators and two doctoral students, will reflect on their lived experiences and positionality when engaging in academic and personal activism. They will also present existing scholarship on the role of experiences of oppression on decision to engage in and consequences of engaging in activism within the academe. Breakout rooms and vignettes will then be used to elicit and foster critical discussion and self-reflection among participants. The workshop will end with a joint collaborative discussion and time will be allotted for Q&A. Participants will receive additional resources to aid their continued reflection on engagement on academic activism following the workshop.

**Nana Amoh**, MA, MPhil is an adjunct professor and PhD candidate in the clinical psychology doctoral program at John Jay College. She engages in research and clinical work that focuses on reducing health disparities and improving health care outcomes for trauma-exposed minority youth populations.

**Dr. Todd Craig** (he/him) is an Associate Professor of English at Medgar Evers College. Craig’s research examines the hip-hop DJ as twenty-first century new media reader and writer, and investigates the modes and practices of the DJ as creating the discursive elements of DJ rhetoric and literacy.

**Prof. Tonya Hegamin** (she/they) is an Assistant Professor at Medgar Evers College. Hegamin’s national publications have won awards from the New York Public Library and The Christopher Foundation. Hegamin is a patient advocate for chronic illnesses and invisible disabilities, specifically addressing how medical bias intersects with racial and queer identities.

**Nawal Muradwij** is a Clinical Psychology PhD student and adjunct professor at John Jay and the Graduate Center. Her research examines the mental health consequences of collective trauma in the Arab world. She co-organized Pedagogy Day Conference 2020: Activism in Pedagogy at the Graduate Center.

# CONCURRENT SESSIONS



## CONCURRENT SESSIONS 8

FRIDAY, APRIL 16 | 1:30PM–2:30PM

### STARTING NOW: TWO PROACTIVE STRATEGIES FOR ADVANCING ANTIRACISM IN THE CUNY LIBERAL ARTS CLASSROOM

Stephanie Golob, Baruch College; Sandra Kingan, Brooklyn College; Pabvitraa Ramcharan, Baruch College; Vivian Rivera-Burgos, Baruch College  
There is growing consensus across CUNY to address antiracism. However, faculty and students are grappling with how to put this into practice. In this session, two strategies to take action towards a more equitable and inclusive CUNY classroom are examined across two liberal arts disciplines: mathematics and political science. In the first segment, Prof Sandra Kingan (Department of Mathematics, Brooklyn College) will lead an interactive workshop to demonstrate how small changes in teaching strategies can cultivate an environment of anti-racism, respect and inclusion in the mathematics classroom. Each strategy by itself seems small, but together they have transformative capability, especially when implemented by multiple faculty within a department. The second segment will bring together faculty and students from the Department of Political Science at Baruch College engaged in deep content analysis of all course syllabi collected during the Fall 2020 semester. This first-stage research project aims at understanding how the department is currently collectively addressing diversity, equity, and inclusion issues in our courses, and its results will help identify next steps towards building antiracist structures and practices into our curriculum, pedagogy, and department culture.

**Stephanie R. Golob** is Associate Professor and Chair of Political Science at Baruch College and the Graduate Center, and a Faculty Affiliate of Baruch's Department of Black and Latinx Studies. She is also the founding Director of the Initiative for the Study of Latin America (ISLA) at Baruch's Weissman School of Arts and Sciences (WSAS). Her research specialization is transitional justice and memory politics in Latin America and Spain.

**Sandra Kingan's** research is combinatorics - matroid theory, graph theory, and combinatorial algorithms with applications to network science. Her interests are broader and include linear and abstract algebra, probability, statistics and history of mathematics. She has received multiple NSF grants to improve mathematics research and learning.

**Viviana Rivera Burgos** is Assistant Professor of Political Science at Baruch College. She specializes in American public opinion and political behavior, particularly as they relate to racial and ethnic minorities. Her research focuses on the responsiveness of national and state legislators to the policy preferences of their Black and Latinx constituents.

## Honoring Soléi Spears

Our research team mourns the tragic loss of one of our members and prime movers, Baruch College Political Science major Soléi Spears, '22, on April 5, 2021.

Soléi was above all a person of action, aiming her boundless intellectual energy and profound insights towards confronting structures of oppression and affecting real change in the world she saw around her. In addition to all of the committed work she did in and out of the classroom to advocate for social and racial justice, Soléi was instrumental in moving our department to stop talking and start taking concrete actions towards greater equity and inclusion in our classrooms. Her fearless admonition to our faculty at a Student Speak Out event this Fall led directly to the syllabus project that we are presenting at FDIC, and her deep dedication as a team member on the project illuminated our path.

Soléi, we remain inspired by you to push further and to work harder; to avoid complacency and to demand more of ourselves, our college, our university, and our society.

We dedicate our session at FDIC to your memory.

Professors Els de Graauw, Stephanie R. Golob, Marcus Johnson, David R. Jones, and Viviana Rivera-Burgos  
Pabvitraa Ramcharan, '21  
Department of Political Science  
Baruch College, CUNY  
April 16, 2021

# CONCURRENT SESSIONS



## CONCURRENT SESSIONS 8

FRIDAY, APRIL 16 | 1:30PM–2:30PM

### BUILDING AN ANTIBULLYING CAMPAIGN ACROSS CUNY CAMPUSES THROUGH PSC

Carol Huang, City College of New York; Graciano Matos, City College of New York; Pamela Stemberg, City College of New York

CUNY does not have clear guidelines against workplace bullying. As the financial condition of CUNY dwindles, workplace tension raises. Many suffered workplace bullying. The presentation focuses on the development of activism through personal suffering to launch policy shifting effort at CCNY and CUNY from 2018-2020 and beyond to evaluate the result of such effort and envision the future resolution to the issue.

**Carol Huang** teaches at CCNY and the Graduate Center. She used to serve as Research Director for Asian American and Asian Research Institute of CUNY. Her research interests include educational policy, Asian American education, multiculturalism, and dual language schools.

**Graciano Matos** is a laboratory Hygiene and Chemical Safety Officer and Environmental Health and Occupational Safety Manager at CCNY for the last 18 years. Involved in PSC and a Delegate for HEO Chapter. Working on antibullying in 2017 by building network and expand the awareness.

**Pamela Stemberg** is an Adjunct Assistant Professor in the Department of English at CCNY, Vice Chapter Chair for the PSC-CUNY CCNY Chapter/the Adjunct Liaison and a member of the PSC Anti-Bullying Committee, and Committee for Adjuncts and Part-Timers. She organizes around issues of equity and dignity for CUNY workers.

### DECOLONIZING MUSIC AND DANCE: MOVEMENTS THAT CONNECT US

Stephanie Jensen-Moulton, Brooklyn College; Nicole McClam, Queensborough Community College

Students choose dance class for many reasons, usually variations on “because it’s required”. The problem with existing Dance Appreciation texts is their focus on western concert dance forms such as ballet and modern. My decolonization practice relies on movements from many sources to gain a deeper understanding of dance as a social, cultural, and kinesthetic experience. In this workshop, I will guide the participants through a movement-based lecture and offer suggestions they can apply to their classes. Dance matters; it is an everyday experience that connects us.

Like dance, music is a connective tissue among communities. As the faculty in my department began to seek healing in our community through decolonizing our curriculum, we realized that our auditions were barring many potential music majors from even beginning our program. In considering what musics our prospective students learn to love in their communities and high schools, we developed a new BA track in American Music and Culture. Our presentation will discuss the challenges of creating and implementing this program.

**Stephanie Jensen-Moulton**, Associate Professor of musicology at Brooklyn College, is a co-editor of the Oxford Handbook of Music and Disability Studies, (2016), and recipient of a Tow Research Fellowship (2019-21). Her current book projects focus on intersections of American opera and disability, and domestic violence in American popular song.

**Nicole Y. McClam** has enjoyed exploring the awesomeness of dance at Queensborough Community College since 2018. She is also a project-based dance performer and researcher focused on confronting internalized inferiority and zombies. She earned her various degrees at the University of Maryland, College Park and East Carolina University.

### ANTI-RACIST PEDAGOGY IN THE QUEENS 101 FRESHMAN SEMINAR – A ROUNDTABLE WITH FACULTY AND STUDENTS

Barbara Simerka, Queens College; Selma Škrijelj, Queens College

Lara Althawadi, Queens College; Masiel de la Cruz, Queens College; Christine Garcia, Queens College; Kishuana Givans, Queens College; Kayleah Serano, Queens College

This roundtable explores a Freshman Seminar at Queens College, designed to foster first generation student success through course content that emphasizes anti-racism, diversity and inclusion. TA **Škrijelj** explains her units of the seminar, organized around readings on inequality in higher education, linked to a diversity-conscious exploration of key moments in US history. Faculty member **Simerka** describes the use of peer models as a tool for freshman empowerment: her units featured presentations from students in the QC Mellon Mays Undergraduate Fellowship program. Pedagogy sessions often include excerpts from student work as data. Instead, this roundtable gives voice to the students, with five brief presentations that demonstrate their mastery of and passion for topics ranging from #BLM, to linguistic discrimination in classroom settings, to microaggression in K-12 and med school settings. The round table concludes with an analysis of the seminar’s successes and consideration of future improvements.

Professor of Spanish/Comparative Literature at Queens College, founding director of the Kessler Presidential Scholars honors program for first generation college students. Her book, *Knowing Subjects* explored cognitive approaches to literature. As a member of the nation-wide Kessler Network, she has begun to conduct research on first generation student success.

Research Associate and Coordinator of the Kessler Presidential Scholars Program, and the Transfer Honors Program at Queens College. Her research focuses on inequality in higher education, specifically, the first-generation college student experience, community college stigma, curriculum development, education policy, race and ethnic relations, and social mobility.

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# CONCURRENT SESSIONS



## CONCURRENT SESSIONS 8

FRIDAY, APRIL 16 | 1:30PM–2:30PM

**Barbara Simerka** is Professor of Spanish/Comparative Literature at Queens College, founding director of the Kessler Presidential Scholars honors program for first generation college students. Her book, *Knowing Subjects* explored cognitive approaches to literature. As a member of the nation-wide Kessler Network, she has begun to conduct research on first generation student success.

**Selma** is Research Associate and Coordinator of the Kessler Presidential Scholars Program, and the Transfer Honors Program at Queens College. Her research focuses on inequality in higher education, specifically, the first-generation college student experience, community college stigma, curriculum development, education policy, race and ethnic relations, and social mobility.

A freshman in the Kessler Presidential Scholars honors program, **Lara** is inspired by her own experience as a cancer patient to pursue medical studies. She is particularly aware of the importance of having medical professionals who can serve minority ethnic and language communities.

A freshman in the Kessler Presidential Scholars honors program, **Masiel** is inspired by her love of reading and English teachers' support to pursue a career in education. She is interested in the Mellon Mays Fellowship and doctoral studies, to support future generations of minority students to see themselves as readers.

A freshman in the Kessler Presidential Scholars honors program, **Christine** is inspired by the Sacks book *The Man Who Mistook His Wife For a Hat* to pursue neuroscience. She is interested in pursuing research through the Queens College UMARC program, which prepares minority students for graduate work in STEM fields.

A junior in the Mellon Mays Undergraduate Fellowship Program and the Transfer Honors Program. **Kishauna** hopes of becoming a Sociology Professor at a four-year institution. Her inspiration for the research topic on accessibility to health care services comes in light of the high levels of inaccessibility of health care services for people of color in New York City. She serves as a mentor for the Kessler honors program.

A freshman in the Kessler Presidential Scholars honors program, **Kayleah** hopes to become a Speech Language Pathologist. She is inspired by the experience of her brother's speech delay, and the discovery that there is a lack of funding and support services for low- income and non-English speaking communities in NYC.

### WHAT DO YOU MEAN I'M FUNNY – HUMOR AS MICROAGGRESSION IN THE ITALIAN AMERICAN COMMUNITY

Donna Chirico, York College; Fred L. Gardaphé, Queens College; Anthony Julian Tamburri, Queens College

Humor is a helpful defense mechanism to cope with adversity or trauma; however, it can also be a smoke screen for discrimination in the form of microaggression. The history of the Italian in American humor has from the beginning been a source of both solace and bigotry. Stereotypes were created allowing American humor to birth and foster a culture of discrimination against Italians. This panel will explore how the subtlety of humor continues to encourage prejudice against Italian Americans, whose place as an affirmative action group within CUNY remains fragile due to the widespread acceptance of such behavior. This presentation will include an overview of such humor in the media, a review of the history of humor from the perspective of Italian American studies, and conclude with an analysis of the meanings of humor from a psychological perspective and how humor contributes or detracts from diversity and inclusion.

**Donna Chirico** is Professor of Psychology and Dean for the School of Arts and Sciences at York College (on leave). Her research program explores matters of personal identity formation central to achieving an understanding of how ethnic identity contributes to the psychological development of the self. How identity influences educational attainment among groups who historically lag in educational success is a focus.

**Fred L. Gardaphé** is Distinguished Professor of English and Italian/American Studies at Queens College and the John D. Calandra Italian American Institute. He is past-President of MELUS. This year he celebrates his 45th year of teaching. His publications include books, essays, reviews and creative writing focus on Italian/American culture and its interactions with other ethnic and racial cultures of the United States.

**Anthony Julian Tamburri's** research interests lie in semiotics, interpretation theory, and cultural studies. His scholarship is evenly divided between Italian and Italian/American studies, publishing books and essays on both subject areas in English and Italian. He is Dean of the John D. Calandra Italian American Institute and Distinguished Professor of European Languages and Literatures.

### SERVING MULTILINGUAL STUDENTS – THE CASE FOR LINGUISTIC SUPPORT PROGRAMS WITHIN CUNY

Dennis Dolack, Baruch College; Kim Edmunds, Baruch College; Tristan Thorne, Baruch College

Among the many strengths of CUNY, and of Baruch College in particular, is the vast cultural and linguistic diversity represented within its student populations, including the unique ambition and insight these multilingual students bring to their quest for a degree. However, there remains an urgent need for ongoing language support for multilingual students within CUNY. Presenters will demonstrate how a one-of-a-kind academic support program at Baruch, Tools for Clear Speech, serves as a replicable model for improving the oral communication skills of this diverse population. Following an overview of current research in the oral communication challenges many multilingual students face in higher education, the presenters will argue for CUNY-wide involvement in student success by empowering faculty of all disciplines to make their language and teaching practices more accessible to English language learners and non-native English speakers.

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# CONCURRENT SESSIONS



## CONCURRENT SESSIONS 8

FRIDAY, APRIL 16 | 1:30PM–2:30PM

**DJ Dolack** is the director of Tools for Clear Speech. Since its foundation in 2009, DJ has overseen all aspects of the TfCS, including: student instruction, assessment, curriculum design and integration, budgeting, and reporting. He holds a BFA in Writing from Emerson College and an MFA from Vermont College.

**Kim Edmunds** is the curriculum specialist at Tools for Clear Speech, where she facilitates language support for communication courses, oversees online resources, and produces the program podcast Just to Be Clear. Kim holds a BA in Linguistics from Emory University and an MA in TESOL from Teachers College, Columbia University.

**Tristan Thorne** is the associate director of Tools for Clear Speech, and he spearheads specialized programming, assessment analysis and norming, and staff professional development. Tristan holds a BA in Language Studies from UC Santa Cruz and an MA in Applied Linguistics from Teachers College, Columbia University.

### AMPLIFYING COLLECTIVE VOICES – ANTIRACIST MODELS FROM BRONX COMMUNITY COLLEGE & QUEENS COLLEGE

Norka Blackman-Richards, Queens College; Tiffany Dubon-Yard, Bronx Community College; Yvonne Erazo-Davila, Bronx Community College; Monique Guishard, Bronx Community College; Mara Lazda, Bronx Community College; Yamilet Martinez, Bronx Community College; Gabriel Morillo, Bronx Community College; Allyson Regis, Queens College; Nancy Ritze, Bronx Community College; Cynthia Suarez-Espinal, Bronx Community College

Two CUNY campuses have created methods of tackling the pervasive challenge of systemic and structural racism in criminal justice, health care, and education that has been starkly exposed by the pandemic. The first, Bronx Community College, has engaged its faculty, staff and students by creating the BCC Social Justice Network (SJN). Sick and tired of being sick and tired of performative solidarity statements and status quo curricula, the SJN came together to enact socially-just practices and civic engagement activities. As a result, the SJN supported over a two dozen initiatives in the Fall of 2020 and Spring 2021. SJN members, will first share their experiences and identify the continued institutional challenges to social justice initiatives they encountered. The second example is from Queens College where presenters will discuss the inception and existence of the Black Latinx Faculty and Staff Association and the purpose of initiating an antiracist academy while fostering a diverse, equitable, and inclusive community of administration, scholars, and learners. They will examine how Critical Race Theory (CRT) can be centered through the recreation of organizational systems with power, curricula, and understanding the experiences of the communities that remain at risk of exposure to the novel coronavirus.

**Norka Blackman-Richards** is the Director of the Queens College Percy E. Sutton SEEK Program and a core team member of the CUNY DEI Incubator. She is a non-profit leader with over a decade of international experience whose lifework has involved the search for justice and inclusion of equity-deserving communities.

**Tiffany Dubon-Yard** is the Student Life Specialist in Civic Engagement for the Office of Student Life at BCC. Advisor to the SGA, PTK Honor Society, and Co-chair of Social Justice Network. She has an MS in Student Affairs Administration from Binghamton University, BA in Sociology and Journalism from Purchase College.

**Dr. Yvonne Erazo-Davila** (Staff) is an Assistant Director within the Office of Student Life at Bronx Community College. She oversees student organizations on campus and advises DACA/Undocumented students. She promotes awareness of prestigious scholarship/fellowship opportunities to the campus community to increase faculty and student participation in these opportunities/programs.

**Monique A. Guishard** is an Associate Professor of Psychology and Deputy Chairperson. Dr. Guishard is the first and only Black woman, hired, and tenured as a lecturer, within the Social Sciences Department in BCC's 64 year history. Guishard is a graduate of BCC, Lehman, and the CUNY Graduate Center.

**Dr. Mara Lazda** is an Associate Professor of History and Deputy Chairperson. Since 2016, she has been the co-coordinator of more than thirty social justice conversations and civic education workshops and joined SJN at its establishment. She also has been a member of BCC's common read initiative, and faculty co-coordinator of the First Year Seminar.

**Allyson K. Regis** is a Counselor for the Queens College Percy E. Sutton SEEK Program. As a licensed psychologist, Dr. Regis has presented and published research in multicultural psychology and career development. Her scholarship is grounded in values of social justice advocacy and holistic and strength-based approaches to wellness.

**Dr. Nancy Ritze** is the Bronx Community College Dean for Research, Planning and Assessment. She oversees strategic and operational planning and assessment efforts, including institutional accreditation. Her degrees include a BA in English and MS in Higher Education Evaluation from Syracuse University and a PhD in Sociology from Fordham University.

**Cynthia Suarez-Espinal** (Staff) is Director of the College Discovery Program at Bronx Community College. She oversees supportive services for opportunity program students including orientation courses, integrative tutoring services, and comprehensive counseling/advising and financial support. Her degrees include a BA in Psychology and MEd in Counseling Education from St. Bonaventure University.

**Yamilet Martinez**, student representative, BCC Student Government Association, active in organizing student-centered conversations on social justice at BCC.

**Gabriel Morillo**, student representative, BCC Student Government Association, active in organizing student-centered conversations on social justice at BCC.



# CONCURRENT SESSIONS



## CONCURRENT SESSIONS 9

FRIDAY, APRIL 16 | 2:45PM–3:45PM

### INCLUSIVE PERSPECTIVES IN THE SCIENCE – DECOLONIZING THE CONTENT

Lissette Delgado-Cruzata, John Jay College of Criminal Justice; Giazú Enciso Dominguez, John Jay College of Criminal Justice

Mounting evidence suggests that Hispanic and African-American college students have lower sense of belonging to scientific areas of study, mainly impacted by a disconnect between their social and classroom experiences. Pedagogical approaches that increase access of students to learning in the sciences can reverse this trend. In this interactive workshop, we propose to offer practical solutions for modifying the syllabus and course materials in a format that welcomes and includes all our students. Here, we consider inclusivity in all forms, from decolonizing the syllabus to providing access to all students addressing mounting demands for racial justice reform. The workshop is intended as a conversation and asks faculty to consider the lived experiences of their diverse student body, examine their own assumptions about race and accessibility to education and resources, and consider new ways of making courses more inclusive for all students whether in the classroom or on a digital platform.

**Lissette Delgado-Cruzata** is an associate professor of molecular biology at John Jay College. She investigates the impact of health disparities in chronic diseases such as cancer and arthritis in Hispanic populations. She is a mentor to a large number of undergraduate students, and has received recognition for this work.

**Giazú Enciso Dominguez** is an assistant professor in the Interdisciplinary Studies Department at John Jay College. She is a critical social psychologist, and a member of the American Psychology Association (APA) and the Mexican Society of Social Psychology (SOMEPSO). She created the Critical Interdisciplinary Studies - Research Group formed entirely of undergraduate and graduate students.

### ENGAGEMENT AND KNOWLEDGE CREATION THROUGH COIL PROJECTS VIA DISCUSSING RACISM/SOCIAL JUSTICE

Mari Fujimoto, Queens College; Deniz Gokcora, Borough of Manhattan Community College; Raymond Oenbring, University of the Bahamas

Collaborative International Online Learning (COIL) provides opportunities for students to investigate global realities from a cross-cultural perspective. In a time when acquiring global competencies is vital for the development of an individual and the Corona pandemic discourages face-to-face instruction, virtual exchange through COIL projects connects campuses in different parts of the world. This presentation is a report from Fujimoto and Gokcora who incorporated the COIL project into their curriculum. The Japanese discussion COIL project promotes active discussion between Queens College (QC) and Nanzan University students in Japan on the topic of cultural differences, diversity, and discrimination in the advanced language class during Spring 2020. On the other hand, at BMCC, immigrant students worked on two major projects with the students at the University of The Bahamas which required them to compare their college education experiences reflecting on Rodriguez's "The Achievement of Desire" and make an oral presentation by selecting an authentic social injustice topic in their home culture. The results show that technological tools motivated students to engage in collaborative learning and created meaningful student learning opportunities.

**Mari Fujimoto** PhD is the director of Japanese Studies at the department of Classical, Middle Eastern, and Asian Languages and Cultures at Queens College. She teaches all levels of Japanese language, Japanese linguistics and Japanese Pop-culture. She has been integrating COIL into her classes for the past three semesters.

**Deniz Gokcora** has an MA in ESL and a PhD in Second Languages and Cultures Education from the University of Minnesota. She has worked as an ESL instructor, a faculty developer, and an assessment coordinator. Her research interests are teacher education, literacy and assessment, technology, and second language teaching.

**Raymond Oenbring** is an associate professor of English Studies at the University of the Bahamas.

### PURE LOVE: ALICE COLTRANE AND OPENNESS

Ashley Jackson, Hunter College; Tom Zlabinger, York College

Pure Love is a two-part, performance-led workshop that explores how we can thoughtfully incorporate race, gender, and other elements of identity into music. In the first part of the interactive workshop, participants will be asked to contribute reactions to the piece "Prema" (1978) by Alice Coltrane and compare their listening experiences before and after learning more about Coltrane's background. Jackson will illustrate how she came to interpretative decisions based upon her own research on the composer and time period. The second part will discuss the York College Community Jam Session, hosted by Zlabinger since 2017. After running a jazz-centric session for years, Zlabinger decided to host a more open session that would focus on anyone interested in jamming, emphasizing inclusion by welcoming instruments and voices of any background and ability. Music during the session is spontaneously created and all sounds are welcome, as long as all present are encouraged to contribute. Zlabinger will share anecdotes from session participants. Jackson and Zlabinger will draw connections between Coltrane's work and the spirit of the jam session. The workshop will conclude with a live improvisation by Jackson and Zlabinger.

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# CONCURRENT SESSIONS



## CONCURRENT SESSIONS 9

FRIDAY, APRIL 16 | 2:45PM–3:45PM

Praised for her rhythmic precision and dynamic performances, harpist **Dr. Ashley Jackson** enjoys a multifaceted career in New York and beyond. She is the Director of Undergraduate Studies and an Assistant Professor in the Music Department at Hunter College, where she teaches Music History, Performance Seminar, chamber music, and private lessons. She is currently working on her debut solo album and writing on composer Margaret Bonds.

**Dr. Tom Zlabinger** teaches ethnomusicology and popular music at York College. He holds a BA from Grinnell College, an MA from Queens College, and a PhD from the Graduate Center. His research includes the depiction of musicians in media and the relationship between the blues and psychedelia.

### “YOU ARE THE EXPERT” WORKSHOPS – INTERROGATING EQUITY, INCLUSION AND ANTI-RACISM IN BMCC COURSEWORK AND CLASSROOM PEDAGOGY, A STUDENT, STAFF AND FACULTY PANEL PRESENTATION FROM THE BMCC LEARNING ACADEMY

Sara Crosby, Borough of Manhattan Community College; Jessica Delgado, Borough of Manhattan Community College; Yama Faye, Borough of Manhattan Community College; Michelle Ronda, Borough of Manhattan Community College; Maria Schreibe, Borough of Manhattan Community College

As BMCC has worked in recent years to develop a strategic plan that designs for success, and because that plan includes a priority to “demonstrate leadership and a commitment to increase equity, foster inclusion, and dismantle systematic racism,” a group of BMCC students, staff, and faculty from the BMCC Learning Academy (BLA) participated in a series of Fall 2020 workshops to interrogate the extent to which participant students have experienced and could identify examples of equity, inclusion, and anti-racism in their classes at BMCC. This panel presentation will include details on developing “You Are the Expert” workshops, implementation, and reflections from students on the experience of thinking about inequality, identity, pedagogy, and how to practice anti-racism inside and outside classrooms.

**Sara Crosby** is the Director of the BMCC Learning Academy, an academic cohort program that offers small caseload advisement, connections with faculty and peer mentors, success seminars, and interactive career and transfer guidance. She has worked for CUNY as an administrator and adjunct faculty since 2002.

**Jessica Delgado** is a wine industry professional with over 14 years of experience, including 5 years working for the nation’s preeminent wine and spirits distributor. She is a Business Administration major, who plans on attending Baruch College next Spring. Jessica is passionate about empowering women in the workplace and believes in the importance of emotional intelligence in personal and professional development.

**Yama Faye** is an ordinary woman learning extraordinary things. As a servant leader, my mission in this life is to create a safe environment where conversations are born regarding Mental Health and Education in Africa and the Diaspora. Using Psychology and African Consciousness to create a paradigm shift, raise consciousness, and integrate the African and African Diaspora experiences.

**Michelle Ronda** is Associate Professor and Program Coordinator of Criminal Justice (CRJ) in the Department of Social Sciences, Human Services, and Criminal Justice at BMCC. Professor Ronda has long-standing interests in deviance and social control, as well as social justice. She has taught courses in sociology, criminology, urban studies, and theories of justice, and has taught college in prison for many years.

**Maria Scheibe** is a Filipinx-American artist living in Brooklyn, NY. She has a BFA from Pratt Institute and had a career as a puppet builder for the Muppets. She is now pursuing an Engineering Science degree at Borough of Manhattan Community College and is completing NASA’s Aerospace Scholars program.

### PERSPECTIVES ON FOSTERING AN INCLUSIVE CAMPUS CLIMATE FOR JUSTICE SYSTEM-IMPACTED STUDENTS

Miguel Molina, John Jay College of Criminal Justice; Luis Quinones, NYC Health and Hospitals Correctional Services; Tatiana Reyes, Hostos Community College; Colby Williams, CUNY School of Law

Many current and potential CUNY students are impacted by the vast reach of the criminal legal system. CUNY’s mission is to provide quality education to all New Yorkers, ensuring equal access and opportunity regardless of background or means. While leadership across CUNY agree upon the importance of serving justice system-impacted students as part of this mission, system-impacted students still experience stigma and barriers on campus. Launched in 2020, the CUNY Justice Learning Collaborative convenes administrators, faculty, staff, and students striving to ensure that CUNY is welcoming and supportive to system-involved students. This panel discussion with students in the Learning Collaborative will explore how system-involved students experience campus life and the assets they bring to their institution. Panelists will also discuss opportunities for higher education to improve the quality of interpersonal, academic and professional interactions to work toward a healthy campus and inclusive climate.

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# CONCURRENT SESSIONS



## CONCURRENT SESSIONS 9

FRIDAY, APRIL 16 | 2:45PM–3:45PM

**Miguel Molina** is the Instructional Design Specialist at the John Jay College Institute for Justice and Opportunity (the “Institute”). Miguel joined the Institute in 2018 as the instructor for the College Readiness course at Rikers Island, a writing-intensive social justice-themed course that prepared incarcerated students for the CUNY assessment test in writing. The course has since evolved from a non-credit to credit-bearing course. In partnership with BMCC, Miguel teaches CRT 100 – Critical Thinking and CRT 120 - Critical Thinking and Social Justice, allowing incarcerated students to earn up to 6 credits and satisfy CUNY’s Individual and Society Flexible Common Core requirement. Since the pandemic, and the “pause” instructions of the state, Miguel is supported the development of curricula across the Institutes programs.

**Luis Quinones**, York College Alumnus and Associate Correctional Counselor, New York City Health and Hospitals Correctional Services

**Tatiana Reyes**, Youth Leader, Exodus Transitional Community and Student, Hostos Community College

**Colby Williams**, Graduate Student and Co-Chair of the Formerly Incarcerated Law Students Advocacy Association, CUNY School of Law

### AMPLIFYING STUDENT VOICES: FROM PASSIVE LEARNERS TO ACTIVE KNOWLEDGE PRODUCERS

Lisbeth Almonte, Guttman Community College; Francisco Delgado, Borough of Manhattan Community College; C. Christina Lam, Borough of Manhattan Community College; Krystal Liriano-Gonzalez, Guttman Community College; Sadaf Majeed, Guttman Community College; Sarah McGuire, Guttman Community College; Grace Pai, Guttman Community College; Thierry Thesatus, Borough of Manhattan Community College

This panel features faculty, staff, and students from the Borough of Manhattan Community College and Guttman Community College who will offer a curricular and cocurricular approach to fostering student belonging, both of which center around shifting students from passive learners to active participants in the creation and dissemination of knowledge and understanding. BMCC will demonstrate a curricular approach of how faculty can collaborate with Career Services to implement career advisement in the classroom through specific interventions to increase engagement such as LinkedIn, group-based problem solving, and the contextualization of course materials. Also, the use of podcasting in Native American/Indigenous literature courses will be presented as a means of further validating student voices and experiences. Guttman and its chapter of Phi Theta Kappa (PTK) Honor Society will present their cocurricular Amplifying Student Voices initiative. The shift to remote learning has resulted in decreased student belonging and interaction, which has compounded stereotypical thinking because of fewer opportunities to build mutual understanding and empathy. In response, PTK members created a student-run website that culminates in an Ending Single Stories event designed to provide all students with a space to engage in dialogue about their collective diversity and to ensure student’s voice is represented in the larger college community. Attendees will be invited to consider how resources on their campus might support curricular and cocurricular efforts to build an inclusive academy in which students are active knowledge creators.

**Lisbeth Almonte** is a sophomore at Guttman Community College. She is currently majoring in Liberal Arts Science and Math with plans to transfer to either Lehman or Hunter College to complete a BS in Nursing.

**Francisco Delgado** is a writer and teacher based out of Queens. His research focuses on Native American/Indigenous literatures and can be found in Memory Studies, The CEA Critic, Transmotion, and Teaching American Literature: Theory and Practice. He is a proud Chamorro and, through his maternal grandmother, a member of the Tonawanda Band of Seneca. His chapbook of flash fiction, Adolescence, Secondhand was published by Honeysuckle Press in 2018.

Assistant Professor **C. Christina Lam** is a teacher, scholar, and mentor. She has an MA in English from Stony Brook University, an MSEd in Higher Ed Administration from Baruch College, as well as a PhD in English with a focus on Latinx studies and a certificate in Women’s Studies from Stony Brook University.

**Krystal Liriano-Gonzalez** is the Associate Director of Student Success and Academic Achievement in Office of Advising and Transfer Support, and has worked in higher education for over ten years. Her achievements focus on student development and assessment as it pertains to curriculum development, academic advisement, transfer, and scholarships.

**Sadaf Majeed** is a sophomore at Guttman Community College. As a current Human Services major, she plans to major in Social Work or Psychology after transferring to a four-year college. Her career plan is to work for non-profit organizations that focus on youth development, vocational training, or behavioral health services.

**Sarah McGuire** is a second-year student at Guttman Community College. Born and raised in Bay Ridge, Brooklyn, she is currently majoring in Business Administration with dreams of becoming an administrative assistant and pursuing a career in management.

**Grace Pai** is an Assistant Professor of Interdisciplinary Studies, Faculty Coordinator of International Education, and Co-Advisor of Phi Theta Kappa Honor Society at Guttman Community College.

**Thierry Thesatus** joined the Center for Career Development in January 2015 as a Senior Career Advisor. Having earned his BA in History, New York State Initial Teaching Certification, and MA in Liberal Studies with a concentration in History at Stony Brook University, he is pursuing a doctoral degree in Educational Administration and Supervision at St. John’s University.

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# CONCURRENT SESSIONS



## CONCURRENT SESSIONS 9

FRIDAY, APRIL 16 | 2:45PM–3:45PM

### CUNY HSI CAMPUSES – THE IMPORTANCE OF DEVELOPING OUR HSI IDENTITIES

Mery Diaz, New York City College of Technology; Jeannette Espinoza, New York City College of Technology, Jorge E. Gonzalez, City College of New York; Luchy Martich, Bronx Community College; Leidy K. Pichardo, Bronx Community College; Melanie Villatoro, New York City College of Technology

One-half of CUNY's colleges are designated as Hispanic Serving Institutions (HSI's). An HSI is an eligible institution with an enrollment of at least 25 percent Hispanic undergraduate full-time equivalent students. As a federally designated HSI, these campuses are eligible for grant funding from the U.S. Department of Education (USDE) and the National Science Foundation (NSF). In fact, in 2014-2015, the top five institutions for enrolling Hispanic undergraduates in New York were all CUNY schools. It is crucial to develop and support best practices supporting CUNY faculty will share experiences and initiatives, discuss challenges, and identify growth areas on our campuses. Developing an HSI identity can create safe spaces for Latinx faculty and students to share mentorship, scholarship, and experiential experiences for Latinx students. CUNY faculty will share experiences and initiatives, discuss challenges, and identify growth areas on our campuses.

**Mery Diaz**, DSW, is an Associate Professor of Human Services Department at New York City College of Technology. She is a licensed clinical social worker with practice experience. Her research focuses on childhoods, social justice issues in education and mental health, critical race, class and gender issues, Hispanic-Serving Institutions, and narratives approaches.

**Jeannette Espinoza**, JD is an Associate Professor in the Law and Paralegal Department at New York City College of Technology. As faculty advisor of the student club, she facilitates informational and professional events in the legal field. She has authored articles and presented at conferences on topics such as sexual discrimination and diversifying the legal profession.

**Dr. Jorge E. González** is the Principal Investigator of the H-AGEP Program, and the Presidential and NOAA CREST professor of Mechanical Engineering at CCNY. Prof. González earned his Doctorate and bachelor's degrees in mechanical engineering from the Georgia Institute of Technology and from the University of Puerto Rico-Mayagüez, respectively.

**Luisa Martich**, MS, is the Interim Chief Information Officer, responsible for the management and oversight of the Office of Information Technology at Bronx Community College. She has been involved with the Association of Latino Faculty and Staff for several years and currently serves as the Vice-Chair of the Association participating in the development of grants and awards to assist students with tuition and other expenses.

**Leidy K. Pichardo** is the Academic Support Manager in the College Discovery Program and Chairperson of the Association for Latino Faculty and Staff at Bronx Community College. She has a Master's Degree in Education and in Administration and Supervision. She is an active member of the Latino Association serving as Secretary and now as Chairperson of the Association.

**Melanie Villatoro** is an Associate Professor in the Department of Construction Management and Civil Engineering Technology at City Tech. Her outreach events target groups underrepresented in STEM and she seeks to increase diverse, qualified students entering STEM fields, particularly in engineering.

# KEYNOTE SPEAKERS



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## THURSDAY KEYNOTE SPEAKER:

# SHIRLEY M. COLLADO, PRESIDENT, ITHACA COLLEGE

**Shirley M. Collado** is the ninth president of Ithaca College. She is known nationally for designing and implementing innovative approaches to higher education that expand student access and success, and has extensive experience overseeing complex not-for-profit organizations in both the private and public sectors of higher education. She is a national thought leader on developing successful cross-sector collaborations, building the capacity of equity, inclusion, and full participation in organizations, and strengthening the pathway to the professoriate and leadership roles in higher education.

President Collado brings this inclusive, visionary approach to her leadership at Ithaca College. In her first year at IC, she launched two innovative efforts to facilitate cross-disciplinary collaboration and develop the talent of faculty, staff, and students: the President's Seed Grant Initiative, which awarded grants to interdisciplinary teams for projects that enriched the campus community, and the President's Fellows Program, which saw two faculty, two staff members, and two students move into positions outside of their typical professional or academic environment for one academic year.

Additionally, under President Collado's direction, the Ithaca College community launched a strategic planning process in the 2018-19 academic year, focused on creating a foundational blueprint for the future of the college that ensures a transformative student experience within a diverse, inclusive, and equitable learning community.

In partnership with a dynamic and bold senior leadership team, President Collado is dedicated to igniting creativity and full participation within the campus community, a continuation of her professional journey in higher education and the non-profit sector.

President Collado took office on July 1, 2017. She also serves as a professor in Ithaca College's Department of Psychology.

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## FRIDAY KEYNOTE SPEAKER:

# HELEN ZIA, ACTIVIST, AUTHOR, JOURNALIST

After twelve years in the making, *Last Boat out of Shanghai: The Epic Story of the Chinese Who Fleed Mao's Revolution* is out! Helen's latest book traces the lives of migrants and refugees from another cataclysmic time in history that has striking parallels to the difficulties facing migrants today. She interviewed more than 100 survivors of that exodus and countless others. Helen's essay in the *New York Times* reveals her mother's secret that inspired her to write this book.

In 2000, her first book was published: *Asian American Dreams: The Emergence of an American People*, a finalist for the prestigious Kiriya Pacific Rim Book Prize. She also authored the story of Wen Ho Lee in *My Country Versus Me*, about the Los Alamos scientist who was falsely accused of being a spy for China in the "worst case since the Rosenbergs." She was Executive Editor of *Ms. Magazine* and a founding board co-chair of the Women's Media Center. She has been active in many non-profit organizations, including Equality Now, AAJA, and KQED. Her ground-breaking articles, essays, and reviews have appeared in many publications, books, and anthologies, receiving numerous awards.

The daughter of immigrants from China, Helen has been outspoken on issues ranging from human rights and peace to women's rights and countering hate violence and homophobia. She is featured in the Academy Award-nominated documentary, *Who Killed Vincent Chin?* and was profiled in Bill Moyers' PBS series, *Becoming American: The Chinese Experience*. In 2008 Helen was a Torchbearer in San Francisco for the Beijing Olympics amid great controversy; in 2010, she was a witness in the federal marriage equality case decided by the US Supreme Court.

Helen received an honorary Doctor of Humane Letters from the University of San Francisco and an honorary Doctor of Laws from the City University of New York Law School for bringing important matters of law and civil rights into public view. She is a Fulbright Scholar and a graduate of Princeton University's first coeducational class. She attended medical school but quit after completing two years, then went to work as a construction laborer, an autoworker, and a community organizer, after which she discovered her life's work as a writer.



# PLANNING COMMITTEE MEMBERS



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Bronx Community College

**CLAUDE BRATHWAITE**

Director of Student  
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City College of New York

**TRIKARTIKANINGSIH BYAS**

Associate Professor, English  
Queensborough Community College

**ANNE CHAMBERLAIN**

University Director  
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**MILENA CUELLAR**

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John Jay College of Criminal Justice  
Director, CUNY Dispute Resolution  
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# UNIVERSITY ADVISORY COUNCIL ON DIVERSITY (UACD)



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Professor, Sociology  
Queens College

**STANLEY THANGARAJ**

Assistant Professor, Anthropology  
The City College of New York

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## UACD CHARGE

*The University Advisory Council on Diversity is charged with advising the Chancellery on ways to deepen the University's commitment to creating and sustaining an inclusive workforce.*

### Specifically, the Council will:

- Facilitate system-wide exchanges of information, strategies, and recommendations relating to climate, recruitment, retention, and success metrics;
- Solicit views of the University community on all aspects of diversity;
- Identify initiatives and/or programs that can advance diversity goals and recommend how resources might best be utilized and coordinated to achieve those goals;
- Identify barriers to achieving greater diversity and inclusion and provide recommendations on how to overcome those barriers;
- Review and strengthen the role of the Diversity Committee at each campus;
- Review affirmative action/equal employment opportunity programs of the individual colleges and to recommend appropriate policies and action based upon such reviews;
- Periodically conduct campus site visits; and
- Assess and report progress annually.

**CU** THE CITY  
**NY** UNIVERSITY  
OF  
NEW YORK