Minding the Gap: Retaining & Sustaining the Academic Community
Registration & Breakfast | 7:30 a.m. – 8:45 a.m. | Concourse Foyer & Lobby
Opening Keynote | 8:45 a.m. – 10:15 a.m.

WELCOMING REMARKS
Joy Connolly, PhD, President, Graduate Center
Vita C. Rabinowitz, PhD, Interim Chancellor

FACULTY DIVERSITY, A SHARED RESPONSIBILITY, PROMOTES STUDENT SUCCESS
Freeman A. Hrabowski, III, PhD
President
University of Maryland, Baltimore County (UMBC)

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 Keynote | 1:00 p.m. – 2:30 p.m.

INTRODUCTORY REMARKS
María Scharrón del-Río, PhD, Associate Dean
Brooklyn College School of Education
University Advisory Council on Diversity (UACD)

BEYOND DIVERSITY PRESENCE: CULTIVATING EFFECTIVE FACULTY MENTORING TO ENHANCE THE ACADEMIC COMMUNITY
Michael Benitez, Jr., PhD
Chief Diversity Officer & Dean of Diversity and Inclusion
University of Puget Sound

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

MELLON CO-SPONSORSHIP — Funding for Dr. Michael Benitez was provided by CUNY-Mellon Faculty Diversity Career Enhancement Initiative
Improving STEM Faculty Diversity: Perspectives of a White Guy and Faculty of Color

Gillian U. Bayne, Lehman College
Steve Greenbaum, Hunter College
Armando Howard, Medgar Evers College
Sophia Suarez, Brooklyn College

This panel discussion on faculty recruitment and retention from the points of view of a white male senior faculty member and three junior African American faculty members, in physics and science education, the most underrepresented field in academia. It is well known that standard recruitment practices are not particularly effective, and that the dictum to seek the “most qualified” candidates will never lead to a diverse faculty body until we question the meaning of “most qualified.” By describing our personal experiences in partnering with the administration and faculty members in targeted departments, we hope to stimulate discussion on how different university constituencies with similar goals can work together to achieve effective hiring and support of minority faculty members. The roles and values of “colorblindness” existing as realities are interrogated, as are the unwritten rules of teaching, learning, collaborating, researching, writing, and serving one’s community.

Gillian U. Bayne is an associate professor of Science Education at Lehman College and the Urban Education department at the Graduate Center. Professor Bayne’s recent research focus involves helping to strengthen the leadership qualities and experiences of Ethiopian professional women in STEM.

Steve Greenbaum is CUNY distinguished professor of Physics at Hunter College and a Fellow of the American Physical Society. He served (2008-14) as executive officer of the PhD Program in Physics at the Graduate Center. He earned his PhD in Physics from Brown University and does research on energy storage materials.

Armando Howard is a professor in the department of Physics and Computer Science at Medgar Evers College and collaborates with NASA’s Goddard Institute for Space Studies. He earned a PhD in Astrophysics from Princeton University after a BA from Hunter College. He has researched mixing processes for global climate simulation.

Sophia Suarez is an associate professor of Physics 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.

Linguistic Diversity at CUNY: Challenges and Solutions

Gila M. Acker, York College
Carlos de Cuba, Kingsborough Community College
Poppy Slocum, LaGuardia Community College
Laura Spinu, Kingsborough Community College

The panelists will discuss the role of standard English in CUNY classrooms. A study examined whether students’ evaluation of their professors was affected by the professors’ ethnicity and foreign-accented speech and found that students evaluated negatively professors with foreign-accented speech than professors who use Standard American speech; however, White professors were not rated higher than ethnic minority professors. Although interactive teaching style was a predictor of positive students’ evaluation of teaching effectiveness, when interacting with the condition of accent, the interaction was not significant. Also, traditional teaching strategies in Communication Studies courses place emphasis on Standard American English pronunciation and “accent reduction.” This misguided approach does a disservice to our diverse student population. It reinforces the myth that the so-called “standard language” has objective and inherent superiority over other varieties. This panel will discuss language insecurity and linguistic discrimination, and present alternative mixing strategies that promote acceptance of linguistic diversity.

Gila M. Acker a professor and chair of Social Work at York College. She teaches social research methods and her scholarship includes: burnout, mental health, managed care, and transphobia among students’ majoring in the health professions. Her academic degrees include MSW, DSW and a certification in Psychoanalytic-oriented psychotherapy.

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

Poppy Slocum has her PhD in Linguistics from Stony Brook University. She currently teaches in the Communication Studies program 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, and currently teaches in the department of Communications & Performing Arts at Kingsborough Community College. Her research focuses on bilingual cognition in the context of phonetic and phonological learning and the acoustic characteristics of fricative sounds.
ADDRESSING THE COACHE SURVEY: BRONX COMMUNITY COLLEGE DIVERSITY AND INCLUSION TASK FORCE  C202

Grisel Y. Acosta, Bronx Community College
Roni Ben-Nun, Bronx Community College
Iris Cortes, Bronx Community College
Michael Miller, Bronx Community College

In 2015, CUNY distributed the COACHE Survey, with the purpose of “improving faculty recruitment, development, and retention.” At Bronx Community College, the survey results revealed that, compared to other CUNY colleges, BCC’s female faculty and faculty of color were less satisfied with their representation at the college. In 2016, BCC’s Faculty Council created the COACHE Task Force in order to understand and address the dissatisfaction. In 2017, the COACHE Task Force reported its recommendations. One year later, in spring 2018, the BCC Faculty Council created a Diversity and Inclusion Task Force to determine if BCC addressed the recommendations. This presentation will be an overview of the work accomplished by the two task forces, and a discussion about the triumphs/challenges in addressing faculty diversity and representation.

Roni Ben-Nun is an associate professor and the deputy chairperson of the Art & Music department. He also chairs the college’s Faculty Council and serves on many other senate committees. Professionally, he is a freelance graphic and web designer and the recipient of CUNY’s Salute to Scholars award.
Iris Cortes is the acting program director of the Radiologic Technology program at Bronx Community College. She is a nationally registered in Radiologic Technology in both Radiography and Computed Tomography and is licensed to practice Radiography in New York State. She teaches Patient Care, Radiographic Anatomy II, and Clinical courses. Professor Cortes is a member of the American Society of Radiologic Technologists and the Association of Educators in Radiologic Technology of the State of New York.
Michael Miller is chief librarian at Bronx Community College and a Fulbright Scholar. He has lectured on library management and diversity in librarianship. Publications include articles in New Library World and Journal of Education for Library and Information Science. He co-edited International Librarianship: Developing Professional, Intercultural, and Educational Leadership.

QUEER STUDIES AND ITS CLASS LOCATIONS  C203

Matt Brim, College of Staten Island
Justin Brown, LaGuardia Community College
Shereen Inayatulla, York College
Laura Westengard, New York City College of Technology

This panel considers the ways the field of Queer Studies takes shape at different class locations in higher education. In particular it asks: What are the material conditions under which Queer Studies is done at CUNY and at other underresourced institutions that serve working-poor and working-class students? What kinds of queer knowledge practices do those conditions produce? These questions force us to confront the CUNY reality that the class precarity of our students, unending austerity budgeting, and institutional invisibility inform how we do Queer Studies here, especially insofar as we must reinvent a discipline that is still predominantly created by and for members of elite, expensive, and resource-rich colleges and universities that intentionally and dramatically exclude poor and working-class students.

Matt Brim (he/him/his) is an associate professor of Queer Studies at the College of Staten Island. His publications include the forthcoming Imagining Queer Methods and James Baldwin and the Queer Imagination. His newest book, Poor Queer Studies, will be published by Duke University Press in the spring of 2020. Along with Shelly Eversley (Baruch College), he is academic director of CUNY’s Faculty Fellowship Publication Program.

Justin T. Brown PhD, MPH (he, him, his) is a black, gay southern Ohioan. As an educator, evaluator, and advocate, he works to address health inequities among persons of color, LGBT youth, and those at the intersection. Through participatory, community-driven practice, Dr. Brown collaboratively works to develop culturally-responsive interventions. He is an assistant professor of Health Sciences and program advisor for the Community & Public Health program at LaGuardia Community College and is the executive director of the Center for LGBTQ Studies. Prior to this position, he served as deputy director of the CUNY Institute for Health Equity. Dr. Brown serves as a board member for the Bronx Community Research Review Board and the Manhattan-Staten Island Area Health Education Center.

continued >>
Shereen Inayatulla (they/she) is an associate professor of English and the Writing program director at York College. Her areas of research include Literacy Studies, Autoethnography, Gender and Queer Theory. Her work has appeared in publications including the *Journal of Basic Writing*, *Changing English*, and the *Journal of Lesbian Studies*.

Laura Westengard (she/her/hers) is an associate professor of English at New York City College of Technology. She is the point person for the interdisciplinary course cluster in Gender & Sexuality Studies and serves as the faculty advisor of the student PRIDE Club. Her forthcoming book *Gothic Queer Culture: Marginalized Communities and the Ghosts of Insidious Trauma* will be released by University of Nebraska Press in Fall 2019.

**AN INTERACTIVE CONVERSATION ABOUT ABILITY  C204**

Robin Brown, Borough of Manhattan Community College  
Leslie Craigo, Borough of Manhattan Community College  
Scott Sheidlower, York College

When we encounter someone who is in some way functionally different, do our minds immediately jump to what they struggle with? Our workshop will be an interactive conversation structured around what we do well, contrasted with what we struggle with. If we are going to foster a functionally diverse world, we need to learn that we all struggle with something.

Robin Brown is an associate professor and head of Public Services at the Borough of Manhattan Community College. She has an MA in World History from Rutgers, Newark, and an MLS from Rutgers, New Brunswick.  
Leslie Craigo, PhD, is an assistant professor in the Teacher Education department at BMCC. In addition to teaching courses in child development, Professor Craigo is also the mentoring coordinator at BMCC. She serves on the Equity Inclusion and Diversity Task Force, and the Designing First Year Success Task Force.  
Scott Sheidlower is a professor and the head of circulation and the archivist in the library at York College. He has an MA in Art History from NYU; an MA in Arts Administration, also from NYU; and an MLS from Queens College.

**THE PHD PROJECT – BARUCH COLLEGE RESEARCH SYMPOSIUM: A PLATFORM FOR FACULTY RECRUITMENT  C205**

Karl Lang, Baruch College, moderator  
Albert Croker, Baruch College  
Carol Marquardt, Baruch College  
Marie Zara, The PhD Project  
Katerina Gonzalez, doctoral candidate

This presentation will consist of a panel of 4 participants discussing the annual PhD Project – Baruch College Research Symposium, a recently inaugurated collaborative academic initiative between the PhD Project, an organization founded to increase the number of business school faculty members from underrepresented groups, and the City University of New York. The goal of this collaboration is to help increase the diversity of our business schools’ faculty. The symposium provides business schools at CUNY with a platform to showcase their departments as attractive workplaces for junior faculty from underrepresented groups, and thus help CUNY departments in their efforts to recruit more minority faculty members. The panelist of the session will discuss the history of minority representation in business school faculties, and the potential contributions the research symposium partnership can make for increasing diversity and inclusion in academia and the professional workforce and leadership positions. We will also discuss how the successful PhD Project model could possibly be applied in academic communities beyond business school education.

Albert Croker is a professor in the Paul H. Chook Department of Information Systems and Statistics. He earned his PhD in Computer Science (1983) from Stony Brook University. His research interests are in the areas of relational databases and temporal relational database theory.  
Karl Lang holds a PhD in Management Science from the University of Texas at Austin and is currently the executive officer of the PhD program in Business and professor of Information Systems at the Graduate Center and Baruch College. His research concerns issues of the rising information society.  
Carol Marquardt holds a PhD in Accounting from Cornell University and is currently the department chair in the Stan Ross Department of Accountancy at Baruch College. Her research interests focus on issues related to determinants and implications of corporate financial reporting strategy.
Marie Zara is director of advancement, and joined The PhD Project when it became a separate 501(c)(3) in 2005. She is responsible for all development activities, donor relations, marketing and communications. Marie holds a Bachelor’s in Marketing from Pace University and a Certificate in Fundraising from New York University.

Katerina Gonzalez is currently a doctoral candidate in Management at Baruch College and the Graduate Center. Her doctoral research addresses issues in the areas of dysfunctional workplace leadership, diversity in organizations, and change management. Katerina holds a BSc from the Stern School of Business at New York University.

CAMPUS CLIMATE WORKING GROUP: PROMOTING DIALOGUE ABOUT DIVERSITY, EQUITY, AND INCLUSION AT CUNY

PROSHANSKY — Note: This session is repeated during each round of workshops.

Hugo Fernandez, LaGuardia Community College
Rachel Stephenson, Central Office

The City University of New York aspires to be a national model for promoting a climate in which all members of the university community share responsibility for equity and inclusion goals. To that end, Interim Chancellor Rabinowitz charged the Campus Climate Working Group this past fall with the task of promoting and elevating dialogue about campus climate issues. Interactive discussion of proposed new university-wide strategies to do this will be the key feature of this panel. The Working Group is very interested in getting your feedback, as the strategies under discussion could inform early thinking about the new Office for Diversity and Inclusion.

Hugo Fernandez is a Cuban-American photographer from Miami, Florida. An associate professor of Fine Art and Photography in LaGuardia Community College’s Humanities department, he has also served in the University Faculty Senate for five years and began his fourth one-year tenure as member-at-large of the Executive Committee in May 2018.

Rachel Stephenson is assistant vice chancellor for Strategic Partnerships at CUNY. Since June 2017, Rachel has spearheaded signature initiatives of the Chancellor’s Office related to campus climate; diversity, equity, and inclusion; transfer; student well-being; college access for adult learners; and experiential learning.

CREATING RESPECTFUL CLASSROOM ENVIRONMENTS FOR LGBTQ+ AND CULTURALLY DIVERSE STUDENTS

Lidia Gonzalez, York College
Heather Robinson, York College

In this workshop, we present strategies to create classroom environments that are more inclusive for LGBTQ+ and culturally diverse students. We discuss the assumptions that faculty tend to make about sexuality, gender identity and cultural knowledge in their classrooms, from the level of the pronouns with which we address students, and the examples that we use to illustrate ideas in our courses, to the assumptions that we make about gender, sexual orientation and cultural background. We will then, with the audience, workshop ways that faculty can adapt their teaching strategies to include students from cultural, sexual and gender minorities.

Lidia Gonzalez is an associate professor and chairperson of the department of Mathematics and Computer Science at York College. Her research interests focus on the teaching of mathematics for social justice, mathematics identity development, and issues of equity/access/diversity in mathematics and mathematics education.

Heather Robinson is an associate professor and English department chairperson at York College. With a PhD in Theoretical Linguistics, her research interests focus on linguistic diversity and feminist academic administration; she is the faculty advisor for the York College student Sexuality and Gender Acceptance club.
SURVEYING INCLUSION & EQUITY CLIMATE: BMCC’S USE OF CHARRETTES – FINDINGS FROM YEAR ONE

Peter P. Hoontis, Borough of Manhattan Community College
Erika Carlson, Borough of Manhattan Community College

Participants attending this panel will view firsthand how BMCC’s “designing our future together” effort was launched with a focus on surveying the college community using Charrettes to ignite a discussion on equity and inclusion. This presentation will focus on the process used and the results achieved from the first year of BMCC’s Inclusion and Equity Task force efforts to assess the equity and inclusion climate of the college community. The panel will present the model employed for surveying the college community; define the process from both a technical and research perspective and deliver the preliminary findings of the Charrette Process. The panel will also define the Charrette Process and how it might be useful in surveying campus climate and as a research method.

Peter Hoontis, PhD, has an extensive background in nonprofit/academic administration. At BMCC he teaches Introduction to Business and Business Operations Management, for which he is course coordinator. He serves on the BMCC Academic Assessment committee and the Equity and Inclusion Task Force as chair for the Listening Tour subcommittee.

Erika Carlson has an extensive background in assessment, institutional effectiveness, and analytics. She received her MA in Psychology at California State University, served as Assessment Specialist in Research, Planning, and Development, taught, and presented/published in the area of institutional effectiveness. Erika is currently co-chair of the CUNY Assessment Council.

IMMIGRANT COLLEGE STUDENTS’ ACCULTURATION, LEARNING, AND ACADEMIC PERFORMANCE

Stacey Cooper, Hostos Community College
Cary Lane, Queensborough Community College
Miseon Kim, Queensborough Community College
Ilse Schrynemakers, Queensborough Community College

“Tapping into” Ethnic Minority Immigrant students’ cultural knowledge can be used to create transformative learning practices that are better aligned to students’ cultural identities. This panel proposes that Ethnic Minority Immigrant students offer unique cultural knowledge and resources that if recognized, valued and validated can become assets for the creation of positive learning identities among this student population. Aligning student learning to student cultural knowledge has the potential to make classrooms more culturally responsive and inclusive spaces for Ethnic Minority Immigrant students. Moreover, in an effort to better understand how students’ length of exposure to American secondary schools relates to academic performance in core, first-year college courses, findings from a study that surveyed and analyzed the demography, study habits, and grades of 267 freshman composition (ENG 101) students at Queensborough Community College will be shared.

Stacey J. Cooper holds a PhD in Developmental Psychology and she has taught in the CUNY system since 2004. Her teaching and research interests include learning identity, ethnic identity, culturally responsive learning, immigration, digital pedagogy and higher education.

Cary Lane, PhD, is an assistant professor of English at Queensborough Community College. His research interests include postsecondary education policy, developmental education policy, innovations in reading/writing pedagogy, and visual teaching strategies. He has been the recipient of a NEH Challenge Grant Award and two PSC-CUNY Research Awards.

Miseon Kim is an assistant professor of Library Science at Queensborough Community College, holding a MA in Urban Affairs, MLS, and MA in English. She has received a Reference USA Award for excellence in reference and adult library services, PSC-CUNY Research Award, and QCC CETL Pedagogical Research Grant.

Ilse Schrynemakers, PhD, is an assistant professor of English at Queensborough Community College. Her research and teaching interests focus on developmental education, composition pedagogy, and post-World War II crime fiction. Her work has appeared in Studies in the Novel and Clues: A Journal of Detection.

WORKPLACE BULLYING: POLICY AND PRACTICE

Reabeka King-Reilly, Kingsborough Community College
Clara Wajngurt, Queensborough Community College

The literature has established that workplace bullying has a detrimental effect on employees in higher education. The indignity targets suffer can create toxic work environments, and debilitate work productivity that is necessary to the achievement of the university mission. We are proposing solutions to dealing with workplace bullying extant in the university culture. Then we research other colleges in the United States that have served as exemplary models in this area.
Reabeka King-Reilly is a tenured assistant professor in the Library department at Kingsborough Community College. She is the coordinator of the Library’s Instructional Services and Accessibility librarian. Reabeka launched and participated in the KCC OER Initiative. Professor King-Reilly is deeply committed to equity, inclusion and transparency within CUNY.

Clara Wajngurt is a professor of Mathematics at Queensborough Community College who has written two books about workplace bullying, and has authored several research articles on this subject. She has also spoken extensively on workplace bullying prevention. One of her concerns is to encourage the empowerment of those who have been bullied on their jobs.

ADVOCATING FOR JUSTICE-INVOLVED STUDENTS IN THE CLASSROOM, AND THROUGH RESEARCH AND PROGRAM DEVELOPMENT 8400

Lisa Hale Rose, Borough of Manhattan Community College
Glenny Valoy, Borough of Manhattan Community College
Janice Zummo, Borough of Manhattan Community College

With a small, unfunded research project conducted by community college faculty members as its impetus, faculty, staff, administrators, and college foundation board members have collaborated to explore how to best meet the needs of justice-involved students. From this unusual alliance of college community members, BMCC has, for the first time, initiated a comprehensive programmatic response to the educational needs of students with justice involvement. This vulnerable population stands to benefit greatly from higher education but often has faced many obstacles impacting their ability to persevere through to graduation. Panelists will describe and discuss research findings, pedagogical best practices, and an innovative program intended to meet the needs of justice-involved students from recruitment through graduation.

Lisa Hale Rose, DSW, MSW, is a professor of Human Services at BMCC. Her research focuses on the continuum of social work education with socially excluded populations. She has extensive experience as a teacher of human services and social work in community college, senior college, and graduate social work programs.

Glenny Valoy, PhD, LMSW is an assistant professor of Human Services at BMCC. She comes to academia after working as a hospital social worker specializing in pediatric palliative care. Her research interests include women of color in higher education and women and children’s health.

Janice Zummo, assistant dean for Academic Support Services at BMCC, earned a Master’s Degree from Teachers College, Columbia University and a PhD in Education at Walden University. Her areas of expertise include first-year programs, academic support, e-Portfolio and Early Alert, peer mentoring, student leadership, and Academic and Student Affairs collaboration.

DECOLONIZING BEHAVIORAL AND BIOMEDICAL SCIENCES: CREATING INCLUSIVE CLASSROOMS 8402

Marlene Camacho-Rivera, CUNY School of Medicine
Michelle Juarez, CUNY School of Medicine
Kaliris Salas-Ramirez, CUNY School of Medicine

Existing in diverse communities provides for a richer life experience. It is the same for educational settings, including in medical schools. In the late 1960s, medical schools across the United States began recognizing the effects of systemic racism and the impact that it has on medical education as well as practices in the clinic. At the CUNY School of Medicine (CSOM), a holistic review for admissions supports the mission of the school which is to increase the number of underrepresented groups (URG) as physicians. In order to provide students with an enriched educational experience and support anti-racist practices in future physicians, three professors at CSOM think critically about their roles in academia. All three Latina faculty have found ways to create inclusive classrooms by decolonizing their curricula in classrooms. To complement classroom practices, the panelists will also discuss culturally responsive mentoring practices to increase URG students involved in scholarship.

Michelle Juarez’s research focuses on wound healing using the Drosophila as a model for gene expression. Both in the classroom and laboratory, she considers innovative ways to enhancing student engagement in research and scholarship by providing them with culturally responsive mentoring.

Marlene Camacho-Rivera focuses her research on improving chronic disease self-management in the areas of asthma and cancer within urban minority communities. As an educator, she teaches minority health and health equity topics through an assets-based framework, incorporating interactive case-based activities and flipped classroom learning activities.

Kaliris Salas-Ramirez’s research focus has been understanding how drugs impact the male and female brain differently during critical periods of development and effective sex specific interventions for cognitive and emotional impairments. In the classroom, she encourages students to be inquisitive and challenge normative practices to think holistically about patients.
PUNCH OUT, DON’T “LEAN IN”: PROBLEMATIZING AND REWRITING CUNY’S VEXED “DIVERSITY” NARRATIVES

Shereen Inayatulla, York College
Patricia Milanes, York College
Heather Robinson, York College
Andie Silva, York College

Conducted as a roundtable discussion, this session will consider how “diversity” discourses and policies purport to alter academic landscapes yet stop short of effecting meaningful change. Locally, the methods and metrics associated with “diversity” may change the racial, ethnic, and gender profile of CUNY faculty in terms of numbers, but they do little to address the white, heteropatriarchal, institutionally-sanctioned traditions by which faculty “success” is defined, measured, and rewarded. The organizers of this roundtable wish to reframe and replace “diversity” narratives by first, eliciting stories from our audience about what “diversity” at CUNY looks like and secondly, drafting a resolution on how best to move forward. A primary goal of our resolution is to offer counternarratives to the reappointment, tenure, and promotion trajectories that historically served a homogenous workforce, and in doing so, we bring visibility, legitimacy, and value to our academic labor and participation.

Shereen Inayatulla (they/she) is an associate professor of English and the Writing program director at York College. Her areas of research include Literacy Studies, Autoethnography, Gender and Queer Theory. Her work has appeared in publications including the Journal of Basic Writing, Changing English, and the Journal of Lesbian Studies.

Patricia Milanes is an assistant professor of English at York College where she teaches literature, academic writing, and theory. Her research in African American Literature and Medical/Health Humanities informs her current book project, tentatively entitled Melancholy, Medicine, and the Machine: Health and Healing in the Works of Jessie Redmon Fauset and Nella Larsen.

Heather Robinson is an associate professor and English department chairperson at York College. With a PhD in Theoretical Linguistics, her research interests focus on linguistic diversity and feminist academic administration; she is the faculty advisor for the York College student Sexuality and Gender Acceptance club.

Andie Silva is an assistant professor of English at York College and Digital Humanities at the Graduate Center. Her areas of specialty include book history, digital pedagogy, and early modern literature. Her monograph, The Brand of Print: Marketing Paratexts in the Early English Book Trade, is under contract with Brill.

FACULTY LEADERSHIP DEVELOPMENT: A RETENTION TOOL THAT CAN SUPPORT EQUITY IN STUDENT OUTCOMES

ELEBASH RECITAL HALL

James Berg, Borough of Manhattan Community College
Lesley Rennis, Borough of Manhattan Community College
Christopher Shults, Borough of Manhattan Community College

Professional development is an effective retention tool for faculty, particularly faculty of color. Leadership development is usually thought of as training for administration but the BMCC Faculty Leadership Fellows Program recognizes that faculty lead from many positions. The program emphasizes two aspects of the faculty growth model (O’Meara et al): learning and building relationships. The program takes a positive organizational development approach to give faculty time to learn about the community college movement and mission and issues facing diverse populations in higher education. The cohort nature of the program, small group discussions, and reflection time allow faculty to build relationships across the college. This session will share the design of the program and features the reflections of a participant, currently a department chair. This program is replicable across CUNY, particularly for tenured or mid-career faculty.
James J. Berg, associate dean of Faculty, oversees programs that are key to BMCC’s teaching and learning mission, including faculty development initiatives. He is also an adjunct assistant professor at Teachers College. Berg has served as dean of Arts and Sciences at the College of the Desert in Palm Desert, California, and dean of Liberal Arts at Lake Superior College in Duluth, Minnesota. He holds a PhD from the University of Minnesota.

Lesley Rennis, associate professor and chair, Health Education, earned an MPH from Columbia University Mailman School of Public Health and an EdD in health education at Teacher’s College. She has over 18 years’ experience in public health research and evaluation. She is an associate professor and chair of the department of Health Education at BMCC.

Christopher Shults, Dean of Institutional Effectiveness and Strategic Planning, oversees the institutional effectiveness system aimed at refining programs and services at BMCC. In previous roles, Shults served as executive director of Planning and Institutional Effectiveness at Suffolk County Community College, and acting associate provost for Academic Programs, Innovation and Strategy at Mississippi Valley State University. He earned his PhD in Higher Education at the University of Michigan.

**OF CULTURES AND PRACTICES: CUNY HISPANIC-SERVING INSTITUTIONS (HSIs) AND THE CASE OF HOSTOS C202**

Inmaculada Lara-Bonilla, Hostos Community College

Arlene Torres, Hunter College

Victor M. Torres-Vélez, Hostos Community College

Our panel will review CUNY Hispanic-Serving Institutions (HSIs). A preliminary analysis of six CUNY HSIs assesses whether these campuses are successfully creating inclusive Latinx-serving organizational cultures via their administration, faculty and staff, initiatives and support services. Specifically, how can opportunities be more readily accessed and assessed to demonstrate the value added for underserved Latinxs/Hispanics at CUNY HSIs. There will be a focus on Hostos Community College which has the honor of being the only bilingual college on the East Coast. Hostos also serves one of the poorest districts in the United States, the South Bronx. Hostos students confront tremendous challenges to their academic success. Minority students represent 97% of enrollment overall and Hispanics comprise 59-60% of total enrollment for the last 5 years. Taking into account the history at Hostos, the pedagogy of the oppressed and a small group story sharing session where panelists reflect on their own experience regarding how students’ cultural, linguistic, and educational rights are addressed at our institutions as well as on how our pedagogy tackled current social justice concerns among the student body.

Inmaculada Lara-Bonilla, PhD, is an assistant professor of Latin American and Caribbean Studies and Modern Languages at Hostos Community College. She is also the coordinator of the Latin American/Caribbean Studies unit in the Humanities department, director of the Latin American Writers Institute and the chief editor of the *Hostos Review/Revista Hostosiana*. In addition, she currently serves as chair of the Hostos Immigration Work Group. Professor Lara-Bonilla’s research focuses on contemporary US Latina and Latin American women’s literature and feminism, with an emphasis on autobiographical writing, and women of color and decolonial feminist theory. She has also published on publicly engaged and critical pedagogies and on the history of higher education rights.

Arlene Torres is an associate professor in Africana, Puerto Rican/Latino Studies at Hunter College. Professor Torres is the principal investigator and director of the CUNY Mellon Faculty Diversity Career Enhancement Initiative and co-director of the CUNY-Harvard Leadership Program. She served as university dean for Recruitment and Diversity and sought to advance equity and inclusion.

Victor M. Torres-Vélez, PhD, is an assistant professor of Latin American and Caribbean Studies at Hostos Community College. He is a critical medical anthropologist by training, who specializes in race, gender, justice and environmental change. Professor Torres-Vélez’s regional focus is Latin America and the Caribbean and his research explores people’s responses to drastic environmental and public health changes, particularly how people make sense of health problems in contexts environmental pollution and widespread chronic diseases. His more recent work focuses on the racialized spaces of capital as related to some of the cause(s) and consequential impacts of Hurricane Maria on Puerto Rico.

CUNY Faculty Diversity and Inclusion Conference 2019
CREATING AN ANTI-RACIST COLLECTIVE ON CAMPUS  C203

Anna D’Souza, Baruch College
Bill Ferns, Baruch College
Elizabeth Merrick, Baruch College
Rita Ormsby, Baruch College
Adia Tucker, Baruch College
Robert Kunicki, doctoral candidate, Graduate Center

Since the last CUNY Faculty Diversity and Inclusion Conference, Baruch College staff and faculty have been building an anti-racist organization called CURB — Collective to Undo Racism at Baruch. It comprises staff and faculty who have participated in the Undoing Racism Workshop developed by the People’s Institute for Survival and Beyond (pisab.org). The core of Undoing Racism is to bring an analysis of structural racism in society in general; CURB’s work is to bring that analysis to bear on academic specifically. At some point, no matter how well-honed their perspectives, individual staff and faculty can achieve only so much, and must organize as a group to have a greater impact. We will address some of the success and challenges in organizing against structural racism in our institution, specific steps we have taken to identify concerned individuals and nurture their involvement, and specific levers that staff and faculty have to introduce to change the institution.

Anna D’Souza is an associate professor at Baruch College. She has a BS in Finance and Economics from NYU and an MS and PhD in Economics from UCLA. Her research covers food security and nutrition, shocks and household coping mechanisms, conflict, governance, and international trade in developing countries.

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.

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

Rita Ormsby is an associate professor-information services librarian at Baruch College’s William and Anita Newman Library where she serves as the library’s liaison to faculty and students in the Accounting and Tax and Law departments and the Marxe School of Public and International Affairs.

Adia Tucker, LMHC joined Baruch College’s Starr Career Development Center in February 2013. She is committed to enhancing the career growth of students via individual counseling and career readiness programs. Adia strives to employ an anti-racist lens when developing programs, recruiting partnerships, and advocating for increased opportunities for students.

Robert Kunicki is a PhD student in Urban Education and college administrator working on retention and graduation initiatives and assessment with seven years of experience in the field. He has worked as an adjunct in Mathematics and in New Student Orientation, First Year Seminar Peer Mentoring, and Fraternity/Sorority Life.

MIND THE GENDER GAP: HOW AN FFPP WRITING GROUP BECAME SO MUCH MORE  C204

Ria Banerjee, Guttman Community College
Megan Behrent, New York City College of Technology
Alison Better, Kingsborough Community College
Sarah L. Hoiland, Hostos Community College
María Julia Rossi, John Jay College of Criminal Justice

The benefits of faculty writing groups in improving the quality of scholarship and increasing productivity have been frequently cited. This is all the more important for new faculty—particularly scholars who must also navigate gender and racial disparities in academia and publishing. The panelists in this workshop first met in CUNY’s Faculty Fellowship Publication Program (FFPP) in December of 2015. Four years later, these women continue to meet regularly. This workshop aims to examine how the initial FFPP structure and mentorship provided the foundation for long-term growth as writers, scholars, and women in academia. Panelists will also explore best practices and engage the audience in thinking about how similar groups can be created and sustained and will facilitate a conversation with the audience about the gender and racial gaps and imagine how sustainable groups such as this can emerge and persist.
Ria Banerjee is an assistant professor of English at Guttman Community College and teaches in the Film Studies Certificate program at the Graduate Center. Dr. Banerjee has published on T. S. Eliot and Virginia Woolf and is currently at work on a monograph on spatiality in interwar British novels.

Megan Behrent is an assistant professor of English at NYC College of Technology. Professor Behrent has published on education policy, radical pedagogy, and literature and the social movements of the 1960s and 70s. She is currently working on Poetry & Politics: Audre Lorde, Adrienne Rich and the Women’s Liberation Movement.

Alison Better is an associate professor and Sociology area coordinator at Kingsborough Community College and Chair-Elect of ASA Section on Teaching and Learning. Professor Better co-edited Civic Engagement Pedagogy in the Community College: Theory and Practice (2016) and is currently writing Come Again: Creating Sex, Sexuality, and Gender at Sex Stores.

Sarah L. Hoiland is an assistant professor of Sociology at Hostos Community College and is a board member of the National Numeracy Network and Roots & Action/Raíces y Acción. Professor Hoiland is wrapping up a NSF project and is writing Righteous Sisterhood: Constructing a Feminist Biker Identity in a Misogynist Subculture.

María Julia Rossi is an assistant professor of Modern Languages and Literatures at John Jay College. Professor Rossi has published two book chapters, co-edited Los de abajo (2018), and is working on The Best of Both Worlds: The Sur Group and the Invention of the ‘Common Reader’ (Argentina, 1930-1955).

PARTNERS FOR DISABILITY RIGHTS: A COMMITTEE REDEFINES INCLUSION AT A COMMUNITY COLLEGE  C205

Raymond Perez, Hostos Community College
Julie Trachman, Hostos Community College
Elys Vasquez-Iscan, Hostos Community College
Destini Mitchell-Murray, Stephanie Caban-Gonzalez, students

This presentation will discuss the work of a faculty senate committee tasked with overseeing disability issues at Hostos Community College. In recent years, the college has experienced a tremendous increase in the number of students registered with the Accessibility Resource Center (ARC), which provides services to students with disabilities. Such a dramatic shift highlights the need for collaboration between faculty, administrators and students in developing effective strategies to address the student increase. The committee has historically confronted these challenges but a new set of dynamics have arisen. With the rapid growth of disabled students along with a revitalized college faculty senate strengthening its mechanisms of accountability, a unique opportunity has emerged to greatly influence institutional governance. This presentation will focus on how active collaboration between these stakeholders is vital for future disability advocacy at CUNY due to the significant increase of this unique student population.

Raymond Perez currently serves as the director of the Accessibility Resource Center. In addition, he is an instructor in the MS in Disability Services in Higher Education program with CUNY School of Professional Studies and privileged to work alongside Hostos world-class faculty, outstanding professional staff, and remarkable students.

Julie Trachman is an associate professor of the Natural Sciences department. She is the Biology unit coordinator and has been a member of the Committee on Disability Issues since fall 2006 and had served as its co-chair for 6 years.

Elys Vasquez-Iscan is the current unit coordinator of the Health Education unit. Her research interests entail analyzing HIV and its intersection with gender and violence and health inequities; online research to identify coping responses to stress among vulnerable populations; development of strategies for multicultural competence among health professionals.

Destini Mitchell-Murray is a student at Hostos Community College and the student representative of the Student Government Association (SGA) on the committee. She is also the current Campus Affairs Commissioner for the SGA.

Stephanie Caban-Gonzalez is a Liberal Arts major at Hostos Community College. Her goal is to become an advocate for students with disabilities in public education. She’s a member of the Hostos Leadership Academy and is the President of the CUNY Coalition for Students with Disabilities (CCSD) at Hostos.
INTEGRATING TRAUMA-INFORMED APPROACHES: A SOCIOCULTURAL PERSPECTIVE FOR HIGHER EDUCATION

SEGAL THEATRE

K. Gregory Cobb, Bronx Community College
Kelvin Cooper, Bronx Community College

Students with unaddressed Mental Health and Sociocultural Environmental challenges struggle to do well in college. The interaction of these factors is associated with the formulation of Complex Traumas that are rooted in the historical context of Social Oppression and Marginality that impact on student achievement and academic success at many urban colleges. Studies have shown that social factors such as poverty, socioeconomic status, community and family violence and minority status have significant impacts on academic success. These factors form the basis of Traumatic Experiences that some students, faculty and staff bring with them to college campuses. This workshop will examine the theoretical foundation of Trauma-Informed Approaches, offering a Sociocultural Perspective for application within Higher Education. Attendees will have opportunities to engage in interactive activities and discussions that promote critical thinking towards the development of Trauma-Informed Approaches for implementation within the Service Delivery Systems of an Urban University.

Gregory Cobb, an assistant professor at Bronx Community College, is a Licensed Social Worker. Prior to teaching, he worked in the NY State Child welfare system, where he provided leadership on the development and implementation of Trauma-Informed Systems of Care, in work with at risk youth and families.

Kelvin Cooper, an assistant professor at Bronx Community College, is a Certified Yoga and Personal Fitness Trainer. He has taught and directed intercultural dance and Restorative Practice workshops, conferences, and performances in the diverse communities of the Bahamas, Haiti, Mexico, Ecuador, Uganda, Barbados, China, Surinam, and Ghana.

ADVOCACY IN ACTION: A WORKSHOP ON CRITICAL CONVERSATIONS IN HIGHER EDUCATION COMMUNITIES

C201

Kathryn Struthers Ahmed, Hunter College
Lacey Peters, Hunter College
Kristen Hodnett, Hunter College
Jennifer Klein, Hunter College
Jennifer Samson, Hunter College

This workshop engages attendees in interactive Critical Conversations around equity and advocacy work carried out within higher education institutions. Three years ago, faculty members across multiple programs and departments within the School of Education at Hunter College began a coordinated initiative to structure time and space for critical conversations around issues of justice, equity, diversity, and inclusion. Presenters will provide a brief report on this initiative to show the effectiveness of our coordinated initiative. We will then facilitate a Critical Conversation demonstrative of our typical meeting structure so that attendees can experience a model that our committee has found to be effective in creating a culture of critical consciousness and community in higher education. The goal of this workshop is to generate shared practices across CUNY campuses by encouraging faculty to both share their own experiences and implement similar approaches to embedding equity and advocacy work into their respective programs.

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.

Lacey Peters is an assistant professor of Early Childhood Education at Hunter College. Her research aims to promote the viewpoints and decision-making processes of children and adults in the early childhood community. Currently she is working on a project that foregrounds Universal PreKindergarten teachers’ perspectives on using authentic assessment systems.

Kristen Hodnett is a clinical professor in the Special Education program at Hunter College. Prior to joining Hunter, she was a special educator and literacy coach in both elementary and secondary settings. She focuses her work on Universal Design for Learning and literacy practices to support struggling readers.

Jennifer Klein is a lecturer of Special Education and Learning Disabilities at Hunter College. Professor Klein teaches and coordinates methods courses in Reading, Writing and Math is also coordinator of the Hunter College Learning Lab, a free community based after-school clinical tutoring program that serves neurodiverse children and their families.

Jennifer F. Samson is chair of the department of Special Education at Hunter College. She is a teacher educator, researcher, and former bilingual school psychologist with over 20 years of experience in public education. Her work has been featured in the Journal of Learning Disabilities, Reading and Writing, Teachers College Record, and Teaching Exceptional Children.
TRAINING AND ENGAGING HISPANIC GRADUATE STUDENTS INTO FACULTY POSITIONS  8400

Yasser Hassebo, LaGuardia Community College
Dugwon Seo, Queensborough Community College

The Hispanic Alliance for the Graduate Education and the Professoriate (H-AGEP) is working on developing, implementing and studying a new model to improve the teaching preparation and transitions for Hispanic STEM doctoral students into community college faculty positions to provide Hispanic STEM faculty, mentors and role models for STEM undergraduate students. The National Center for Education Statistics (NCES 2008) reports that only 3.5% of the nation's professoriate are Hispanic/Latinos. The City College of New York and the University of Texas at El Paso along with their partners: LaGuardia, Queensborough, and El Paso Community Colleges are collaborating on the development, implementation, and study of this model for Hispanic Environmental Sciences and Engineering doctoral students. The presentation will highlight the components of the new model, progress, success and challenges in the implementation. Research findings will be shared with the audience.

Yasser Hassebo is a professor of engineering in Math, Engineering and Computer Science department at LaGuardia Community College. He received his PhD in Electrical Engineering/Remote Sensing from the Graduate Center. He is mentoring minority students in for research projects in collaboration with LSAMP, NASA-NYCRI, NASA-NYSC-CCPP, NOAA-CREST, NYC-SYEP, CILES, and CUNY.

Dugwon Seo is an assistant professor in the Engineering Technology department at Queensborough Community College. She holds a PhD in Civil Engineering from the City College of New York. She has more than 8 years of experiences in college teaching and mentoring undergraduate and masters level minority students for research projects.

INCLUDING AND INVESTING IN PART-TIME FACULTY AT CUNY: CHALLENGES AND SUCCESSES  8402

Maria Plochocki, Baruch College
Nate Mickelson, Guttman Community College
Lydia Shestopalova, Guttman Community College

Though varying by campus, part-time faculty teach over 50% of courses and comprise the majority of teaching staff within CUNY. By any measure, adjuncts are more diverse than full-time faculty, mirroring the increasing diversity of college students. This more diverse, “flexible” workforce is essential for CUNY’s institutional success, yet it receives at most implicit recognition and accommodation. To make matters worse, part-timers face job insecurity and exclusion from professional development and informal support systems. Dr. Maria Plochocki will argue that to preserve and capitalize on the diversity and talents of adjuncts and best serve both students and the institution, CUNY must lead in part-time faculty inclusion.

Dr. Nate Mickelson and Lydia Shestopalova will discuss a viable, inclusive, and readily adaptable model of professional development for part-time faculty: a paid, semester-long program in which adjuncts examine pedagogies and principles, explore classroom and institutional experiences, and foster community through reflective practice.

Maria Plochocki has been teaching writing and other English courses at since 1997 (at CUNY since 2010). Her professional interests include advocating for adjunct faculty, as well as detective and other popular fiction and various composition and literary theories. She’s also active in professional/scholarly associations.

Nate Mickelson is an assistant professor of English at Guttman CC. His research and teaching explore the intersections of poetry and everyday life. He is author of City Poems and American Urban Crisis (Bloomsbury) and editor of Writing as a Way of Staying Human in a Time that Isn’t (Vernon Press).

Lydia Shestopalova is a passionate educator, writer, freelance editor, and public historian. She teaches history at Guttman Community College, CUNY, and is the author of “Assumptions 101: The True Confessions of a White, Newbie Professor ‘Teaching’ PoC Youth that Black Lives Matter,” in TRAUE Special Issue on #BlackLivesMatter.
LIFT EVERY VOICE: REFLECTIONS ON ELEVATING AND SUSTAINING DIVERSITY AND INCLUSION IN THE ARTS  

C198

Jane Cho, Aaron Copland School of Music, Queens College  
Susan A. Davis, Aaron Copland School of Music, Queens College  
Sapphire Greene, Bailey Guerrier, Nine McClain, Jorge Robles, student presenters, Queens College

While music and the arts are often thought of as progressive, radical spaces that embrace diversity and foster intercultural expression, the reality of leadership in arts administration and music education is a stark contrast. The voices and stimulus at the highest levels of arts and music organizations often do not reflect the rich and varied narratives and interests of the artistic community as a whole. The purpose of this session is to interrogate the systemic exclusion of voices in the upper levels of arts organizations, and explore the value and practice of faculty mentorship and sustained participation in diverse cultural networks as a vehicle for transforming arts administration from within. The faculty and student panel will share personal experiences with CUNY partnerships designed to elevate historically underrepresented voices in the arts. We will reflect on challenges, successes, and strategic choices for moving forward in the field.

Jane Cho is the director of Administration of the Aaron Copland School of Music at Queens College, with two decades of higher education administrative leadership experience. Cho oversees all areas of ACSM administration, including recruitment and retention, marketing and communications, fundraising, facility and staff management, and student professional development.

Susan A. Davis is an associate professor and coordinator of Music Education at Queens College. She has published and presented nationally and regionally on culturally responsive teaching, equity, and inclusiveness in string music education.

Student Panel Speakers

Sapphire Greene is a Master’s student in Music Education at Queens College, and also teaches orchestra at Uniondale High School. Sapphire previously taught in the Philadelphia String Project at Temple University.

Bailey Guerrier has a photography concentration at Queens College. She received her AS degree in Visual Arts from Queensborough in 2016. In 2018, she showcased in RAW MAGNIFY. She often returns to her alma mater to lend a helping hand and assist intro level photo students achieve their goals.

Nine McClain is a nonbinary student and comic book artist at Queens College pursuing a Bachelor of Fine Arts. Through the medium of sequential art, Nine documents the navigation of difficult conversations such as mental illness in academia, professional achievement versus personal fulfillment, and the struggle of true self-definition.

Jorge Robles is a senior Music Education student at the Aaron Copland School of Music. Jorge was born in Queens, attended Brooklyn Technical High School, and will be the first in his family to obtain a college degree. Jorge founded and directs the undergraduate Big Band at ACSM.

USING FACULTY DEVELOPMENT TO CONSTRUCT DIVERSITY: THE ITALIAN DIASPORA STUDIES SUMMER SEMINAR  
C201

Donna M. Chirico, York College  
Vincent DiGirolamo, Baruch College  
Anthony J. Tamberri, John D. Calandra Italian American Institute/Queens College

Challenging the status quo requires creative efforts to counter dominant hegemonic control. In a city and state with the largest number of Italian Americans in the US, CUNY is the only institution of higher education nationwide where Italian Americans are a “protected class,” and yet Italian/American studies has a limited presence on its campuses. Forty years of initiatives to broaden diversity and inclusion have resulted in little or no progress. Leadership stating a policy of affirmative action for Italian Americans has not altered the data or negative perceptions. Our assertion is that the missing piece lies in an infrastructure of support beyond the rhetoric of diversity. A significant way to rectify the situation is through faculty development. The Italian Diaspora Studies Summer Seminar is truly one of a few creative, ideal remedies. This requires those in positions of leadership actively supporting such faculty development, which can build authentic diversity.

Donna Chirico is professor of Psychology and dean for 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. How identity influences educational attainment among groups who historically lag in educational success is a focus.

Vincent DiGirolamo is an assistant professor of History at Baruch College. He teaches courses on 19th and 20th Century American history, with an emphasis on immigration, labor, and New York City. His research focuses on the experience and representation of working-class youth. He is the author of *Crying the News: A History of America’s Newsboys* (Oxford University Press, 2019).

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 (Queens College).

**ALLYSHIP AND RESPECT  C202**

*Reabeka King-Reilly, Kingsborough Community College*
*Jason Leggett, Kingsborough Community College*
*Jennifer Radtke, Kingsborough Community College*
*Tisha Ulmer, Kingsborough Community College*

CUNY has stated its commitment to diversity and inclusion in recruitment and retention in an effort to reflect its student populations. As educators committed to serving all students, this workshop aims to develop practical ways to respond and support colleagues experiencing bias and marginalization within CUNY. This workshop will identify the disparate impact of policies and practices for addressing issues of marginalization; thus the call for allyship and respect among colleagues as acts of mitigation for a progressive cultural shift. As an interactive and engaging workshop, we will collectively identify positions of power among professional peers, and unpack the concepts of allyship and intersectionality, while highlighting the centrality of respect. The overarching goal is to foster understandings of how to be an effective and respectful ally. A presentation on KCC’s Safe Zone Program for the LGBTQ community will serve as our model for allyship.

*Reabeka King-Reilly* is a tenured assistant professor in the Library department at Kingsborough Community College. She is the coordinator of the Library’s Instructional Services and Accessibility librarian. Reabeka launched and participated in the KCC OER Initiative. She is deeply committed to equity, inclusion and transparency within CUNY.

*Jason Leggett* is an assistant professor at Kingsborough Community College where he teaches “law and society” and is director of Global & Environmental Studies. He earned a JD from Seattle University School of Law and a BA at the University of Washington.

*Jennifer Radtke* has taught English in a wide variety of settings for 3 decades, most recently as adjunct assistant professor at LIU, adjunct instructor at the College of New Rochelle, and adjunct lecturer at KCC, all Brooklyn campuses. Her current interests include active learning both in and outside the classroom.

*Tisha Ulmer* is an assistant professor in the English department at Kingsborough Community College, where she teaches English Composition and African-American literature. She is also a participant in Kingsborough’s Learning Communities program, a member of the college’s Diversity Symposium Committee and a Co-coordinator of Kingsborough’s Safe Zone program.

**DISMANTLING DIS/ABLEISM: PROMOTING EQUITY AND INCLUSION IN COLLEGE CLASSROOMS AND BEYOND  C203**

*Dušana Podlucká, LaGuardia Community College*
*Priscilla Stadler, LaGuardia Community College*
*Desire Staley, Leslie Mendez, LaGuardia Community College students*
*Saisabil Hena, Hunter College student; Yamilet Castrejon, Queens College student*

In this interactive workshop co-facilitated by LaGuardia Community College faculty, students, and staff, participants will learn about conceptual frameworks and practical tools for understanding and addressing ableism in higher education. Growing from two LaGuardia projects: Designing for All (dedicated to making LaGuardia a welcoming, accessible learning environment) and the Disability Research Group (a collaborative student/faculty study group), this participatory session will enable participants to examine not only our own individual attitudes and behaviors, but also institutional policies and practices that reproduce both ableism and disablism. Through collective dialogue about the challenges of dismantling dis/ableism in higher education, participants will explore ways to address and combat these forms of discrimination, and continue building a network of support. continued >>
Dušana Podlucká is an assistant professor at LaGuardia Community College 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 and participated in the Designing for All project.

Priscilla Stadler is the associate director for Instructional Design at LaGuardia Community College’s Center for Teaching and Learning. She directed Designing for All 2017-18, a project of students, faculty and staff working collaboratively to make LaGuardia an accessible, inclusive, and welcoming learning environment for all.

Student co-facilitators

Desire Staley is a student at LaGuardia Community College majoring in Psychology. She serves as a Student Success Mentor in the First Year Seminars at LaGuardia Community College. She is planning to graduate in June 2019 and continue studying psychology at a four-year college.

Leslie Mendez, a Psychology major in her final semester at LaGuardia, plans to transfer to a 4-year school and study nursing. Leslie leads LaGuardia’s chapter of the Delta Alpha Psi Honor Society, which recognizes, celebrates, and supports the achievements of post-secondary students with disabilities.

Salsabil Hena is a LaGuardia alumni and currently studies Biology on the pre-med track at Hunter College. Her research interest is in brain functioning and development. She is eager to learn about and from people with disabilities and becoming a disability advocate.

Yamilet Castrejon is a LaGuardia alumni and is currently enrolled in Psychology at Queens College. As a member of Disability Research Group at LaGuardia she participated in several interactive workshop presentation at LaGuardia Psychology and Social Science Faculty and Student conferences.

LGBTQ+ VOICES: WHY LGBTQ+ FACULTY REPRESENTATION MATTERS IN THE PROFESSIONAL SCHOOLS OF THE CITY UNIVERSITY OF NEW YORK  C204

SJ Dodd, Silberman School of Social Work, Hunter College
Jan O. Kaminsky, CUNY School of Professional Studies
Wayne A. Reed, Brooklyn College
María R. Scharrón-del Río, Brooklyn College

The purpose of this workshop is to provide a forum to discuss the importance of LGBTQ+ faculty and allies in the pre-professional disciplines at CUNY, with a focus on programs in Education, Counseling, Social Work, and Nursing. Intersectionality of race, ethnicity, gender identity, sexual identity, national origin, and other factors will be discussed. Given CUNY’s role as the leading provider of educators, counselors, social workers, and nurses to the New York City area, this interactive session will ask faculty to critically reflect on the status of LGBTQ+ topics in curriculum and the roles of LGBTQ+ faculty in our professional schools, which are required to address diversity by their various accrediting bodies. Recruiting and retaining LGBTQ+ faculty in pre-professional programs will enable our students to see diverse communities reflected in their faculty interactions. It will also help to develop greater visibility for CUNY research and scholarship in partnership with the LGBTQ+ community. The interprofessional interactions of LGBTQ+ and allied faculty will empower graduates of our pre-professional disciplines to better serve all LGBTQ+ New Yorkers through greater knowledge and appreciation of the specific needs of these communities.

SJ Dodd, MSEd, MSW, PhD, is an associate professor at the Silberman School of Social Work, Hunter College and the Graduate Center. She is Founding Director of the Silberman Center for Sexuality and Gender (SCSG). SJ’s interests include addressing heteronormativity and cisnormativity in the classroom and the academy.

Jan O. Kaminsky, PhD, RN, is an assistant professor of Nursing at CUNY SPS. Her clinical background is in pediatric intensive care and she has research interests in populations of vulnerable children. She has worked closely with organizations serving transgender and gender fluid youth, and trains health care providers to be more welcoming to LGBTQ+ patients and families.

Wayne A. Reed is an assistant professor in the Childhood, Bilingual and Special Education department at Brooklyn College. He is the founding co-chair of GLBTQ Advocates for Research and Education (GLARE) and the program coordinator for the Proud Teacher Initiative. Wayne’s research interests focus on queer teachers in public elementary schools.

María R. Scharrón-del Río, PhD, associate dean, is professor and former program coordinator of the School Counseling graduate program and an active leader in GLARE at Brooklyn College. Their scholarship/advocacy focus on ethnic/cultural minority psychology and education, including liberation pedagogies, intersectionality, multicultural competencies, LGBTQ issues, gender variance, spirituality, and well-being.
INVERCH PRESENTERS

FREEMAN A. HRABOWSKI, III, PHD

Freeman A. Hrabowski, III, has served as President of UMBC (The University of Maryland, Baltimore County) since 1992. His research and publications focus on science and math education, with special emphasis on minority participation and performance. He chaired the National Academies’ committee that produced the 2011 report, Expanding Underrepresented Minority Participation: America’s Science and Technology Talent at the Crossroads. He was named in 2012 by President Obama to chair the President’s Advisory Commission on Educational Excellence for African Americans. His 2013 TED talk highlights the “Four Pillars of College Success in Science.”

In 2008, he was named one of America’s Best Leaders by U.S. News & World Report, which ranked UMBC the nation’s #1 “Up and Coming” university for six years (2009-14). For the past three years (2015-17), U.S. News ranked UMBC in the top ten on a list of the nation’s “most innovative” national universities. For the past nine years, U.S. News also consistently ranked UMBC among the nation’s leading institutions for “Best Undergraduate Teaching.” TIME magazine named him one of America’s 10 Best College Presidents in 2009, and one of the “100 Most Influential People in the World” in 2012. In 2011, he received both the TIAA-CREF Theodore M. Hesburgh Award for Leadership Excellence and the Carnegie Corporation of New York’s Academic Leadership Award, recognized by many as the nation’s highest awards among higher education leaders. Also in 2011, he was named one of seven Top American Leaders by The Washington Post and the Harvard Kennedy School’s Center for Public Leadership. In 2012, he received the Heinz Award for his contributions to improving the “Human Condition” and was among the inaugural inductees into the U.S. News & World Report STEM Solutions Leadership Hall of Fame.

He serves as a consultant to the National Science Foundation, the National Institutes of Health, the National Academies, and universities and school systems nationally. He also serves on the boards of the Alfred P. Sloan Foundation, France-Merrick Foundation, Marguerite Casey Foundation (Chair), T. Rowe Price Group, The Urban Institute, McCormick & Company, and the Baltimore Equitable Society. He served previously on the boards of the Carnegie Foundation for the Advancement of Teaching and the Maryland Humanities Council (member and Chair).

Examples of other honors include election to the American Academy of Arts & Sciences and the American Philosophical Society; receiving the prestigious McGraw Prize in Education, the U.S. Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring, the Columbia University Teachers College Medal for Distinguished Service, the GE African American Forum ICON Lifetime Achievement Award, the American Educational Research Association’s Distinguished Public Service Award, and the American Association for the Advancement of Science’s (AAAS) William D. Carey Award; being named a Fellow of the AAAS, Black Engineer of the Year (BEYA) by the BEYA STEM Global Competitiveness Conference, Educator of the Year by the World Affairs Council of Washington, DC, and Marylander of the Year by the editors of the Baltimore Sun; and being listed among Fast Company magazine’s first Fast 50 Champions of Innovation in business and technology, and receiving the Technology Council of Maryland’s Lifetime Achievement Award. He also holds honorary degrees from more than 30 institutions — from Harvard, Princeton, and Duke to the University of Michigan, University of North Carolina at Chapel Hill, Johns Hopkins University, Georgetown University, Haverford College, and Harvey Mudd College.

With philanthropist Robert Meyerhoff, he co-founded the Meyerhoff Scholars Program in 1988. The program is open to all high-achieving students committed to pursuing advanced degrees and research careers in science and engineering, and advancing underrepresented minorities in these fields. The program is recognized as a national model, and based on program outcomes, Hrabowski has authored numerous articles and co-authored two books, Beating the Odds and Overcoming the Odds (Oxford University Press), focusing on parenting and high-achieving African American males and females in science. His most recent book, Holding Fast to Dreams: Empowering Youth from the Civil Rights Crusade to STEM Achievement (Beacon Press, 2015), describes the events and experiences that played a central role in his development as an educator and leader.

A child-leader in the Civil Rights Movement, Hrabowski was prominently featured in Spike Lee’s 1997 documentary, Four Little Girls, on the racially motivated bombing in 1963 of Birmingham’s Sixteenth Street Baptist Church.

Born in 1950 in Birmingham, Alabama, Hrabowski graduated from Hampton Institute with highest honors in mathematics. He received his M.A. (mathematics) and Ph.D. (higher education administration/statistics) from the University of Illinois at Urbana-Champaign.
MICHAEL BENITEZ JR., PHD

A highly sought-out speaker and workshop leader at colleges and conferences nationwide, Michael Benitez, Ph.D., is a nationally-acclaimed scholar-practitioner and educator with extensive experience with diversity, equity and inclusion in higher education. He is known for his down-to-earth, insightful commentary and critical perspectives on social and cultural issues addressing areas of social justice education, leadership, identity development and intersectionality, race and ethnic relations, anti-racism, knowledge production, and critical pedagogy and practice in higher education. Dr. Benitez has authored book chapters and articles on student identity, hip hop culture, cultural centers, cultural and ethnic studies, institutional research and campus climates, and supporting faculty of color.

Part of his success lies in his ability to speak heart-to-heart while bridging theory and scholarly inquiry with everyday life and peoples’ lived realities, his use of accessible language that multiple audiences can relate to, and his deep knowledge and practice of innovative equity and inclusion-based strategies and approaches to address some of higher education’s more pressing campus climate issues of today, providing multi-context and issue frameworks for empowerment and transformation.

Dr. Benitez is co-editor of the anthology, Crash Course: Reflections on the Film “Crash” for Critical Dialogues About Race, Power and Privilege (2007), and occasionally contributes to online magazines, scholarly databases, books, and journals. His most recent work on supporting faculty of color can be found in AACU’s Liberal Education (2017), and his work on creating campus community participatory frameworks for difficult conversations and institutional action, in New Directions in Institutional Research (2017). Benitez has been featured in educational documentaries, such as “Cracking the Codes: The System of Racial Inequity” (2012), and has appeared on talk shows such as Worlds Apart, Hard Knock Radio, and Speak out with Tim Wise.

Dr. Benitez has served higher education in different capacities over the last two decades, including academic and student affairs, equity and inclusion, Title IX, and teaching. Currently, he serves as the Dean of Diversity and Inclusion/Chief Diversity Officer and Title IX Officer, at the University of Puget Sound, providing leadership over the coordination, implementation, and assessment of operational and strategic goals related to diversity strategic planning and institutional efforts to foster and sustain an equitable and inclusive campus climate and serves on Puget Sound’s Race and Pedagogy Institute Leadership team.

In previous roles, Dr. Benitez has served as Director of Intercultural Development and the Black Cultural Center at Lafayette College, as adjunct faculty in the Graduate School of Leadership and Professional Advancement at Duquesne University, and as Director of Intercultural Engagement and Leadership at Grinnell College. Informed partly by his poetry and love for spoken word, and as Director of Diversity Initiatives and Social Justice at Dickinson College, Dr. Benitez established the Diversity Monologues, an ongoing annual program aimed at highlighting the creative talents of students while addressing diversity and social justice—a program he has helped implement and shape at multiple institutions.

Dr. Benitez completed both his B.S. and M.Ed. at the Pennsylvania State University, where he gained interest in pursuing doctoral studies as a McNair Scholar. He holds a Ph.D. in Educational Leadership and Policy from Iowa State University’s School of Education and has been recognized with several leadership and scholarly awards, throughout his career.
THE HATE WE TEACH: FACULTY-MENTORED/STUDENT-LED CRITICAL ANALYSIS OF MEDICAL EDUCATION

Samantha Barrick, CUNY School of Medicine  
Marlene Camacho-Rivera, CUNY School of Medicine  
Victoria Frye, CUNY School of Medicine

Increasingly in medical education, curricula, policies, and practices, as well as medical educators, are being critically evaluated related to the role they play in reinforcing health disparities based on race/ethnicity, sex/gender, sexual orientation and other social categories. Explicit bias in curricula are being assessed and addressed, as is the implicit bias that educators embody. Pedagogical practices, such as narrative medicine, are also being implemented as potential remedies to the bias inherent in medical education. Finally, the classroom and campus climates are being characterized and examined. This presentation describes three student-led research and evaluation projects that critically evaluate key aspects of a medical education program, describing how faculty supported each project, the benefits of facilitating student-led analysis, the pitfalls that faculty and students must navigate, and, finally, the impacts of the projects on the students, the faculty and the medical education program.

Samantha Barrick is a lecturer and Director of Humanities in Medicine at the Sophie Davis School of Biomedical Education. She is the Course Director for the Narrative Medicine FIQWS Course. Professor Barrick coordinates and facilitates narrative medicine sessions with faculty, students and staff at Sophie Davis, and trains student mentors to do the same. She is helping to develop a humanities thread throughout the curriculum and teaches in the Program of Narrative Medicine at Columbia University. She is a poet and a writer and attended The New School for Social research and Columbia University.

Marlene Camacho-Rivera is an assistant medical professor in the department of Community Health and Social Medicine at the CUNY School of Medicine. An epidemiologist by training, Dr. Camacho-Rivera’s research focuses on elucidating social determinants of racial/ethnic disparities in chronic diseases and developing culturally-tailored, patient-centered interventions to improve chronic disease self-management among urban minorities. Dr. Camacho-Rivera received her bachelor’s degree in Biology and Society from Cornell University and her doctoral degree in Social Epidemiology from the Harvard T.H. Chan School of Public Health.

Victoria Frye is an associate medical professor in the department of Community Health and Social Medicine. Dr. Frye’s research combines epidemiological and critical social theories to study the distribution, determinants and health consequences of intimate partner and sexual violence and HIV/AIDS. Additionally, she designs and tests multi-level and multi-component interventions to prevent HIV and violence. Dr. Frye received her bachelor’s degree in History, her MPH in Epidemiology and her doctorate in Sociomedical Sciences from Columbia University.

PUBLIC SPEAKING AND CIVIC ENGAGEMENT: PROMOTING STUDENT ACTIVISM OUTSIDE THE CLASSROOM DOORS

Franca Ferrari-Bridgers, Queensborough Community College  
Rissy Carrey, Queensborough Community College  
Mateo Sáenz, Queensborough Community College

QCC public speaking students and their instructor will present the results of two pedagogical studies (Ferrari-Bridgers 2016, 2018) that illustrate how public speaking courses can promote student activism and bring public education and social justice outside the campus walls. Students’ written reflections and panelists’ testimonies will show how even in a short time span such a semester, through the organizations of on campus information campaigns students can experience public advocacy and learn how to be a voice for voiceless.

Franca Ferrari-Bridgers is an associate professor of Communication at QCC. She holds a BA/MA in Hispano-American Literature (1995) from the Università Statale, Italy, and a MA in Linguistics (1998) from the Freie Universitaet, Germany, a PhD in Linguistics (2005) from NYU and a MA in Experimental Psychology (2016) from Brooklyn College.

Rissy Carrey is a graduate of Integrative Nutrition and a Certified Health Coach. She also earned her certificate in Health Coaching and Care Coordination from Allied Health (CUNY). Ms. Carrey earned an AA from QCC in 2017 and at the moment she is working on her BA in Sociology with a minor in Human Rights at Hunter College.

Mateo Sáenz graduated from QCC in 2018 with an associate degree in Biotechnology. He has been trained through hands-on research in the fields of technology and entrepreneurship under Professor Michael Lawrence. Mr. Sáenz is interested in helping underrepresented people solve their greatest challenges, like Amazonian indigenous tribes in Ecuador, where Mateo is originally from.
CREATING A WELCOMING ENVIRONMENT THROUGH DIVERSITY TRAINING FOR CULTURALLY COMPETENT LIBRARIANS AND STAFF

Madeline Ruggiero, Queensborough Community College

Libraries are promoting diversity and multiculturalism in college mission statements, whether the goals are expressed as “embracing diversity in all its forms,” “serving its diverse community” or to “prepare students from around the globe for degree completion.” This commitment to diversity is not a trend or something that will wax and wane. Diversity is a consistent theme in libraries, which is here to stay as the diversity of the population is increasing in every state in the United States. Diversity training would provide strategies for creating practical tools that allow staff and librarians to develop an open and flexible approach to patrons while maintaining a welcoming climate. I will provide narratives from everyday experiences with patrons, perspectives and advice on how to implement change and create a positive and welcoming work environment for librarians, staff and library users.

Madeline Ruggiero is the Collection Development Librarian at QCC. She has a BA in art history from Syracuse University, an MA in art history from SUNY at StonyBrook and an MLS (Master of Library Science) from Pratt Institute. A first generation American, both her parents were middle-aged Italian immigrants who spoke very little English.

DESIGNING INCLUSIVE RESEARCH: ENGAGING STUDENTS IN THE ETHNOGRAPHY OF EVERYDAY DIVERSITIES

Kristina Baines, Guttman Community College
Jackeline Alvarez, Guttman Community College

An inclusive classroom space benefits from the extension of faculty/student/family relationships beyond the walls of the classroom. This presentation shares reflections from both the faculty and student perspective, asking participants to consider how college students confront and define diversity as they negotiate the research process in their communities. It discusses the process and results of ethnographic research in which urban community college students are tasked with being participants in interviewing older, immigrant members of their families and communities, about traditional heritage practices brought from home countries and continued in the city in hopes of encouraging faculty to engage the diverse experiences of their students through engaging their students in the research process.

Kristina Baines is a sociocultural anthropologist with an applied medical/environmental focus. Her research interests include indigenous ecologies, health, and heritage in the context of global change, in addition to publicly-engaged research and dissemination practices. She is an assistant professor of Anthropology at Guttman Community College and the director of Anthropology for Cool Anthropology.

Jackeline Alvarez is a Mixteca-New Yorker. She is a graduate of Guttman Community College and current Spanish Literature major at Hunter College. She was recently awarded an NSF REU Grant-funded opportunity to study her heritage language, Mixteco, with the Endangered Language Alliance and an internship at the New York City Department of Health and Mental Hygiene where she is now developing a “Mesoamerican Lotería” game designed to strengthen parent-child relationships and improve language transmission by creating a new speech domain for indigenous languages.

FOSTERING GLOBAL CITIZENSHIP THROUGH L2 DIGITAL LITERACIES

Deniz Gokcora, Borough of Manhattan Community College

Professors teaching language classes in higher education aim at including global competency objectives, such as cultural understanding and intercultural competence, and these have become important goals for second language learners in the 21st century. This presentation reports on the study that focuses on second language learners’ discussion and learning of global competencies through digital literacy. Data collection included ESL students’ comments on the oral presentations on social justice issues, using Blackboard and participant interviews. Thorough data analysis revealed many of the social issues. Interviews with students supported the use of presentations as a learning experience of global learning.

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.
USING PEER-FACILITATED INSTRUCTION TO SUPPORT DIVERSE LEARNERS: LESSONS FROM A SECONDARY STEM MODEL

Raffaella Diotti, Bronx Community College
Leslie S. Keiler, York College
Kara B. Hudon, NYCDOE

The presentation introduces an instructional model for diverse secondary classrooms and explores its potential to improve learning at CUNY. The Peer-Enabled Restructured Classroom (PERC), funded by NSF grants, improves diverse secondary students’ content performance and college-readiness. Most of the students who have thrived in PERC subsequently attend CUNY, demonstrating similarity between PERC students and CUNY students. In PERC, learning happens largely in groups led by peer instructors, called Teaching Assistant Scholars (TAS). PERC forces participants to alter roles, responsibilities, and relationships. In PERC classes, students feel responsible for each other, and teachers have the opportunity to develop deep insights about students. TAS are trained for their work in a specially designed class. The experience increases the TAS self-confidence and motivation and their students benefit from seeing students just like themselves being role models and succeeding academically. The session ends with discussion of implementing a PERC-like model at CUNY.

Raffaella Diotti is an assistant professor at Bronx Community College in the Biological Sciences department. She has also experience coaching teachers in urban public highs schools and creating Professional Development workshops in her role as a coach with the Peer-Enabled Restructured Classroom Program.

Kara B. Hudon is a Math School Improvement Coach with the NYCDOE. Previously she has worked as a high school teacher with the NYCDOE and as a PD specialist coaching teachers with the Peer-Enabled Restructured Program (PERC). She is pursuing her doctorate in Urban Education at the Graduate Center.

Leslie Keiler, associate professor of Teacher Education at York College, specializes in secondary STEM education. As part of the NSF-funded, CUNY-wide team that developed the Peer-Enabled Restructured Classroom (PERC) Program, she led the design and implementation of professional development and studied program impacts on participating teachers and students.

CREATING A HEALTH CAREER PIPELINE PROGRAM AT AN URBAN COMMUNITY COLLEGE

Seher Atamturktur, Bronx Community College
Stacia Reader, Bronx Community College

There is an urgent need for qualified employees from minority backgrounds to work in the health field. A health career pipeline program was recently implemented at Bronx Community College to assist students in navigating a critical milestone: graduation from community college and entry into a four-year college. In this program, students found opportunities to work with faculty mentors, meet health professionals, receive advisement, obtain transfer support, engage in summer research and internships, and earn stipends to defray living expenses. Additionally, students formed personal and professional support networks. The program was evaluated by using qualitative methods in grounded theory to examine the themes from the pre-and-post surveys, focus groups and faculty journals collected over a three-year period. All students who completed the program are attending four-year colleges. Overall, the program increased the number of minority and low-income students completing associate degrees and transferring to bachelor degree programs in the health field.

Seher Atamturktur is a professor in the Biological Sciences department at Bronx Community College. Her research interests include interdisciplinary studies, assessment and developing strategies to better link academics to career options. Dr. Atamturktur holds three MSc and PhD in Neuroscience from Rutgers University.

Stacia Reader is an associate professor and deputy chairperson in the department of Health, Physical Education and Recreation at Bronx Community College. Her research interests include developing strategies to better link academics to career options and healthcare workforce development. Dr. Reader holds an MPH and an EdD from Columbia University.
BLACK FEMINIST PEDAGOGIES IN ACTION: REFLECTIONS ON DIVERSE LEADERSHIP, SOCIAL JUSTICE, AND SERVICE LEARNING IN HIGHER EDUCATION

Desiree Byrd, Queens College
Karla Manning, Queens College

The purpose of this presentation is to describe how two Black female professors engage with service learning activities at Queens College in order to promote diversity, social justice, and civic engagement amongst undergraduate and graduate students. Drawing on theories of Barbara Omolade’s (1987) Black feminist pedagogies, we articulate how service learning intersects with academic teaching and educational research in culturally diverse settings. The major goal of this workshop is to examine how service learning, when situated in frameworks of Black feminist pedagogies, can create socially just learning and teaching environments for undergraduate students, doctoral candidates and K-12 students. This includes a brief theoretical review of Black/endarkened feminist pedagogies, a presentation of interactive modules of diverse leadership and socially just service learning, and a mindfulness activity that uses affirmations and healing words for educators and activists who work in communities of color.

Desiree Byrd is an associate professor of Psychology at Queens College and the Graduate Center. Her research focuses on the roles of health disparities and culture in the expression of cognitive dysfunction in central nervous system disease. Her interests are in HIV/AIDS, substance use, and underrepresented populations.

Karla Manning is a lecturer at Queens College and the Big Buddy Program Director, which is a service learning program that recruits QC students to mentor homeless children in NYC. Her research examines urban homelessness in the contexts of multicultural teacher education and the educational preparation of Black adolescent girls.

LOOKING INWARD: USING ART AND HAYS’ ADDRESSING FRAMEWORK TO CREATE A FOUNDATION OF SELF-AWARENESS

Wilma Fletcher-Anthony, Queensborough Community College
Jasper Lin, Queensborough Community College

This presentation is based on a mental health counselor’s work developing cultural competence with student groups. As the University makes efforts to increase diversity and engagement, it is important for faculty to reflect on the factors that influence their own identity and the way they interact with others. Self-awareness provides an increased sensitivity to between-group and within-group differences, and can inform perception of and response to colleagues and students. The goal of this workshop is to bring to awareness and examine individual and collective areas of privilege, and consider ways of navigating these aspects of identity. While there are frequent discussions of subjugated aspects of identity, it is less common – and more challenging – to explore privilege.

Wilma Fletcher-Anthony is the director of Counseling and a member of the Faculty Diversity Committee at Queensborough Community College. Her research has been supported by grants from The Center for Global Studies and Area Studies at the University of Illinois, and PSC-CUNY. She implemented a Global and Diversity Learning project in a college orientation course, for which she was awarded a Mid-Career Faculty Fellowship in spring 2018. She received her MEd from Arizona State University as a Fulbright/LASPAU scholar, and her PhD from Capella University.

Jasper Lin is an assistant professor of Digital Art and Design, and member of the Faculty Diversity Committee at Queensborough Community College. His personal art practice and teaching curriculum both focus on computer animation, but his interest in all aspects of computer graphics has seen him fill a wide variety of production roles in fields as diverse as game/web development and digital fabrication/3D printing. He received his MFA in Computer Art from the School of Visual Arts in 2011.
ITALIAN AMERICANS AT THE CITY UNIVERSITY OF NEW YORK

Janet Michello, LaGuardia Community College

The focus of this presentation is the current status of Italian Americans employed by the City University of New York in all positions including staff, faculty and administrators. It is based on data reported in CUNY’s latest Affirmative Action Plan for Italian Americans and CUNY’s Quarterly Report on Faculty Diversity of Human Resources Management. This presentation provides an overview of areas in which Italian Americans maintain equitable status, in addition to positions where improvement is needed in order for Italian Americans to be fairly represented.

Janet Michello has been teaching at LaGuardia Community College for over 20 years. Prior to this she taught at a branch campus of the University of Akron where she was awarded a PhD. She is co-author of the text, *A Sociology of Mental Illness*, in addition to a number of other publications.

FIGHTING LINGUISTIC INEQUALITY WITH BILINGUALISM AND BIDIRECTIONAL LEARNING

Laura Kaplan, Bronx Community College
Andrea Parmegiani, Bronx Community College

Our presentation will report on a program started at Bronx Community College to promote academic success among Spanish-speaking students and respect for linguistic diversity. This program is based on a learning community link between ESL and Spanish composition courses characterized by high levels of curricular integration. As part of this link, the ESL instructor, who is one of the presenters, attended the Spanish class as a second language learner/participant observer. We will discuss the political and pedagogical rationales for using this link to take a step towards bilingual education and to create a bidirectional learning situation, with the English professor taking on the role of a second language learner in the Spanish composition class. After discussing the impact of this program on success metrics, we will unpack the reasons behind its success by looking at qualitative data collected through in-depth interviews with the participants.

Laura Kaplan is an adjunct assistant professor of ESL at Bronx Community College and Hostos Community College. She utilizes and researches the use of translanguaging as a pedagogical strategy in her classroom to improve the writing of bilingual students.

Andrea Parmegiani is an associate professor of English at Bronx Community College. To increase success indicators among Hispanic students, he created a link between ESL and Spanish academic literacy courses. His book *Using ESL Students’ First Language to Promote College Success* (Routledge), is based on a case study of this link.

DISASTER AND DIVERSITY: PREPARING FOR STUDENT SUCCESS AFTER DISASTER STRIKES

Anna Maria Bounds, Queens College
Charmaine Thornhill, Queens College

With no shortage of terrifying news, less than one third of Americans now believe that the country is headed in the right direction (Gallup, 2018). This loss of faith in America’s moral compass has been driven by the culture of fear now omnipresent in our country. Yet, this consternation about American’s future also stems from knowledge gained from a source more significant than any Push notification. Experience. Americans, especially New Yorkers, are becoming familiar with disaster. Queens College students included. Based on my research on New York’s recent disaster history and the rise of prepping, we explore the unique challenges that diverse students face in recovering from catastrophe. Diverse students face obstacles such as limited emergency services in poorer neighborhoods, lack of knowledge about resources, and reluctance to disclose hardships. Our goal is to increase faculty awareness about their perspectives and to provide a preliminary framework for supporting students.

Anna Maria Bounds is an urban sociologist at Queens College. She holds a PhD in Urban and Public Policy from The New School. Her work focuses on city subcultures, city tourism, and public space. Her current research project is an ethnography that focuses on rise of New York’s prepping subculture.

Charmaine Thornhill is an administrative coordinator in the Department of Sociology at Queens College. She is currently earning an MA in Urban Studies.
MEANINGFUL MENTORING: CONSIDERING FACULTY-STUDENT PARTNERSHIPS FOR THE MENTORSHIP OF FRESHMEN

Raquel Corona, Queensborough Community College
Madiha Shameem, Queensborough Community College
Jennifer Maloy, Queensborough Community College

This panel will present the experiences of a collaborative pilot mentoring program at Queensborough Community College between the English department, the Math department, and CUNY Start, a pre-college remedial program. The presentation will encompass a larger discussion of the mentorship program and its implementation as well as the experiences of panelists as they work directly with students. The presentation will also highlight and discuss an important factor of our mentoring program: how the faculty and peer mentors work in partnership as a pair to oversee the advisement of their cohort. We argue that these partnerships provide students a different approach to navigating the institution of higher education in their first semester of college.

Raquel Corona is a lecturer at Queensborough Community College and has been a part of the CUNY community since the Spring of 2013 when she began her time as part of the CUNY Start program. Currently, she is completing her doctoral degree in English and is a faculty coordinator of the pilot mentoring program she is presenting about.

Jennifer Maloy is an associate professor and acting chairperson in the English Department at Queensborough Community College. She has been part of the CUNY community since 2008 when she started as a Writing Center Coordinator at Hostos Community College. She is committed to supporting students in developmental writing and ESL courses, serving as one of the founders and first co-coordinators of the Accelerated Learning Program at QCC.

Madiha Shameem is a lecturer in Queensborough Community College and has been a part of QCC since 2009, when she began her career working as a workshop facilitator in the Basic Skills Learning Center. She has completed her Master's degree in English at Queens College. She teaches freshman and remedial composition.

FOSTERING INCLUSIVENESS: ENGAGING DIVERSE PERSPECTIVES IN TEACHING AND LEARNING

Barbara Blake-Campbell, Queensborough Community College
Josephine A. Pantaleo, Queensborough Community College
Meg Tarafdar, Queensborough Community College

Would you like to explore some strategies for fostering inclusiveness in teaching and learning? Professional development workshops at Queensborough Community College seek to promote self-awareness, deepen intercultural sensitivity, and encourage meaningful interaction and collaboration among diverse groups. In this session, presenters will share a replicable model for facilitating professional development activities for fostering inclusive practices in the campus community. Identifying one’s own biases can be the first step towards self-learning, interaction, communication, collaboration, and the interpretation of information. Types of biases—such as selective attention, diagnosis bias, value attribution, etc.—will be discussed in the light of underlying cultural attitudes, beliefs, values and meanings. How do these “invisible” elements affect our interaction in the classroom and workplace? Presenters will explore how active learning exercises can be linked to intercultural concepts such as cultural values analysis, identity frames, communication styles, intergroup conflicts, and other factors in contemporary US society and international arenas.

Barbara Blake-Campbell is a Nursing faculty at Queensborough and an active practitioner of Global and Diversity Learning. Her courses explore health care issues by integrating intercultural learning and empathy. She focuses on cultural and linguistic competence to promote equity in the delivery of care across all cultural/ethnic groups.

Jo Pantaleo presently serves as Queensborough Community College’s Chief Diversity Officer. She has over 40 years’ experience in the education field with specialization in developmental reading, composition, and experiential learning. She facilitates workshops that promote respectful and inclusive learning and working spaces for students, faculty, and staff.

Meghmala Tarafdar is an English faculty at Queensborough Community College and the Faculty Coordinator of Global and Diversity Learning as a High Impact Practice. As a certified Intercultural trainer, she has facilitated numerous workshops nationwide in order to support organizational initiatives in building an inclusive climate.
DEMystifying the Senior Experience

Margarett Alexandre, York College

According to the United States Census Bureau’s 2017 National Population, by 2030, more than twenty percent of US residents are projected to be age 65 and older. It is important for healthcare educators to prepare students on how best to care for seniors. The purpose of this proposed project is to provide students with additional experiences beyond simulation. Senior and junior students, who have completed an upper level medical/surgical course, will be recruited to participate in this project as a means of “living the experience of aging and its associated changes”. Wearing a geriatric simulator, there is a component of realism/living the experience of the aging population. Students will be involved in accomplishing daily tasks; such as walking, climbing stairs, opening medication containers. Students will also experience some “simulated” visual impairments (cataracts and glaucoma) with distorted eyewear. Experiences will be followed by debriefing-group and individual, as well as reflective journaling.

Margarett Alexandre is a faculty in the department of Nursing at York College, with a doctorate from the Graduate Center, focusing on physical health of Haitian Adults post 2010 earthquake. A fellow of the New York Academy of Medicine she is a dedicated nursing professional who presents nationally and internationally.

Challenging Ableism & Fostering Equity: An Interdisciplinary, Community-Centered Model

Vandana Chaudhry, College of Staten Island
Mayra Humphreys, College of Staten Island
Esther Son, College of Staten Island

This panel brings together translational and transformative perspectives that promote an interdisciplinary disability studies framework within social work education, research, and community-academic partnerships. This anti-oppressive paradigm offers much needed insights into challenging ableism and promoting disability justice across academic programs in the helping professions (e.g. social work, mental health counseling, psychology and nursing).

Vandana Chaudhry is an assistant professor of Social Work at the College of Staten Island. Her scholarship lies at the intersection of disability in the global south, neoliberal governance, culturally competent practices and ethnography. She has published widely across disciplines of disability studies, social work, and interdisciplinary social sciences.

Mayra Humphreys is an associate professor and Director of the BSSW program at the College of Staten Island. Her research focuses on restorative justice and community alternatives to incarceration. She serves as the principal investigator on a research project that examines peer-mentoring interventions with justice-involved youth and adults.

Esther Son, PhD, MSW is an assistant professor of Social Work at the College of Staten Island. Her research focuses on the enhancement of the health and well-being of children with disabilities. She has been investigating the health care disparities among the population and violence against individuals with disabilities.

Social Presencing: Practices for Diversity

Heather Huggins, Queensborough Community College
Joseph Dist, Geovanny Guzman, Yineng Ye, Student Researchers, Queensborough Community College

This poster offers a glimpse into a student-centered research community at CUNY-QCC where we applied Social Presencing Theater (SPT) to promote diversity and global learning. SPT is not “theater” in the conventional sense, but uses the embodiment of simple body postures and movements to dissolve limiting concepts, to communicate directly, to access intuition, and to make visible both current reality, and the deeper — often invisible — leverage points for creating profound change. Students will share their initial findings, connecting SPT to the cultivation of individual, relational, and societal awareness and the resulting possibilities that emerge in their daily lives. SPT has been used effectively for over ten years in business, government, and civil society settings across the globe; this first prototype applying SPT as practice-based research in theatre offers a path for interdisciplinary research at CUNY that re-imagines leadership, collaboration, and action. www.presencing.org/aboutus/spt

continued >>
Heather Huggins, assistant professor at Queensborough Community College, is an interdisciplinary artist, aspiring to make visible the intersections of identity, power, and privilege through creative works and scholarship. She received her MFA from the Vakhtangov Theatre and served as an apprentice to Andrei Droznin. She is an advanced practitioner of Social Presencing Theater.

Joseph Distl is pursuing psychology and technical theater. He advocates for diversity in education, using his background in research and theater 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 is studying theatre performance. He approaches acting and storytelling by integrating embodied and devised performance practices, alongside his prior experience in sports and health sciences. He plans to use this practice-based research not only to be a better theatre practitioner, but to be useful in other social groups.

Yineng Ye is a theatre practitioner who is interested in discovering the wisdom that is innate in our bodies. In searching for ways to free actors from methodologies, he finds the practice of Social Presencing Theater entails this wisdom. Ye is pursuing his bachelor’s degree in theatre and philosophy.

SUPPORTING STUDENTS OF COLOR IN TEACHER EDUCATION AND MUSIC TEACHER EDUCATION

Eva Fernández, Queens College
Michelle Fraboni, Queens College
Kristin Mozeiko, Queens College

This poster will include how and why the interdepartmental teacher education Diversity Project was started and current challenges with regard to attracting, retaining, and supporting students of color in teacher education and music teacher education programs. The presenters will show the data that represents current student profiles, GPAs, transfer and the graduation retention rates aggregated for race and ethnicity. The poster will highlight the underrepresentation of pre-service teachers of color at Queens College and emphasize the connection, as well as the need for, more teachers and professors of color in urban areas and in teacher education. The presenters will offer recommendations and suggestions for pre-service teacher diversification and improving the aforementioned areas within teacher and music teacher education programs.

Eva Fernández Assistant Provost at Queens College, has an administrative portfolio that includes student success initiatives, experiential education, faculty development. She has received support from: US-NSF, US-DOED, NYC-SBS, AAC&U. She has a BA from New York University, and an MA and PhD from the Graduate Center.

Michelle Fraboni is Director of the Center for Teaching & Learning at Queens College, providing opportunities for QC faculty to enhance the quality of their teaching. She is also Co-Director of Transitions to Teaching. As a lecturer teaching Digital Literacy at Queens College, she teaches and advises undergraduate and graduate students.

Kristin Mozeiko is a full-time lecturer of Music Education at Queens College. She conducts the Queens College Symphonic Wind Ensemble and teaches music education courses to graduate and undergraduate music education majors. Dr. Mozeiko holds degrees in music education (BM), French horn performance (MM) and music education (DMA).
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<td>ALIA TYNER-MULLINGS</td>
<td>Associate Professor, Sociology, Guttman Community College</td>
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<td>ELYS VASQUEZ-ISCAN</td>
<td>Assistant Professor, Education, Hostos Community College</td>
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<tr>
<td>MARIA VOLPE</td>
<td>Professor, Sociology, John Jay College of Criminal Justice, Director, CUNY Dispute Resolution Center</td>
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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.
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Join the conversation!   @CUNY_ORD    #DiverseCUNY17

*The Conference Planning Committee appreciates the musical talents of Hunter College students who played during the reception*  
Oliver Glynn – keyboard, Luc Moutin – bass, Liev Golowasch – drums