CONFERENCE AT A GLANCE

Registration & Breakfast  |  7:30 a.m. – 8:45 a.m.  |  Concourse Foyer & Lobby

Opening Plenary Session  |  8:45 a.m. – 10:15 a.m.

WELCOMING REMARKS
University Dean Arlene Torres
Chancellor James B. Milliken
Trustee Fernando Ferrer
Vice Chancellor Gloriana B. Waters

WHY COLLEGES DON’T HIRE MORE FACULTY OF COLOR
Marybeth Gasman, Professor of Higher Education,
Director of Penn Center for Minority Serving Institutions,
University of Pennsylvania

Break  |  10:15 a.m. – 10:30 a.m.

Concurrent Sessions Led by CUNY Faculty  |  10:30 a.m. – 11:45 a.m.

Buffet Lunch  |  11:45 a.m. – 1:00 p.m.  |  Concourse Lobby

Midday Panel  |  1:00 p.m. – 2:30 p.m.

NO LONGER AT THE MARGINS: BLACK WOMEN’S PRACTICE AND PERFORMANCE OF SOCIAL JUSTICE
Panelists
Janice Johnson Dias, PhD, Associate Professor of Sociology, John Jay College of Criminal Justice
Regina Dixon-Reeves, PhD, Assistant Vice Provost for Diversity and Inclusion, University of Chicago
Gina Athena Ulysse, PhD, Professor of Anthropology, Wesleyan University
Cally Waite, EdD, Program Director, Mellon Mays Graduate Initiatives, Social Science Research Council
Associate Professor of History and Education, Teachers College, Columbia University, Moderator

Break  |  2:30 p.m. – 2:45 p.m.

Concurrent Sessions Led by CUNY Faculty  |  2:45 p.m. – 4:00 p.m.

Concurrent Sessions Led by CUNY Faculty  |  4:15 p.m. – 5:30 p.m.

Reception & Poster Session  |  5:30 p.m. – 7:00 p.m.  |  Concourse Lobby
A CONVERSATION WITH MALE FACULTY OF COLOR  

**Samuel R. Aymer**, Associate Professor, Silberman School of Social Work, Hunter College  
**Mark Christian**, Professor & Chair, African & African-American Studies, Lehman College  
**Stanley Thangaraj**, Assistant Professor, Anthropology, City College of New York

Faculty from three CUNY campuses will provide their experiences as they unpack the challenges inherent in their roles as academic leaders, teachers and learners tasked with facilitating a nuanced understanding of diversity, equity and inclusion for the next generation of CUNY students. How to be most effective when discrimination in race and gender continues, despite 50+ years of civil rights struggles, how to move beyond a neoliberal view of diversity in order to effect concrete change. As global wordviews become more complex, personal experience continues to inform judgment, be this through stereotypes derived from entertainment and social media, so how to best separate fact from fiction? And what is the professional and personal cost for male faculty of color?

**Bios**

**Samuel R. Aymer** is an associate professor of Social Work at Hunter College School of Social Work where he teaches Clinical Practice with Individuals and Families. He is also the chairperson of the clinical practice method. His scholarly endeavors center on the intersection of masculinity, African American men, race, intimate partner violence, fatherhood and psychotherapeutic interventions.

**Mark Christian** is a professor and chair of African & African American Studies at Lehman College. He received his BA (Honors) in Sociology & American Studies from Liverpool Hope University, his MA in African American Studies from The Ohio State University, and his PhD in Sociology from The University of Sheffield. Dr. Christian is a senior Fulbright scholar recipient, a former research fellow at the University of London’s Commonwealth Institute, and is an ongoing visiting fellow at the Department of Sociology, The University of Liverpool.

**Stanley Thangaraj** is an assistant professor of Anthropology at CCNY. He authored *Desi Hoop Dreams* (NYU Press, 2015) and co-edited *Asian American Sporting Cultures* (NYU Press, 2016) and *Sport and South Asian Diasporas* (Routledge, 2014). His interests are race, gender, sexuality, and cultural citizenship in the United States.

DIVERSITY AND UNIQUENESS IN ENGINEERING PEDAGOGY AND ITS CONSEQUENCES  

**Lawrence Bank**, Professor, Civil Engineering, Grove School of Engineering, City College of New York  
**Lola Brown**, Assistant Dean, Grove School of Engineering, City College of New York  
**Antony De La Cruz, Arelis Fienco, Sirine Soussi**, Civil Engineering Students

The student population at City College of New York is one of the most diverse in the CUNY system. This diversity makes teaching engineering at CCNY different from that of other engineering institutions. Nevertheless, historical measures of academic excellence and stereotypes of student abilities, often based on their diversity and uniqueness, persist at CCNY. These measures and stereotypes may be further compromised in a post-truth era if sufficient attention is not paid to the uniqueness of our students. As a consequence of this, the question emerges: Should CUNY teach engineering differently from other institutions because of our population of students? Our intention with this presentation is to highlight common misconceptions due to inherited thinking of students and faculty members, and to address the challenges faced by students and educators in engineering as a result of the diverse and unique makeup of our students. We will use our experiences in the course of Engineering Mechanics to discuss expectations and outcomes of both students and faculty that account for diversity and uniqueness.

**Bios**

**Lawrence Bank** is a professor in the Department of Civil Engineering at the Grove School of Engineering. He is a registered Professional Engineer in the State of Wisconsin and the District of Columbia. He is a Fellow of the ASCE, also a Fellow and currently President of the International Institute for FRP Composites in Construction.

**Lola Brown** is the assistant dean of Academic Initiatives and an adjunct assistant professor of Biomedical Engineering at The Grove School of Engineering (GSOE) at CCNY. In her role at GSOE, she creates new or improves existing academic programs and efforts. She was in the Inaugural Director of GSOE’s new master’s program in translational medicine, which is a yearlong intensive program in the development and commercialization of medical devices and technologies. She is a thought leader in STEM education and outreach and works with schools, businesses, and non-profits to improve their group’s interest, retention, and overall performance in STEM.

**Antony De La Cruz** was born in the Dominican Republic. He studied four years of Civil Engineering before immigrating to the United States where he then transferred credits to finish his bachelor’s degree in the same field. He is in his sophomore year, speaks English, Spanish and basic French.
Arelis Fienco was born and raised in Ecuador. She is a native Spanish-language speaker and acquired an associate’s degree in Sociology at BMCC. Currently in her sophomore year studying Civil Engineering and Mathematics at CCNY, Arelis also aspires to obtain a master’s degree in Structural Engineering.

Sirine Soussi is Tunisian, a trilingual speaker of Arabic, French, and English. She is a sophomore at CCNY studying toward achieving a bachelor’s in Civil Engineering, with a minor in Mathematics. She aims to continue her studies and obtain a Master’s degree in Structural Engineering and Mechanics.

**HOW DO LANGUAGES CONTRIBUTE TO CULTURAL COMPETENCY IN A GLOBAL WORLD UNDERSTOOD AS ANGLOPHONE? C202**

Habiba Boumlik, Associate Professor, Education & Language Acquisition, LaGuardia Community College

Ana María Hernández, Professor, Education & Language Acquisition, LaGuardia Community College

Tomonori Nagano, Associate Professor, Education & Language Acquisition, LaGuardia Community College

How do languages contribute to cultural competency in the global world, often understood as being Anglophone? Can higher education institutions with a mission of fostering multiculturalism and well-rounded education overlook the study of a language? Can true global learning bypass languages especially in large urban institutions such as CUNY with a reputation of diversity among students and faculty? The panel elaborates on the crucial contribution of languages to cultural competencies and offers some insights on cultural mastery.

**Bios**

Habiba Boumlik, PhD, Social and Cultural Anthropology, University of Strasbourg, France, teaches Arabic and French language and literature, linguistics, and women studies. Her academic background and teaching experience include Arabic and francophone literatures, Cultural Anthropology, Women Cross-Culturally, Culture and Society in the West, Middle Eastern History, and Arab Cinema.

Ana María Hernández, PhD, Comparative Literature, NYU, specializes in Caribbean and River Plate studies and is professor of Latin American literature and culture at LaGuardia Community College and fellow of the Bildner Center for Western Hemisphere Studies at the Graduate Center.

Tomonori Nagano, PhD, Linguistics, CUNY Graduate Center is an associate professor of Japanese and Linguistics. His research interests are second language acquisition and Japanese as a heritage language. He published several articles in demographics of heritage language speakers through his recent involvement in the Henry-Luce Heritage Pathways Project at LaGuardia Community College. Dr. Nagano taught Japanese at various institutions, including Queens College and he is a certified ACTFL OPI Tester in Japanese.

**CULTURAL COMPETENCIES IN TEACHER EDUCATION C204**

Limarys Caraballo, Assistant Professor, English Education, Queens College

Nancy M. Cardwell, Assistant Professor, Early Childhood Education, City College of New York

Craig A. Michaels, Professor & Dean, Division of Education, Queens College

New York City educators are responsible for over one million students from many backgrounds who attend a wide variety of schools, addressing varied needs over a broad age spectrum. Teacher education at CUNY recognizes that culturally competent behaviors and practices are essential to knowledge dissemination, analysis and application to develop and promote critical thinking for their students. Offering a range of practices and experiences, the panel of early childhood and secondary ed faculty will offer sound strategies designed to produce effective outcomes.

**Bios**

LIMARYS CARABALLO is an assistant professor of Secondary English Education at Queens College, Senior Research Fellow of the Institute for Urban and Minority Education at Teachers College, and Director of the Complicated Conversations Series. Her research interests include students’ multiple identities and literacies, youth participatory action research, and preparing teachers for diverse sociocultural contexts.

Nancy Cardwell is an assistant professor at CCNY with expertise in teacher and leader preparation, unconscious bias reduction and learner-centered practices in diverse contexts using culturally inclusive teaching approaches. She started her career as an early childhood classroom teacher in Central Harlem, holding degrees from the Graduate Center, Harvard University and Bank Street College of Education.

Craig A. Michaels is dean of the Division of Education at Queens College, and professor of Special Education in the Department of Educational and Community Programs. He has a strong commitment to equity and diversity in urban public education, which informs his research/scholarship on the social, political, educational, and economic ramifications of disabilities on individuals, families, communities, and society.
ITALIAN AMERICANS AND PUERTORICANS AT CUNY  C205
Donna M. Chirico, Professor & Dean, School of Arts & Sciences, York College  
Felipe Pimentel, Assistant Professor, Sociology, Hostos Community College  
Anthony J. Tamburri, Distinguished Professor & Dean, John D. Calandra Italian American Institute, Queens College

Recognizing the active roles played by Italian Americans and Puerto Ricans for CUNY’s development over the years, both as students and faculty, the panel will present their findings based on workforce data, federal affirmative action categories and review the relationship between academic leadership and desired outcomes. As part of the diaspora of earlier immigrants to New York City who have now thrived in society despite overt discrimination, the path of Italian Americans and Puerto Ricans can serve as a model for newer immigrants who are now wrestling with comparable challenges in 2017.

Bios
Donna Chirico is professor of Psychology and dean of the School of Arts and Sciences at York College. 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, and how identity influences educational attainment among groups who historically lag in educational success.

Felipe Pimentel, an assistant professor of Sociology at Hostos Community College, holds a PhD in Sociology from the CUNY Graduate Center. Currently, he serves as PSC grievance counselor at his campus and has been a member of the University Faculty Senate since 2006. Professor Pimentel has done research on the composition of the full-time faculty at CUNY and participated (with Professor José Luis Morin) in the Latino Faculty Recruitment initiative that Chancellor Goldstein established in 2006.

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 at Queens College.

RESPONDING TO MICROAGGRESSIONS IN THE COLLEGE CLASSROOM: CAPITALIZING ON TEACHABLE MOMENTS TO FOSTER EQUITY AND INCLUSION  PROSHANSKY
Kirsten Cole, Assistant Professor, Early Childhood Education, Borough of Manhattan Community College  
Leslie Craigo, Assistant Professor, Early Childhood Education, Borough of Manhattan Community College  
Jennifer Longley, Assistant Professor, Early Childhood Education, Borough of Manhattan Community College

This workshop will offer an examination of how and why college faculty can respond to microaggressions as they arise in our college classrooms. The session will begin with a “privilege inventory” exercise, which encourages participants to reflect on the role that privilege and power plays in our work as college faculty. Next, workshop facilitators will share examples of how microaggressions in our own classrooms have presented opportunities for teachable moments. The session will close with a discussion of both the challenges inherent in this complex work as well as a process of generating pedagogical strategies that foster equity and inclusion. As part of this workshop, presenters will describe how they have adapted this workshop structure to offer faculty development workshops on this topic on their CUNY campus.

Bios
Kirsten Cole is an assistant professor of Early Childhood Education at Borough of Manhattan Community College. In 2013, Cole received her PhD in Urban Education from the CUNY Graduate Center. Her research interests include the study of teachers’ lives, collaboration and mentoring in early childhood classrooms, and anti-oppressive education.

Leslie Craigo is an assistant professor of Early Childhood Education at Borough of Manhattan Community College. She received her PhD from the CUNY Graduate Center in Educational Psychology. Her research interests include academic literacy for college students, cultural equity in a global society, and access for people with disabilities.

Jen Longley is an assistant professor of Early Childhood Education at Borough of Manhattan Community College. She received her EdD in Education Leadership, Policy, and Management from Seton Hall University in 2014. Her research interests include family-centered programming, the experiences of LGBTQ early childhood professionals, and preservice teachers’ attitudes towards disability.
DIVERSIFYING THE SURVEY: CENTERING MULTIPLE HISTORIES IN AN AMERICAN HISTORY COURSE

Kate Culkin, Associate Professor, History, Bronx Community College
Stephen Duncan, Assistant Professor, History, Bronx Community College
Prathibha Kanakamedala, Assistant Professor, History, Bronx Community College

In this workshop, history professors at Bronx Community College will address integrating race, gender, and class histories into a broad American history survey. The American Experience (HIS 20) is the primary BCC American history course, stretching from first contact through the Obama era. After a brief overview of how they have centered race, class, and gender issues in their sections and the larger restructuring of HIS 20, they will introduce the online primary source reader BCC HIS 20 professors developed in 2016. Working in groups, the audience members will analyze the American history topics the documents introduce and develop assignments based on the documents. Workshop leaders ask to collect the assignments for an ePortfolio to serve as a resource. In a concluding conversation, participants will discuss these assignments and how they might engage students who think history courses are irrelevant to their lives.

Bios


Stephen Duncan is an assistant professor of History at Bronx Community College. His scholarship focuses on twentieth-century American culture, particularly the intersections of entertainment and identity politics.

Prithi Kanakamedala an assistant professor of History at Bronx Community College. Her research looks at New York’s antebellum free Black communities. She is also a public historian based in New York City.

THE CRAFT OF POLITICAL & EDUCATIONAL INCLUSION: METHODS OF AFRICANA & PUERTO RICAN/LATINO STUDIES

Anthony P. Browne, Associate Professor & Chair, Africana & Puerto Rican/Latino Studies, Hunter College
Milagros Denis-Rosario, Associate Professor, Africana & Puerto Rican/Latino Studies, Hunter College
Joanne H. Edey-Rhodes, Lecturer, Africana & Puerto Rican/Latino Studies, Hunter College
Ángel López, Adjunct, Africana & Puerto Rican/Latino Studies, Hunter College

This panel consists of a methodological assessment of the role of Africana, Puerto Rican and Latino Studies (AFPRL) in crafting research and pedagogical tools and strategies to promote a diverse and inclusive academic experience. The thematic of the panel is broad, inclusive and provocative. It explores trends on DNA genealogy, digital humanities, art institutional spaces and identity, and critical assessment of faculty challenges in academia. The panelists use the “Africana and Puerto Rican/Latino Studies” approach to broaden and foster in the classroom and the campus an atmosphere of inclusiveness, collaboration and respect.

Bios

Anthony P. Browne is chair of the Department of Africana and Puerto Rican/Latino Studies at Hunter College. His teaching, research and scholarship concerns issues related to the sociology of Black Diasporic communities with a focus on racial inequality, gentrification, poverty and Africana sociology.

Milagros Denis-Rosario is an associate professor of History. She holds a PhD in Latin America and Caribbean history from Howard University. Her research and teaching subject focuses on Afro-Latinos, Latinos, Puerto Ricans, gender and cultural representation.

Joanne H. Edey-Rhodes is a lecturer and the student advisor in the AFPRL Department. Her training is in African and African-American History from Columbia University. At the Department she introduced History of the Civil Rights Movement, History of Blacks in New York, History and Philosophy of Malcolm X, and History of African-American Women and most recently genealogical DNA.

Ángel López is an assistant adjunct in the Department of Africana and Puerto Rican Latino/Studies. He holds a PhD in Political Sciences. He is a GIS specialist and a cartographer. He combines his GIS training and humanities angle to develop alternative tools to illustrate Latino migration and community development.
CONCURRENT SESSIONS

PERSPECTIVES AND PRACTICES OF ED SCHOOL FACULTY OF COLOR  9206

Rosalina Diaz-Miranda, Associate Professor, Education, Medgar Evers College  
Soribel Genao, Assistant Professor, Educational Leadership, Queens College  
Lenwood Gibson, Assistant Professor, Special Education, Queens College  
Terri N. Watson, Assistant Professor, Leadership & Special Education, City College of New York  

The panel will describe a broad swath of lived professional experiences, including the path and pitfalls of nontenured, junior faculty members of color in academia. How, even in a department that boasts diversity, do we still feel marginalized, overworked, and undervalued? Taking into account race and gender coupled with the challenges of a practice-based profession that serves the underserved, the panel will delineate supports and describe effective strategies.

Bios  

Rosalina Diaz-Miranda was appointed executive director of the Medgar Evers College Center for Teaching and Learning Excellence in August of 2014. Prior to that she taught High School Humanities with NYC’s Department of Education for fifteen years and Anthropology, Education and Women’s Studies with CUNY for ten years. Additionally, she worked as supervising anthropology instructor for the American Museum of Natural History. She received her undergraduate degree from NYU and her doctorate in Urban Education from the CUNY Graduate Center in 2006. She is an associate professor with the Education Department at Medgar Evers College and has conducted extensive research on the subject of Latinas and Education.

Soribel Genao is an assistant professor of Educational Leadership at Queens College. She earned her PhD from the School of Public Affairs and Administration at Rutgers University-Newark. She received her BS in Mass Communications from St. Johns University and her MA in Urban Affairs from Hunter College. She has also studied in Ghana and South Africa. Her research interests include education policy, collaborative measurement, and administrative and organizational behavior. Before earning her doctorate, Genao worked in a variety of public, private, and nonprofit agencies conducting research and directing education-based social service programs in New York City and Newark, New Jersey.

Lenwood Gibson is an assistant professor of Special Education at Queens College. He received his PhD in Special Education from Ohio State University. Dr. Gibson’s area of expertise is in the identification and treatment of behavioral deficits for high-risk student populations. His current research interests include: the use and effectiveness of computer-assisted instruction for students at-risk for academic failure, particularly in urban schools and closing the academic achievement gap between students of color and their peers.

Terri N. Watson is an assistant professor in the Department of Leadership and Special Education at CCNY. A Harlem native, her research examines the practices of urban school leaders and the impact of school reform initiatives on students and communities of color.

EQUITY FOR ASIAN AMERICANS – FACULTY IN THE WORKPLACE & STUDENTS IN THE ACADEMY  C203

Richard Ho, Graduate Admissions Coordinator, San Francisco State University  
Joyce Moy, Executive Director, Asian American and Asian Research Institute/CUNY  
Virginia Tong, Assistant Professor, TESOL, Hunter College  

Asian Americans have historically been plagued by both negative and what might be interpreted by some as “positive” stereotypes. This continues and is exacerbated by the current xenophobic climate and competition for seats in higher education and leadership positions. The implicit biases inherent in both the embodiment of the “inferior, job-stealing, forever-foreign, never-American” stereotype, and the model minority who is pitted against other minority groups has been a barrier to an equitable path to success by Asian Americans. We will explore the implicit negative and positive Asian stereotypes, and how both have negatively impacted the upward mobility and access to needed resources and supports by Asian Americans through prescriptive stereotypes and other constructs. As multicultural societies evolve, research on acculturation has become an important field on the varied experiences of cultural minorities. A recent study that examined the sociocultural influences on the acculturation of Chinese college students indicates that students have acculturated well to the academic culture, have a strong connection to their Chinese identity that supports their acculturation experience, and shows the emergence of an American identity. These findings suggest educators strengthen their awareness of students’ heritage, cultural values and beliefs to encourage students to be more actively engaged in class participation and to assist students to bridge the cultural differences between their heritage culture and the mainstream culture.
Bios

Richard Ho is the graduate admissions coordinator at San Francisco State University. He is a CUNY alumnus who played a significant role in student government leadership while at CUNY. He holds a BA from CCNY and a MA from the University of San Francisco in Higher Education and Student Affairs.

Joyce Moy is the executive director of the Asian American and Asian Research Institute at CUNY. She is a former practicing attorney with extensive experience in business and Asian American and immigrant community issues. She received her BA from SUNY Stony Brook and JD from Hofstra University Law School.

Virginia Tong is the coordinator of the MA TESOL (Teaching English to Speakers of Other Languages) Adult Program, Hunter College. Dr. Tong has been a teacher educator concentrating on the sociocultural aspects of TESOL. Her research focuses on the acculturation and identity development of generation 1.5 immigrant students.

Faculty Mentorship as Intersectionality in Action

Shelly Eversley, Academic Director, Faculty Fellowship Publication Program (FFPP) & Associate Professor, English, Baruch College

Matt Brim, FFPP Mentor & Associate Professor, Queer Studies, College of Staten Island

Nivedita Majumdar, FFPP Mentor & Associate Professor, English, John Jay College of Criminal Justice

Mary Phillips, FFPP Fellow & Assistant Professor, African & African American Studies, Lehman College

Anahí Viladrich, FFPP Mentor & Professor, Sociology, Queens College

As the nation’s first public university established to foster the various publics of New York City’s population, the work we do is a cornerstone of the city’s sustainable future. This panel will focus on the intersectional practice of faculty mentoring and the scholarship it produces, particularly as this work informs excellence in teaching. At CUNY, students not only develop the kinds of critical thinking and communication skills that are essential to the evolving requirements of a sustainable workforce, they also acquire the kinds of knowledge that are crucial to citizenship and the civic engagement that comprehends the intersectional thinking on which this City thrives. Our panel will make the case for faculty mentoring as intersectionality in action, a practice that responds to the diversity of attentions and the diversity of impacts which inform the fundamental tenets on which CUNY was built.

Bios

Shelly Eversley, moderator, is academic director of the Faculty Fellowship Publication Program (FFPP) and associate professor of English at Baruch College. She is founder of equalityarchive.com, and author of The ‘Real” Negro: The Question of Authenticity in Twentieth Century African American Literature, and co-editor of The Sexual Body and The 1970s for WSQ.

Matt Brim is a Mentor, and former Fellow in the Faculty Fellowship Publication Program and associate professor of Queer Studies at the College of Staten Island. He is the author of James Baldwin and the Queer Imagination, and co-editor of Queer Methods, a special issue of WSQ.

Nivedita Majumdar is a former Fellow and Mentor of the Faculty Fellowship Publication and associate professor of English at John Jay College of Criminal Justice. She is the author of The Other Side of Terror, and has published articles in The Journal of Commonwealth and Postcolonial Studies, and South Asian Studies. She is Secretary of PSC CUNY.

Mary Phillips is a former Fellow in the Faculty Fellowship Publication Program, and assistant professor of Black Studies at Lehman College. She has published in Spectrum: A Journal of Black Men, WSQ, and Syllabus. She is writing a book, A Script and a Sword: Erika Huggins’s Life as a Panther, Educator, and Activist.

Anahí Viladrich is a Mentor in the Faculty Fellowship Publication Program and professor of Sociology at Queens College. She is the author of More than Two to Tango: Argentine Tango Immigrants in New York City. She has published on immigration, health, gender, and culture in journals such as Social Science Medicine, Ethnic Migration Studies, and Cultural Medicine and Psychiatry.
FACILITATING INTERCULTURAL COMPETENCE: DIVERSE COMMUNICATION STYLES AND STUDENT LEARNING

Meghmala Tarafdar, Assistant Professor, English, Queensborough Community College
Franca Ferrari-Bridgers, Assistant Professor, Speech & Theater, Queensborough Community College

What does it mean to teach in an environment where students are remarkably diverse in language, culture, and demographics? At Queensborough Community College, student diversity encompasses a broad range of bilingual immigrants, varied learning styles, and a significant representation of cultural and educational backgrounds. Cultural factors influence self-learning, group interaction, communication, and the interpretation of information. Presenters will highlight diverse communication patterns that affect student learning experience and collaboration in the classroom. This workshop will actively engage you with conceptually grounded and widely used approaches to intercultural communication competence and offer strategies that foster the knowledge, skills, and dispositions necessary for inclusive excellence.

Bios

Franca Ferrari-Bridgers teaches at Queensborough Community College. She has been working in the field of linguistics research since 1998. She has been involved in collaborative research and High Impact Practice projects fostering civil engagement in community college students, promoting education in prison, and helping students to develop listening communication skills for life.

Meghmala Tarafdar teaches at Queensborough Community College. She is the program coordinator of Global & Diversity Learning as a high impact educational practice. As a Fulbright scholar, she has conducted intercultural competence workshops in the global context. Her research interests include World Literature, Intercultural Communication, and Online Pedagogy.

CONCURRENT SESSIONS II

INCORPORATING A STRUCTURAL RACISM PERSPECTIVE TO OUR ROLES AS EDUCATIONAL GATEKEEPERS

William Ferns, Associate Professor, Computer Information Systems, Baruch College
Elizabeth Merrick, Psychologist, Counseling Center, Baruch College
Kristy Perez, Director, SEEK Program, Baruch College

We are all educational gatekeepers, whether as operations staff, administrators, or faculty. Without an antiracist perspective and awareness of structural racism, we inherently reinforce the structural racism of the American educational system. By bringing an awareness of structural racism to our jobs, we can flip our roles as gatekeepers to help students of color traverse the education system successfully.

Bios

Elizabeth Merrick, PhD, is a psychologist at the Baruch College Counseling Center and the Starr Career Development Center at Baruch College. Her work includes psychotherapy, clinical supervision, and focused training in multicultural competence, all of which are informed by her interests in social justice and diversity.

Kristy Perez, MSW, is the director of Baruch College’s SEEK Program. She is responsible for providing academic, personal and professional counseling, and advocacy for SEEK students from admissions to graduation. Her doctoral research interests include community organizing, urban education, students of color, anti-racist and anti-oppressive educational frameworks.

Bill Ferns, PhD, is an associate professor of Computer Information Systems at Baruch College. His research focuses on information technology for human services programs. Bill has written software or consulted for projects working with homeless youth, HIV+ people, drug users, and organizations working for worker justice or against racism.
DEVELOPING A MEANINGFUL CREDENTIAL FOR CUNY STUDENTS WITH INTELLECTUAL DISABILITIES (TPSID):
THE WAY FORWARD 9206

Sue Carpenter, Assistant Professor, Behavioral Sciences, Kingsborough Community College

Kristen Gillespie-Lynch, Assistant Professor, Psychology, College of Staten Island

Carrie Shockley, Director, John F. Kennedy, Jr. Institute for Worker Education, School of Professional Studies

Sarah Zeller-Berkman, Academic Director, Youth Studies Program, School of Professional Studies

Students with intellectual disabilities (ID) encounter barriers when attempting to transition into college, including misconceptions about their capabilities. In 2010, the U.S. Department of Education created an initiative to develop meaningful postsecondary opportunities for students with ID, or the Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID). In 2015, the University of Rochester (in collaboration with CUNY and AHRCNYC) received a 5-year TPSID grant to develop a credential for students with ID throughout CUNY. In our workshop, we will 1) introduce the TPSID initiative to develop a meaningful credential for CUNY students with ID, 2) describe the ongoing work to support CUNY students with ID that the initiative will build upon, 3) collaboratively brainstorm how to develop aspects of the credential that faculty will have unique insights about, such as alternate forms of assessment, digital badges/portfolios, and strategies to help neurodiverse students fully participate in and contribute to their communities, and 4) lay the foundations for a cross-CUNY collaborative group to further develop the credential and this important initiative in the future.

Bios

Sue Carpenter taught students, including those with disabilities, internationally. She coordinates the Arts in Education courses in the Department of Behavioral Sciences at Kingsborough Community College. She facilitates the Kingsborough Faculty Interest Group for students with intellectual disabilities, and is co-chair of the TPSID faculty sub-committee. Research interests include civic engagement, arts and inclusion.

Kristen Gillespie-Lynch is an assistant professor of Psychology at CSI. She developed a mentorship program for college students with autism (Building Bridges Project REACH), directs CSI’s Advanced Certificate Program in ASD and is co-chair of the TPSID faculty sub-committee. She uses online surveys/trainings to assess and change conceptions of autism among people with diverse relationships to autism internationally.

Carrie Shockley is the director of the John F. Kennedy, Jr. Institute at the CUNY School of Professional Studies. In addition to administrative responsibilities as director, her current work is focused on research in innovative models in health and human services and the emerging workforce. Carrie also participates in the committee responsible for developing the meaningful credential at CUNY.

Sarah Zeller-Berkman is the academic director of the Youth Studies Program at CUNY School of Professional Studies (SPS) and the Director of Youth Studies Initiatives for The John F. Kennedy, Jr. Institute for Worker Education. In this role she oversees the Youth Studies MA and Advanced Certificate at SPS as well as supports the TPSID faculty sub-committee as a part of her role at the JFK Jr. Institute. In a previous consultant role during 2015-2016, Sarah was the coordinator of the Building Connected Credentials Project for Mozilla Foundation which brought together media, arts and tech organizations on the forefront of the digital badging and portfolio movement in NYC.

GENERATIVE JUNCTURES: INTERSECTIONALITY PRAXIS AND CRITICAL COMMUNITY-ENGAGED RESEARCH C201

Justin T. Brown, Assistant Professor, Health Sciences, LaGuardia Community College

Monique A. Guishard, Assistant Professor, Psychology, Bronx Community College

How do social scientists work in partnership with folks that we share racial, ethnic, cultural heritage, social class, dis/abilities, sexual orientation, sexual identities, and/or geographically defined communities with? How do we maintain ethical/epistemological commitments to honor subjectivities, respect the dignity of participants, and share results back quickly when the academy has taught us to conduct helicopter and mosquito research? Brown will discuss his work developing an intersectionality-based, asset-focused, community-driven intervention in Boston. Guishard will discuss her work trying to establish a Community-Engaged Research (CER) academy in the South Bronx in partnership with a community-based ethics board. Together we will offer strategies to ethically engage with marginalized and minoritized communities, in mutually beneficial ways, that create new knowledge, build capacities, and develop self-sustaining actions. In small groups, participants will practice mutually respectful community engagement in a role-play.

CUNY Faculty Diversity and Inclusion Conference 2017 9
CONCURRENT SESSIONS

Bios

Justin T. Brown is an assistant professor of Health Sciences at LaGuardia Community College. His research centers on intersectionality praxis, LGBT YPOC health inequities and asset-based strategies. He is a community-level interventionist, former CUNY Institute for Health Equity Deputy Director, and current Manhattan-Staten Island Area Health Education Center board member.

Monique A. Guishard is an alumna and assistant professor of Psychology at Bronx Community College. Her research focuses on critical race, feminist, and decolonial research ethics. She is participatory action researcher, co-director of the PCORI funded Community Engaged Research Academy, and a participant in the CUNY Faculty Fellowship Publication Program.

BEYOND THE BASICS: A COUNTER-DEFICIT EDUCATION CURRICULUM FOR FOREIGN-CREDENTIALED PROFESSIONALS  C202

Immaculee Harushimana, Associate Professor, English Education/TESOL, Lehman College
Wesley Pitts, Associate Professor & Deputy Chair, Science Education, Lehman College
Nathaniel Anumba, Emanuela Demi, Nixaliz Hernandez, Science Education Students

The purpose of this panel presentation is to present a pro-Foreign-Born-credentialed Support Initiative being implemented by Lehman College Middle and High School Education (MHSE) Department. The mission of Lehman MHSE Foreign-Born Educator is to design curricula and provide an advisement environment that nurtures and respects prior intellectual achievements of foreign-credentialed professionals, particularly from Third World countries, many of whom experience frustration and disillusionment when their hard-earned credentials are not valued in the United States professional world and academia. During the discussion, the panelists (i.e., the co-founders as well as the first cohort of participants and beneficiaries of the Lehman College SOE Foreign-born Educator Initiative) will share the program’s tenets, its components, and the lessons learned from the first offerings. Attendees will gain a new approach to facilitating the professional and academic integration of foreign-credentialed immigrants from the Third World.

Bios

Immaculee Harushimana, PhD, is an associate professor of English/TESOL at Lehman College Middle and High School Education Department and Program coordinator of the MA Spanish Teaching and Undergraduate Foreign Language Education Program. Dr. Harushimana is co-founder of the Foreign-Born Educator with Professor Wesley Pitts.

Wesley Pitts, PhD, is an associate professor of Science Education at Lehman College Middle and High School Education Department and Program coordinator of the Science Education Program. He is also deputy chair of the department and founder of Lehman College STEM Educators Network.

Formerly a medical doctor in Ghana, Nathaniel Anumba is a Master’s student in the Science Education Graduate Program at Lehman College Middle and High School Education Department.

Formerly a science educator, with a MS in Biology, in Albania, Emanuela Demi, is a Master’s student in the Science Education Graduate Program at Lehman College Middle and High School Education Department.

Formerly a medical doctor in Ghana, Nixaliz Hernandez is a Master’s student in the Science Education Graduate Program at Lehman College Middle and High School Education.

DEMYSTIFYING THE ROAD TO TENURE AND PROMOTION: INTERDISCIPLINARY CASE STUDIES FROM WOMEN IN THE TRENCHES  C203

Heather Gibson, Associate Professor, Nursing, York College
Hollie Jones, Associate Professor & Deputy Chair, Psychology, Medgar Evers College
Maudry-Beverley Lashley, Assistant Professor, Psychology, Medgar Evers College

The purpose of this panel discussion is to provide information, advice and recommendations for earning tenure and promotion. The panelists, who are CUNY faculty awarded tenure and/or promotion in the fields of Nursing and Psychology, will share their stories and offer practical and tangible advice to junior faculty who are planning for tenure and promotion. Topics will include demystifying preparation for tenure, the tenure and promotion review process, barriers to tenure, barriers to promotion, and tips for success. The panelists will offer practical advice from women who have successfully attained tenure and promotion from assistant professor to associate professor. The goals are to share the diverse tenure and promotion experiences of CUNY faculty from different disciplines and to provide a forum for discussing how to navigate the challenges associated with gaining tenure or being promoted.
Bios

**Heather Gibson** is an associate professor in the Department of Nursing at York College. She earned her PhD in Nursing Science from the Graduate Center. Her research interests include childhood obesity, global and community health, and nursing education.

**Hollie Jones** is an associate professor and deputy chairperson in the Department of Psychology at Medgar Evers College. Her areas of research include the connection between stress and mental health; cardiovascular reactivity and racial discrimination; type 2 diabetes disparities among African Americans; and racial identity development.

**Maudry-Beverley Lashley** is an assistant professor at Medgar Evers College and is a clinical/developmental psychologist. Her research focus is on underrepresented women, single mothers, and students. Currently, she is broadening her scholarship in health-related research from a cardiovascular perspective with a focus on asthma, smoking and alcohol use.

**‘FIGHT THE POWER’: USING CRITICAL RACE THEORY TO SUBVERT WHITE SUPREMACY**

**LaRose T. Parris**, Associate Professor, English, LaGuardia Community College

**A. Shahid Stover**, Independent Scholar, Philosopher & Editor-in-Chief of *The Brotherwise Dispatch*

**H. Alexander Welcome**, Assistant Professor, Sociology, LaGuardia Community College

In 1903 the historian, sociologist, and critical race theorist, W.E.B. Du Bois, articulated his prophetic position on Western race relations and Western hegemony’s ideological moorings in white supremacist ideology and praxis: “The problem of the twentieth century is the problem of the color-line – the relation of the darker to the lighter races of men in Asia and Africa, in America and the islands of the sea.” As a crucial theoretical foundation of African American and African Diaspora Studies, critical race theory has emerged in the 20th and 21st centuries to become an indispensable methodological tool in analyzing the complex and often vexing interrelationships among race, racism, and established power in the West. Du Bois’s oeuvre attests to the unmistakable fact that white supremacy should no longer be deemed an aberrant form of domestic terrorism and social control used by the Ku Klux Klan.

Building on Du Bois’ early 20th century theoretical, philosophical, and socio-political interventions in Western discourse, the philosophers Frantz Fanon, Lewis Gordon, and Angela Davis have expanded critical race theory and interrogated the Black radical tradition to address the phenomenological dimensions of Black lived experience in racist societies structured on colonial, patriarchal, and class hierarchies. The participants on this panel will present papers that address Du Bois’, Fanon’s, Gordon’s, and Davis’ philosophical contributions to Western thought. In doing so, they will demonstrate the manner in which critical race theory has evolved into a form of counterhegemonic philosophical discourse that has, since its invention in the early 20th century, been formulated and utilized to challenge and undermine white supremacist thought and praxis.

Given the gravity of our present historical moment, and the rise of neo-fascism, racist violence, and police brutality at home and abroad, it is imperative that we, as CUNY faculty, share discursive and pedagogical strategies to combat the normalization of white supremacist thought, which has unfortunately become a defining feature of the American socio-political and cultural landscape. Such committed engagement will allow us to equip our students with the necessary critical tools to properly question and potentially challenge the divisive nature of the current cultural and socio-political zeitgeist. Furthermore this discursive exchange will enrich our pedagogical practices and curricular development to meet a vital imperative: the historical and theoretical contextualization of white supremacy as a false ideology that distorts, degrades, and denies our common humanity.

Bios

**LaRose T. Parris** is an associate professor of English at LaGuardia Community College where she teaches Composition and African American Literature. Her first book, *Being Apart: Theoretical and Existential Resistance in Africana Literature*, was awarded the Nicolás Guillén Prize for Outstanding Book in Philosophical Literature by the Caribbean Philosophical Association in 2016.


**H. Alexander Welcome** is an assistant professor of Sociology at LaGuardia Community College. His work covers alienation, the racial wage paid to whites, the social nature of existential experiences of time; and how all three of these aforementioned elements emerge in the stand-up comedy of Richard Pryor and Jackie “Moms” Mabley.
PREPARING STUDENTS TO ADDRESS ISSUES OF RACE AND PRIVILEGE AFTER GRADUATION

K. Babe Howell, Professor, CUNY School of Law
Donna H. Lee, Professor & Associate Dean for Clinical Programs, CUNY School of Law
Lynn D. Lu, Clinical Law Professor, CUNY School of Law

Faculty designing experiential learning courses will describe techniques used in teaching students to collaborate and strategize with clients from diverse backgrounds (including people of color, immigrants, public benefit recipients, people with disabilities, and seniors). While situated in a law school context, we will focus on transferability to other graduate and undergraduate educational contexts. Faculty will share experiences and methods to equip and empower students to interact respectfully and communicate effectively with people whose identities differ from their own. We also will discuss the process of developing curriculum to address issues of diversity and inclusion. Explicit classroom and case supervision conversations with students—focusing on the lawyer-client relationship—require them to grapple candidly and constructively with concepts of personal and professional responsibility and judgment. We additionally strive to inculcate the value of infusing their relationships with colleagues and clients with empathy, respect, and inclusion regardless of background, status, or other factors.

Bios
K. Babe Howell, professor, teaches Criminal Law, Criminal Trial Advocacy and Lawyering Skills. A graduate of Harvard College, Professor Howell received her JD from NYU School of Law where she was a Root-Tilden Snow Public Interest Scholar. Professor Howell’s scholarship focuses on the intersection of the criminal justice system and race. Prior to joining CUNY Law, Professor Howell taught the Criminal Justice Clinic at Hofstra School of Law for two years, and prior to teaching at Hofstra, Professor Howell was associate director at the NYU School of Law Lawyering Program. Before joining academia, she was a practicing trial lawyer in the area of criminal defense in New York City for eight years, and Professor Howell also clerked for the Honorable Gene Carter of the Federal District Court in Maine.

Donna H. Lee, interim associate dean of Clinical Programs and professor, is a graduate of NYU School of Law, where she was an articles editor for the NYU Law Review, and later served as the president of the Black, Latino, Asian Pacific American Law Alumni Association. She received her BA in history from Brown University. Following law school, Professor Lee clerked on the US District Court for the District of New Jersey, and on the US Court of Appeals for the Third Circuit. She then worked at the Civil Appeals and Law Reform Unit of the Legal Aid Society in New York City, and at the National Prison Project of the ACLU Foundation in Washington, DC. Professor Lee joined the faculty of the Law School to teach in the Battered Women’s Rights Clinic, an interdisciplinary clinic that addresses domestic violence issues from legal and social work perspectives. She currently serves as the advisory board chair of the NY Asian Women’s Center, an organization that advocates for and serves Asian women and children affected by domestic violence.

Lynn D. Lu, Clinical Law professor, teaches first-year Lawyering and is a Supervising Attorney in the Economic Justice Project. She earned her JD magna cum laude from NYU School of Law, where she was an Arthur Garfield Hays Civil Liberties fellow and articles selection editor for the NYU Review of Law and Social Change. Prior to joining CUNY School of Law, Lynn was associate director and acting assistant professor of Lawyering at NYU School of Law. She was formerly staff attorney at the National Center for Law and Economic Justice, where she handled class-action litigation and policy advocacy to expand access to public benefits; Katz fellow and counsel at the Brennan Center for Justice at NYU School of Law, where she focused on criminal justice and child welfare reform; and managing law clerk in the Chambers of the Honorable Kermit V. Lipez, US Court of Appeals for the First Circuit. Professor Lu earned her BA summa cum laude from Harvard/Radcliffe Colleges with a degree in Women’s Studies and holds an MA in English Literature/Critical Theory from Sussex University. Before embarking on a legal career, Lynn was a book editor and publisher at South Press.

CLASSROOM MANAGEMENT PRACTICES AND SOCIAL JUSTICE IN EDUCATION: THE PERSPECTIVE OF WOMEN

FACULTY OF COLOR

Valkiria Durán-Narucki, Lecturer, Psychology, College of Staten Island
Carla Marquez-Lewis, Distinguished Lecturer, Psychology, School of Professional Studies
Ruby S. C. Phillips, Assistant Professor, Psychology, Lehman College

CUNY students are described as hard workers though unprepared for college. This is attributed to their backgrounds as immigrants, being first-generation college students, the poor quality of education at public high schools (specifically in New York City as 78% of CUNY students come from NYC public high schools), their family duties, work responsibilities, and the stigma connected to their status as nonwhite minorities. When CUNY faculty design syllabi and assignments, however, classroom management standards (deadlines, single submission of assignments, etc.) applied to these students are the same as those applied to more privileged students. Is this a successful strategy? This panel explores class management practices from the perspective of women faculty of color—who have similar backgrounds as their students—in successfully understanding and educating CUNY students.
Bios

Originally from Costa Rica, **Valkiria Durán-Narucki** obtained a master’s in Community Psychology from NYU, and a doctorate in Environmental Psychology from CUNY. Her research is on environmental meaning and the reproduction of social structure in school buildings. She is a full-time lecturer at the College of Staten Island.

**Carla Marquez-Lewis** received her PhD in Social-Personality Psychology from the CUNY Graduate Center. She is currently the academic director for the Psychology Program at the CUNY School of Professional Studies. Her research focuses on violent crime, identity, parole practices in New York State, and hurdles/facilitators to post-incarceration reentry for long-termers.

**Ruby S.C. Phillips** received her doctorate in Clinical and Community Psychology from the University of Illinois, Urbana-Champaign. She is an assistant professor of Psychology at Lehman College and a recipient of the Excellence in Teaching Award. Her research interests are in cross-cultural differences in parent-infant interaction.

**CONCURRENT SESSIONS III**

**CHALLENGING THE INTERSECTION OF AGEISM AND HETEROSEXISM IN THE CLASSROOM: PEDAGOGICAL STRATEGIES** C202

**Justine McGovern**, Assistant Professor, Social Work, Lehman College

**Mohan Vinjamuri**, Assistant Professor, Social Work, Lehman College

**Laura Rojas**, Social Work Student

This workshop highlights the impact of age on sexual identities and introduces strategies to challenge the intersection of ageism, homophobia and heterosexism in the classroom. Drawing on the presenters’ current research, and their teaching and practice with LGBTQ communities and older adults, the workshop introduces intergenerational practice, an underutilized evidence-based intervention and pedagogy. Intergenerational practice is shown to strengthen individual and community resiliency, promote cultural humility among professionals, and deepen student engagement. Through the lens of intergenerational LGBTQ practice, participants will develop intergenerational assignments and activities tailored to their disciplines and courses.

Beyond defining ageism and heterosexism, the workshop promotes participants’ exploration of beliefs about the intersection of age and sexual identities. Participants will then learn ways to encourage students to explore their own beliefs within the context of different disciplines. The significance of authenticity and self-exploration in reducing biases and promoting social change will be highlighted.

**Bios**

**Justine McGovern**, PhD, LMSW, is an assistant professor in the Lehman College Department of Social Work. She has presented and published on a variety of topics, including diverse experiences of aging, intergenerational practice, and living with dementia. She has been a Social Work educator and practitioner for over 25 years.

**Mohan Vinjamuri**, PhD, LMSW is an assistant professor at Lehman College Department of Social Work. He has published and presented on a variety of topics related to LGBT populations, and has practiced with adolescents and young adults as a teacher and social worker for over 25 years in various settings.

**Laura Rojas** is a second-year student pursuing a Master’s degree in Social Work at Lehman College. She intends to pursue a research and practice career focusing on older adults and LGBTQ communities.

**DIGITAL MEDIA LITERACY FOR INCLUSION, SARTRE INCLUDED** C201

**Alexandra Juhasz**, Professor & Chair, Film, Brooklyn College

**Susan Lago**, Lecturer, English, Queensborough Community College

**Alice Rosenblitt-Lacey**, Lecturer, English, LaGuardia Community College

Given today’s abundance, and even dominance of fake news, a self-aware attention to the current conditions of the internet is critical for our democracy, as the internet has become a crucial place where scholars, artists and our students, regardless of our fields, can make pivotal contributions. Fake news has weighed in about race in America and feminist strategies towards an active digital media literacy in response are needed. For example, students enter the first-year writing classroom with a wide range of experiences specific to their own overlapping social identities, including those of class, ethnicity and gender. While this diversity enriches the classroom, it also impacts students’ readiness for academic engagement, as they possess a wide range of skill sets and abilities, not only in reading and writing, but in digital technologies as well. Secondly, by studying Sartre’s play *No Exit* and directly engaging with his play through improvised role-playing in class, students can be led to question their own acceptance of prejudice, as they conceive of what it might be like to be someone of a different sexuality, gender or class.
Bios

Alexandra Juhasz is chair of the Film Department, Brooklyn College. She has written multiple articles on feminist issues, fake news, and AIDS documentary. Her current work is on online feminist pedagogy, YouTube, and other more radical uses of digital media.

Susan Lago is a lecturer in the Department of English at Queensborough Community College. Her work has appeared in publications such as *Pank Magazine, Word Riot, Per Contra, Monkeybicycle* and *Prime Number*. Her short story, “Songs from the River,” was nominated for a Pushcart Prize in 2011 by *Pank*.

Alice Rosenblit-Lacey, BA in English, Yale; MA and MPhil in English, NYU, currently teaches full time in the English Department of LaGuardia Community College. She’s a published poet, recently nominated for a Pushcart prize and a finalist for Queens Poet Laureate. Her one act play, “Service,” was produced off-Broadway in 2016.

**ACADAMES: DIVERSE FEMALE JUNIOR FACULTY LIVING AND WORKING TOWARD TENURE**  C203

Danielle Magaldi, Assistant Professor, Counseling, Leadership, Literacy & Special Education, Lehman College

Anne Marie Marshall, Assistant Professor, Early Childhood & Childhood Education, Lehman College

Rosa L. Rivera-McCutchen, Assistant Professor, Educational Leadership, Lehman College

Laura A. Roberts, Associate Professor, Counselor Education, Lehman College

The tenure process can be a challenging process for new faculty, especially for faculty from underrepresented groups in academia. New faculty face a variety of challenges including negotiating tenure and promotion expectations, balancing course loads with service and research, understanding the unique constructs of university life, and transitioning into professional life. As the economy exerts force on academic institutions, demands on faculty increase while institutional supports decrease. During this presentation, we report the results of a self-study of a peer mentorship group of five female pre-tenure faculty members, including two women of color. Successes and limitations will be discussed, and attendees will have ample opportunity to interact with presenters and each other in order to begin strategizing around building support networks in their home institutions.

Bios

Danielle Magaldi is an assistant professor in the Department of Counseling, Leadership, Literacy & Special Education at Lehman College. Her interdisciplinary research explores mindfulness in special education, spiritual/religious identity issues in psychology and education, and multicultural competence in psychology and education.

Anne Marie Marshall is an assistant professor in the Department of Early Childhood and Childhood Education in the School of Education at Lehman College. Her current research interests focus on equity in mathematics education and preservice mathematics teacher education. She is interested in how equity focused mathematics teacher preparation impacts the knowledge and dispositions of prospective teachers.

Rosa L. Rivera-McCutchen is an assistant professor in the Educational Leadership Program in the Lehman College School of Education. Her research examines the theory and practice of leadership in schools in order to create opportunity, social justice and equity for Black and Latinx students in urban settings.

Laura A. Roberts is an associate professor in the Counselor Education Program in the Lehman College School of Education. Her research focuses on transition assessment, planning and programming for students with disabilities for the purpose of improving outcomes in adult life.

**TEACHING ABOUT ISLAM IN THE AGE OF ADVERSITY**  C198

Anna Akasoy, Professor, Classical & Oriental Studies, Hunter College

Murahi Bilici, Associate Professor, Sociology, John Jay College of Criminal Justice

Elizabeth Macaulay-Lewis, Assistant Professor, Liberal Studies, CUNY Graduate Center

Chase Robinson, Distinguished Professor, History and President, CUNY Graduate Center

Doris Lessing once called British Islam ‘some incomprehensible, alien force’, and General Michael Flynn, the President’s former National Security Advisor, has said that Islam ‘is a political ideology’, which ‘definitely hides behind this notion of it being a religion.’ In an age of religious violence, immigration, globalization and Islamophobia, what challenges does one face in teaching Islam, Middle Eastern and Muslim American issues in a multicultural classroom that often includes Muslims from multiple backgrounds?
Bios

**Anna Akasoy** is a professor of Islamic Intellectual History at Hunter College and the Graduate Center. She teaches classes on Arabic literature and Islamic history. Her research focuses on medieval Islamic philosophy and mysticism and on contacts between the Islamic world and other cultures.

**Mucahit Bilici** is an associate professor of Sociology at John Jay College and the Graduate Center. Besides American Islam, his research interests include social theory, Islamophobia, Muslim societies (Turkey), Said Nursi and Kurdish Studies. Bilici is a faculty fellow at the CUNY Dispute Resolution Center.

**Elizabeth Macaulay-Lewis** is an assistant professor in the MA in Liberal Studies at the Graduate Center. She teaches courses on Islamic art, architecture, and archaeology. Her research interests include domestic architecture and gardens of the Islamic world and the material culture of non-Muslims under Islamic rule.

**Chase Robinson** is a distinguished professor of History at the Graduate Center and the Center’s president. He teaches classes on Islamic and Middle Eastern History.

**INTEGRATING ASIAN AMERICAN STUDIES INTO THE COMMUNITY COLLEGE CLASSROOM**

**Swan Kim**, Assistant Professor, English, Bronx Community College

**Catherine Ma**, Assistant Professor, Psychology, Kingsborough Community College

**Khushmand Rajendran**, Assistant Professor, Social Sciences, Human Services & Criminal Justice, Borough of Manhattan Community College

**Joy Sanchez-Taylor**, Assistant Professor, English, LaGuardia Community College

CUNY community college faculty participants of the National Endowment for Humanities (NEH) Institute for “Building Asian American Studies Across the Community College Classroom” discuss how the incorporation of Asian American Studies in their classrooms helped students fully reflect and represent the diverse issues, histories, and experiences of our student bodies. Each panel member will discuss their experiences in the NEH seminar, share tools and critical readings that they acquired through the program, and explain how they incorporated the seminar resources into their specific classes at multiple CUNY community college campuses. As a rapidly growing ethnic group represented in community colleges, the study and incorporation of Asian American cultural topics and community resources is necessary to both help students learn about the diversity of Asian populations, specifically in NYC, and to create inclusive classroom experiences for all students.

**Bios**

**Catherine Ma** is an assistant professor of Psychology at Kingsborough Community College. She is an avid researcher in breastfeeding ideology and utilizes women's lived experiences to create a new model of breastfeeding that is empowering and women-centered. She is also using her experience as a first-generation college student and Chinese immigrant to expand her research expertise in immigration and is developing a course on the psychology of immigration that will study the lived experiences of our immigrant students.

**Swan Kim** is an assistant professor of English at Bronx Community College, where she also serves as the Writing-Across-the-Curriculum coordinator. She specializes in Asian American and Asian diaspora studies and theories of transnationalism and immigration. She received her PhD in English from University of Virginia and has also taught at Rutgers University at New Brunswick and New York Institute of Technology.

**Khushmand Rajendran** is an assistant professor of Human Services at Borough of Manhattan Community College. Her research focuses on immigrants and service use as well as on the impact of pre- and postnatal trauma on children's behavior problems; parenting and child neuropsychological functioning. Most recently she has published in *The American Journal of Psychiatry*, *Postgraduate Medicine*, and *Journal of Child & Adolescent Substance Abuse*.

**Joy Sanchez-Taylor** is an assistant professor in the English Department at LaGuardia Community College whose research interest is multi-ethnic science fiction and fantasy literature. She recently completed an article on Octavia Butler using original research from the Huntington Library that is forthcoming in *Science Fiction Studies*. She received her PhD from the University of South Florida.
CONCURRENT SESSIONS

WHEN EVERY CLASS IS A TEACH-IN: CHALLENGES, OPPORTUNITIES, PEDAGOGIES, & MULTICULTURAL COMPETENCIES

PROSHANSKY

Charles C. Edwards, Assistant Professor, School Psychology, Counseling & Leadership, Brooklyn College
David Forbes, Associate Professor, School Psychology, Counseling & Leadership, Brooklyn College
Maria R. Scharrón-del Río, Associate Professor, School Psychology, Counseling & Leadership, Brooklyn College

Many multicultural resources are available for infusing diversity and social justice content throughout the curriculum. However, there is a dearth of scholarship on the impact of teaching this curriculum on educators and the role of systemic support in creating affirming and nurturing environments for this process. This is particularly relevant since our current political climate has increased the urgency of engaging in difficult conversations in the classroom, often without supportive structures in place. This presentation will explore common issues that arise when engaging in liberation pedagogies to foster multicultural competences (i.e., resistance to addressing privilege, oppression, intersectionality, racial/gender dynamics in supervision, systemic racism) and how to provide systemic support to educators and students in this process. Presenters—a diverse group of counselor educators—will draw from the literature as well as their current experience in teaching and supervising courses designed to support students’ development of social justice and multicultural competencies.

Bios

Charles C. Edwards is an assistant professor of School Counseling at Brooklyn College. He has over 15 years of experience working as a teacher, school counselor, and counselor educator. His research focuses on the effectiveness of professional school counselors in supporting students’ academic, personal-social and career development within urban school systems and communities.

David Forbes is an associate professor in the School Counseling program at Brooklyn College. His teaching and scholarship revolves around contemplative, integral approaches to urban education, urban school counseling, and adolescent development, including male gender identity development.

Maria R. Scharrón-del Río is an associate professor of School Counseling at Brooklyn College. The Counseling program is committed to the development of multicultural competencies in counselors, psychologists, and educators using experiential and affective education. The research/scholarship/advocacy focus on ethnic and cultural minority psychology and education, multicultural competencies, intersectionality, LGBTQ issues, gender variance, spirituality, and well-being.

HOW MAKING ART CREATES DIVERSITY

C205

Steven Dahlke, Assistant Professor, Music, Queensborough Community College
Heather Huggins, Assistant Professor, Speech, Communication & Theatre Arts, Queensborough Community College
C. Julian Jiménez, Assistant Professor, Speech, Communication & Theatre Arts, Queensborough Community College
Scott Litroff, Assistant Professor, Music, Queensborough Community College

Art has the power to transcend and transform personal experience. Faculty at Queensborough Community College will depict several pedagogic examples to delineate this. One method employs analysis of musical language to explore how multiple cultural, religious, sexual, and socioeconomic identities can be potently expressed in sound, while the second approach explores how empathic awareness of identities other than the student’s own may be discovered through their performance of culture-specific music, and incorporates the use of improvisation as a vehicle for fostering inclusiveness and reflection in a large ensemble environment. The second method presents theater through the show anOTHER, an “exploration of what it means to be ‘other’ in America; a celebration of difference in a society that is more comfortable navigating within the status quo.” The show parallels stereotypes through a lens of mythology and folklore.

Bios

Steven Dahlke received his DMA in Vocal Performance and Music Education from the University of Southern California, and his MMus. from the Manhattan School of Music. He is assistant professor of Music at Queensborough Community College and has published and presented locally and regionally on the topics of kinesthetic and empathic education.

Heather Huggins specializes in embodied approaches to creating interdisciplinary work. She received her MFA from the Boris Shchukin Theatre Institute, Vakhtangov Theatre, in Moscow. She is a first year tenure-track faculty member at Queensborough Community College.

C. Julian Jiménez (professional name: J. Julian Christopher) is an internationally produced playwright with an MFA from The Actors Studio Drama School. He has workshopped/premiered his plays with The Public Theater, INTAR Theatre, LAByrinth Theater, and First Floor Theatre. He is a fourth year tenure-track faculty member at Queensborough Community College.

Scott Litroff is an assistant professor of Jazz at Queensborough Community College and a performing saxophonist in jazz and classical styles. He has performed at venues including Carnegie Hall, Lincoln Center, and the DiMenna Center among others, and is the recipient of the 2013 Samuel Baron Prize. Scott is an Endorsed Artist for P. Mauriat Saxophones.
MARYBETH GASMAN
Professor of Higher Education, University of Pennsylvania
Director, Penn Center for Minority Serving Institutions
Marybeth Gasman is Professor of Higher Education in the Graduate School of Education at the University of Pennsylvania. Her areas of expertise include the history of American higher education, Minority Serving Institutions (with an emphasis on Historically Black Colleges and Universities), racism and diversity, fundraising and philanthropy, and higher education leadership. Marybeth is the founding director of the Penn Center for Minority Serving Institutions (MSIs), which works to amplify the contributions, strengthen, and support MSIs and those scholars interested in them. She holds secondary appointments in history, Africana Studies, and the School of Social Policy and Practice. Marybeth is the author or editor of 22 books, including Educating a Diverse Nation (Harvard University Press, 2015 with Clif Conrad), Envisioning Black Colleges (Johns Hopkins University Press, 2007), Rediscovering Booker T. Washington (Johns Hopkins University Press, 2012 with Michael Bieze) and Academics Going Public (Routledge Press, 2016). She has written over 200 peer-reviewed articles, scholarly essays, and book chapters. Marybeth has penned 350 opinion articles for the nation's newspapers and magazines and is ranked by Education Week as one of the most influential education scholars. She has raised $22 million in grant funding to support her research and that of her students, mentees, and MSI partners. Marybeth serves on the board of trustees of The College Board as well as Paul Quinn College, a small, urban, historically Black college in Dallas, Texas. She considers her proudest accomplishment to be receiving the University of Pennsylvania’s Provost Award for Distinguished PhD Teaching and Mentoring, serving as the dissertation chair for nearly 60 doctoral students since 2003.

JANICE JOHNSON DIAS
Associate Professor of Sociology, John Jay College of Criminal Justice
I believe strongly that social science research can be used as a vehicle for social change. Therefore, I have dedicated my life to bridging the gap between the so-called thinkers and the do-ers. I have dedicated my life to examining and ameliorating the economic, political and social factors that influence the health behaviors, outcomes and opportunities of impoverished mothers and children. In addition to my academic work, I have spent the past two decades working with, evaluating and building collaborations among social service and community organizations. My most recent work in Long Island with Stony Brook University and community stakeholders on issues of black girls’ mental, sexual and physical health earned the collaborative a special Congressional honor. My experiences in the community so profoundly influenced me that I developed a national organization to respond to the health crises in low income communities. I am the co-founder and President of GrassROOTS Community Foundation (www.grass-rootsfoundation.org), a national health advocacy organization that supports, develops, and scales community-driven solutions to the health challenges facing women and girls living in poverty. Along with Chairman of the Board, Tariq “Black Thought” Trotter lead MC of the Grammy Award winning band The Roots and a host of doctoral level researchers and practitioners we have developed a 10-city health initiative directed at improving the mental, physical and sexual health of low income women and girls. Our work builds on and extends the First Lady Michelle Obama’s Let’s Move Initiative and efforts to end childhood obesity. Currently, GrassROOTS has five programs in three major cities: Philadelphia, PA; Newark, NJ and Greensboro, NC. Publications include the 2014 article “Local Realities, National Implications: A Community Survey of Youth Physical Activity in High-Poverty Neighborhoods” in the Journal of Physical Activity & Health; the 2013 article “Black Mothers’ Perceptions about Urban Neighborhood Safety and Outdoor Play for their Preadolescent Daughters” in the Journal for the Health Care of the Poor and Underserved, and the 2012 article “The Incredible Shrinking Black Woman: Health and Policy Implications” in the Review of Black Political Economy.
INVITED PRESENTERS

REGINA DIXON-REEVES
Assistant Vice Provost for Diversity and Inclusion, University of Chicago

In July 2016, Dr. Regina Dixon-Reeves was named the Assistant Vice Provost for Diversity and Inclusion at the University of Chicago. In this role, she provides leadership for diversity and inclusion programs, initiatives, and strategic planning across the University. Previously, she served as the Executive Director of Diversity and Inclusion at the University of Chicago Medicine and Biological Sciences.

Dr. Reeves is a past president (2009-2010) and current treasurer of the Association of Black Sociologists and has served as chair of the Professional Development Committee for that organization for 15 years. She is a member of the editorial board of Issues in Race & Society: An Interdisciplinary Global Journal, chair of the Minority Scholars Committee of the Midwest Sociological Society, and an executive board member of the Illinois College Access Network. A believer in the value of faculty mentoring, her article “Mentoring as a Precursor to Incorporation, An Assessment of the Mentoring Experience of Recently Minted Ph.D.s” appeared in the Journal of Black Studies.

Dr. Reeves has a doctorate in Sociology with a concentration in Higher Education from the University of Chicago. Her areas of expertise include mentoring of early career faculty and graduate students, strategies that increase academic productivity, and student support programs that increase college retention of first generation students. She has a bachelor’s degree in Journalism from Marquette University and MA and PhD in Sociology from the University of Chicago.

GINA ATHENA ULYSSE
Professor of Anthropology, Wesleyan University

Gina Athena Ulysse is Professor of Anthropology at Wesleyan University. In 2015, she received Wesleyan’s Binswanger Prize for Excellence in Teaching and the Haitian Studies Association award for Excellence in Scholarship.


CALLY WAITE
Associate Professor of History and Education, Teachers College, Columbia University

Cally L. Waite is Associate Professor of History and Education in Teachers College’s Department of Arts & Humanities, where she coordinates the History and Education Program. Waite is an authority on the transformation of higher education in the late 19th century and has written extensively about the history of African Americans in U.S. higher education. In her book Permission to Remain Among Us: Education for Blacks in Oberlin, Ohio, 1880-1914, Waite details the history of a community that demonstrated a rare commitment to the education of blacks during the antebellum period, only to turn toward segregation as Reconstruction drew to a close — a progression, she argues, that prefigured events nationwide.

Waite also serves as program director of the SSRC-Mellon Mays Fellowship Program — part of the Social Science Research Council, an independent, international nonprofit that nurtures new generations of social scientists, fosters innovative research, and mobilizes necessary knowledge on important public issues.

Waite’s current book project, The Journey Thus Far: Black Southern Scholars and Northern Institutions, 1896-1954 (with Margaret Smith Crocco, formerly of TC’s Social Studies Education Program), considers the experiences and challenges of southern black scholars who earned their doctoral degrees at northern research universities during legalized segregation in the United States.
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