Diversity Challenge
Making Race and Culture Work in the STEM Era: Bringing All People to the Forefront
# Diversity Challenge 2018
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Dear Diversity Challengers:

Welcome to the 18th Annual Diversity Challenge, a national and international conference sponsored by the Institute for the Study and Promotion of Race and Culture (ISPRC) at Boston College. Diversity Challenge is a forum for scholars, practitioners, educators, community activists, policy makers, and anyone interested in meeting the challenges of making race and culture positive aspects of society. Every year Challengers convene to share life experiences, professional practice, and scholarship. The theme of this year’s Diversity Challenge is “Making Race and Culture Work in the STEM Era: Bringing All People to the Forefront.”

As government policies, educational institutions, and businesses and organizations extoll the advantages of STEM careers, virtually no attention has been given to the issues of people of Color or non-dominant cultures with respect to attracting them to STEM fields, retaining them if they enter such fields, and/or examining the fates of people who are affected by STEM activities or whose skills and talents lie in other domains. Therefore, the conference theme intends to encourage businesses, educators, community workers, parents, and policy makers to consider ways in which racially-culturally nonresponsive STEM discounts people of Color.

Missing from virtually all of the STEM educational and professional interventions is a focus on the racial-cultural-gender experiences of the groups who are not White males. Diversifying interests in STEM requires examining why some race-gender groups thrive in STEM contexts while others do not. In STEM-related work settings, more attention is needed to address questions of why people of Color and White women face interpersonal, professional, and financial discrimination in the workplace, as well as how they cope with their specific experiences of discrimination. Issues raised by people of Color in STEM occupations include limited access to informal and formal social networks, few promotions, and lack of advancement opportunities. Culturally responsive research and interventions would assist employers, practitioners, and human resources professionals in recognizing and addressing workplace advantages and disadvantages.

Behavioral and social sciences and humanities professions can be helpful to STEM disciplines in recognizing and addressing people issues. Computerizing the practice of medicine and the education of human service providers threatens to make service delivery even less sensitive to the patient racial and cultural dynamics that contribute to positive health outcomes. Specialists in the psychology of race and ethnic culture have provided race-culture responsive training to service providers at all levels. Artists have helped STEM fields become person centered by using their creativity to make products more visually and aurally stimulating. Although STEM advancements have far reaching implications for improving the lives of humans in a variety of aspects of society, ignoring or devaluing the contributions of non-STEM people and disciplines threatens to make us a society fit only for robots.

This year’s Diversity Challenge, Making Race and Culture Work in the STEM Era: Bringing All People to the Forefront, welcomes all who want to focus on addressing this important topic.

Janet E. Helms, Diversity Challenge Chair
Diversity Challenge Committee:

Christina Marie Douyon  Susan Ginivisian  Amanda Weber
Kahlil DuPerry  Emily Joyner  Eva Wilson
Kathleen Flaherty  Taylor Stewart  Qingyi Yu
Lianzhe Zheng

About Diversity Challenge

MISSION

The Institute was founded in 2000 at Boston College, under the direction of Dr. Janet E. Helms, to promote the assets and address the societal conflicts associated with race and culture in theory and research, mental health practice, education, business, and society at large. The Institute solicits, designs, and distributes effective interventions with a proactive, practical focus. Each year the Institute addresses a racial or cultural issue that could benefit from a pragmatic, scholarly, or grassroots focus through its Diversity Challenge conference. The theme of Diversity Challenge 2018 is Making Race and Culture Work in the STEM Era: Bringing All People to the Forefront.

OBJECTIVES FOR THIS YEAR’S CHALLENGE

- To illustrate the importance of race, ethnicity, and culture within the STEM field and education.

- To share efforts that increase advocacy, research, practice and policies that promote awareness of systematic inequalities within STEM education and STEM careers.

- To investigate the influence of race and culture within STEM education and careers at the individual, community, and institutional level.

- To foster interdisciplinary collaboration among professionals through educational programs, community networks, and clinical practices in order to better serve diverse communities.

  Note: Attendance for certain programs may be limited.

DISCLAIMER: Please note that the views of presenters at Diversity Challenge do not necessarily reflect those of the Institute for the Study and Promotion of Race and Culture.
Biographies

CONFERENCE CHAIR:

Janet E. Helms, Ph.D., Boston College, Augustus Long Professor of Counseling Psychology; Founding Director of the Institute for the Study and Promotion of Race and Culture, Boston College; and Past President and Fellow of Division 17 (Counseling Psychology), and Division 45 (Ethnic Diversity) of the American Psychological Association (APA). In addition, she is a member of the Association of Black Psychologists. She is the recipient of the 2002 Leona Tyler Award, the 2007 Association of Black Psychologists’ Distinguished Psychologist Award, the 2008 American Psychological Association’s Award for Distinguished Contributions to Research in Public Policy, the Distinguished Elder Award at the 2009 National Multicultural Conference and Summit, and the 2012 Elizabeth Hurlock Beckman Award. Dr. Helms received two Lifetime Achievement Awards in 2018 from the American Psychological Association, Society of Counseling Psychology (Division 17) and the Society for the Psychological Study of Culture, Ethnicity, and Race (Division 45). Most recently Dr. Helms has served on the editorial boards of Psychological Assessment and the Journal of Counseling Psychology and is on the Counsel of Research Elders of the Journal of Cultural Diversity and Ethnic Minority Psychology. She has written over sixty empirical and theoretical articles and four books on the topics of racial identity and cultural influences on assessment and counseling practice. Her books include A Race Is a Nice Thing to Have (Microtraining Associates) and Using Race and Culture in Counseling and Psychotherapy: Theory and Process with Donelda Cook (MA: Allyn & Bacon).
FEATURED INVITED SPEAKERS:

Lillie Albert, Ph.D., Boston College, Associate Professor Teacher Education, Special Education, Curriculum and Instruction. Dr. Albert’s approach to mathematics education goes well beyond the numbers—deeply into sociocultural historic contexts, using a social justice perspective to encourage lasting learning improvements. Albert’s expertise spans disciplines, including areas such as the use of cultural and communicative tools to develop conceptual understanding of math. Albert’s years of active collaboration with colleagues and scholars in South Korea resulted in her recent book, South Korean Elementary Teachers’ Mathematical Knowledge for Teaching, coauthored with Rina Kim. Another book resulted from her research into application of Vygotskian psychological approaches to teaching and learning in mathematical problem solving. In keeping with the Lynch School’s emphasis on integrating theory and practice, she has served on projects that benefit youth and communities—such as her work as an advisor on the WGBH Educational Foundation and PBS Learning Media project, "Keep Going! Building a Culture of Perseverance in the Math Classroom."

Erika Bullock, Ph.D., University of Wisconsin-Madison, Assistant Professor of Mathematics Education, Associate to the Editor-in-Chief for the Journal of Urban Mathematics Education. After teaching mathematics at the high school and two-year college levels in the Atlanta area, Dr. Bullock earned the Doctor of Philosophy in Teaching and Learning with a concentration in Mathematics Education from Georgia State University. She also holds graduate certificates in geographic information systems, qualitative research, and women’s studies. Her research agenda consists of two key segments: conceptualizing urban mathematics education and historicizing issues in mathematics education. She describes herself as a critical urban mathematics education scholar because her research interests lie at the intersections of mathematics education and urban education.

Carlton E. Green, Ph.D., University of Maryland, Office of Diversity & Inclusion, Director of Diversity Training & Education. As Director, Dr. Green leads ODI’s diversity training and education efforts that promote and enhance inclusion and respect at UMD. In this role, Dr. Green provides vision for a cohesive strategy for diversity training and education; develops and leads campus-wide trainings to develop more inclusive communities; oversees the Words of Engagement Intergroup Dialogue Program; and, collaborates with units across campus to assist faculty and staff with reaching their diversity education and training goals. Dr. Green has 25 years of experience working in higher education in various departments, including student activities, multicultural services, residence life, academic affairs, athletics, and counseling services. He also runs a private practice, where he provides psychotherapy services primarily to clients of Color. Additionally, he has consulted with university and college counseling centers to assist with understanding and navigating challenges related to race and culture in mental health settings. Dr. Green has received UMD’s Division of Student Affairs Outstanding Service Award, as well as the Champion of Our Community Award from the LGBT Staff and Faculty Association. He earned his Ph.D. and M.A. in counseling psychology from Boston College, and B.A. in ethnic studies and history from Southern Methodist University.
Kevin Henze, Ph.D., CPRP, Regis College, Assistant Professor of Counseling Psychology, & U.S. Department of Veteran Affairs, Staff Psychologist. Dr. Henze is an ISPRC Alumni who graduated Boston College’s Lynch School of Education in 2007. Since that time, he has worked at the U.S. Department of Veteran Affairs in Bedford, MA, holding administrative and clinical positions. Concurrently, Dr. Henze served as adjunct instructor at Curry College in Milton, MA until December 2015. In 2016, Dr. Henze transitioned to Regis College in Weston, MA, where he continues to serve as part-time Assistant Professor of Counseling Psychology within the School of Health Sciences. In addition to his VA and academic appointment, Dr. Henze is an Associate at Jernigan and Associates, LLC, where he provides consultation services to academic and mental health organizations around racial and cultural competency.

Marcia Liu, Ph.D. CUNY – Hunter College, Counseling Psychologist. Dr. Liu works as a mental health outreach coordinator for the Hunter College AANAPISI Project (HCAP), which focuses on the needs of Asian American/Pacific Islander (AAPI) College Students. She also works at the Brooklyn VA Medical Center, and had a small private practice. She graduated from the Counseling Psychology Doctoral Program at Boston College where she studied with Janet Helms. Her interests include race-related stress, gendered experiences of racism, and AAPI Mental Health.

Patricia Poitevien, MD, MSC, Brown University Medical School, Residency Program Director and Assistant Professor and Assistant Dean for Diversity and Inclusion at the Warren Alpert School of Medicine. Dr. Poitevien graduated from Brown University in 1994 with a BA in French Literature, received her medical degree from the Warren Alpert School of Medicine at Brown University in 1998, completed her graduate medical training in the categorical pediatrics program at NYU School of Medicine, Tisch Hospital and Bellevue Hospital in 2001, and went on to serve as a Chief Resident at NYU from 2001-02. After working in a private practice for several months, Patricia returned to NYU as a Pediatric Hospitalist and in 2004 was promoted to Medical Site Director of Pediatrics at NYU Hospital for Joint Diseases. In 2012 Patricia earned a Master of Science degree in Clinical Investigation at NYU and in 2013 she was asked to serve as the Residency Program Director for the Department of Pediatrics at NYU. In 2016 she was asked to take on the additional role of Director of Medical Education for the Department which included responsibility for faculty development and alignment of Continuing, Graduate and Undergraduate Medical Education. She has lectured nationally on disparities in medical education and in healthcare and has led numerous workshops on building diverse and inclusive environments within academic medicine. She has recently published on utilizing simulation in faculty development to address issues of bias in the clinical learning environment.

Vanessa Prosper, Ph.D., Boston Latin School, Clinical Coordinator. Dr. Prosper co-runs two programs dedicated to providing emotional and academic support to students transitioning back to school after a long absence and students whose emotional difficulties are severely impacting their academic functioning. Prior to this position, Dr. Prosper was a staff psychologist at the Boston Children’s Hospital Neighborhood Partnerships Program (BCHNP) for 10 years where she divided her time between doing school-based clinical work and adolescent depression and suicide awareness trainings and workshops within the Swensrud Depression Prevention Initiative. Dr. Prosper also currently has a private practice in the Back Bay area of Boston, MA, is an adjunct professor at Boston College and Lesley University, and has done a plethora of presentations on cultural competency, mental
health issues in the Haitian community, and children and adolescent mental health issues. Dr. Prosper graduated from Boston College’s doctoral program in counseling psychology. She completed her pre-doctoral internship at the Boston University Medical Center/Center for Multicultural Training in Psychology and participated in a two-year school-based clinical postdoctoral fellowship at the Boston Children’s Hospital Neighborhood Partnerships Program providing an array of services such as teacher consultation, parent consultation, crisis intervention, case management, classroom prevention, individual therapy, and group therapy to a diverse group of children and adolescents. Dr. Prosper is a licensed psychologist with over 10 years of experience working with racially and ethnically diverse children, adolescents, families, as well as Haitian immigrants, youth with autism spectrum disorders, and youth who are HIV positive from birth.

Darren Ranco, Ph.D., University of Maine, Associate Professor of Anthropology, Coordinator of Native American Research, Chair of Native American Programs. Dr. Ranco has a joint appointment in the George J. Mitchell Center for Environmental and Watershed Research and in Native American Programs, where he serves as Coordinator of Native American Research. His research focuses on the ways in which indigenous communities in the United States resist environmental destruction by using indigenous diplomacies and critiques of liberalism to protect cultural resources, and how state knowledge systems, rooted in colonial contexts, continue to expose indigenous peoples to an inordinate amount of environmental risk. He teaches classes on indigenous intellectual property rights, research ethics, environmental justice and tribal governance. A member of the Penobscot Indian Nation, He is particularly interested in how better research relationships can be made between universities, Native and non-Native researchers, and indigenous communities.

Anmol Satiani Ph.D., DePaul University, Assistant Director for Clinical Training, University Counseling Services. Dr. Anmol Satiani is currently the Assistant Director for Training at DePaul University Counseling Services in Chicago. She is a licensed clinical psychologist in the state of Illinois. In her role at DePaul University, Dr. Satiani provides individual and group counseling to university students as part of the university counseling service, consults with staff and faculty on campus regarding students, participates in outreach programming for university students, and provides clinical supervision to doctoral students training at DePaul University Counseling Services. She has also worked and trained in other university counseling centers in the past. She earned her Ph.D. in counseling psychology from Boston College and worked as a Graduate Assistant in the Institute for the Study and Promotion of Race and Culture under the supervision of Dr. Janet Helms.

Ivan H.C. Wu, Ph.D., University of Texas MD Anderson Cancer Center, Post-doctoral Fellow, Cancer Prevention Research Training Program. Dr. Wu received his Ph.D. in clinical psychology at Michigan State University in 2017 and completed his pre-doctoral internship at the New Mexico VA Health Care System. Currently, he is a cancer prevention postdoctoral fellow at the University of Texas MD Anderson Cancer Center in the Health Disparities Research department. His research focuses on social determinants of health (e.g., racial discrimination, acculturation, and neighborhood characteristics) and emotion regulation (e.g., stress, coping, and mindfulness) among racial/ethnic minority communities.
General Diversity Challenge Information

REGISTRATION

Registration takes place in the Murray Room, Yawkey Center, from 8:15-9:00am on Friday and Saturday, October 19-20, 2018

NAME BADGES AND PORTFOLIOS

After registering, conference attendees receive a name badge and portfolio. Please wear your name badge at all times, as it serves as your registration verification and “ticket” to conference symposia, talks, and workshops. The portfolio includes program information about Diversity Challenge.

CONTINUING EDUCATION CREDITS / PROFESSIONAL DEVELOPMENT POINTS

Continuing Education Credits (CEs) are offered for Psychologists and Educators. **CEs offered through the Massachusetts Psychological Association may be purchased as follows: 6 CE credits for $40 or 12 CE credits for $80.** If you did not pay in advance with your registration, you may pay by cash or check at the Registration desk. Please refer to the program insert in your conference packet for detailed information on which sessions qualify for credits. Instructions about this process are available at the Registration/Information table in the Murray Room of the Yawkey Center.

Those seeking continuing education credits should:
1.) Sign-up for these credits at the Registration / Information table;
2.) Check the conference program handout for the CE-approved sessions;
3.) Sign in at each approved session; and,
4.) Complete the appropriate evaluation form for each approved session.

An evaluation form for attended sessions must be completed and returned to ISPRC in order to receive CE credits. These forms should be returned to the ISPRC staff at the Information table located in the Murray Room, Yawkey Center, on Friday and Saturday. If you prefer to do the evaluations by email, please contact wilsone@bc.edu. Psychologists will receive their certificates by mail.

We also provide Certificates of Participation for teachers seeking Professional Development Points (PDPs). PDP certificates, which verify the number of hours of participation in the sessions marked with asterisks, can be requested at the Registration and Information tables at the end of each day of Diversity Challenge.

CONTINENTAL BREAKFAST

A continental breakfast is provided Friday and Saturday morning from 8:15-9:00am in the Murray Room of the Yawkey Center.
Key Conference Areas

On both Friday and Saturday morning, the Challenge will begin in the Murray Room, located in the Yawkey Center. Most presentations will take place in the Murray Room/Yawkey Center and Campion Hall. Campus maps identifying these buildings are located on the back of the conference folder, and signs are located along the walking route to provide direction to these buildings. Volunteers and guides are available; please look for the volunteer or staff name badges, if you need assistance.

ELEVATOR ACCESS

Participants with special needs may use the elevators in the Merkert Chemistry Center or the Hillside Café Building to travel between the Murray Room and Campion Hall.

Presenter Publications Available

BOOK SALE

Boston College Bookstore will be selling the books of several of the authors who are presenting at the Conference.

Friday
October 19th
10:00am-3:45pm

Bookstore – Murray Room lobby, Yawkey Center

Volunteer Acknowledgement

VOLUNTEERS

The Diversity Challenge Conference Committee would like to thank the many volunteers who contributed their time and effort to the conference this year.

Photography

Please note that photographs taken of conference sessions and participants may be used on the Institute’s website, in printed publications, and in marketing campaigns.
## Diversity Challenge Program Outline

**FRIDAY, OCTOBER 19, 2018**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15am-9:00am</td>
<td>REGISTRATION &amp; CONTINENTAL BREAKFAST</td>
<td>Murray Room, Yawkey Center</td>
</tr>
<tr>
<td>9:00am-9:15am</td>
<td>WELCOME/ANNOUNCEMENTS</td>
<td>Murray Room, Yawkey Center</td>
</tr>
<tr>
<td>9:30am-11:00am</td>
<td>CONCURRENT SESSION I</td>
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<tr>
<td>11:00am-11:10am</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>11:10am-11:15am</td>
<td>OPENING REMARKS</td>
<td>Stanton Wortham, Ph.D., Dean Boston College, Lynch School of Education Murray Room, Yawkey Center</td>
</tr>
<tr>
<td>11:15am-12:45pm</td>
<td>INVITED SPEAKERS* <em>(1.5 CEs)</em></td>
<td>Darren Ranco, Ph.D. – University of Maine Ivan Wu, Ph.D. – University of Texas MD Anderson Cancer Center Murray Room, Yawkey Center</td>
</tr>
<tr>
<td>12:45pm-2:00pm</td>
<td>POSTER SESSION I LUNCHEON</td>
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<tr>
<td>2:15pm-3:45pm</td>
<td>CONCURRENT SESSION II</td>
<td></td>
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<tr>
<td>3:45pm-4:00pm</td>
<td>BREAK</td>
<td></td>
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<tr>
<td>4:00pm-5:30pm</td>
<td>KEYNOTE WORKSHOP* <em>(1.5 CEs)</em></td>
<td>Vanessa Prosper, Ph.D. – Boston Latin School Anmol Satiani, Ph.D. – DePaul University Kevin Henze, Ph.D. – Regis College &amp; US Dept. of Veteran Affairs Marcia Liu, Ph.D. – CUNY-Hunter College Murray Room, Yawkey Center</td>
</tr>
</tbody>
</table>

*These programs are co-sponsored by the Massachusetts Psychological Association (MPA) and the Institute for the Study and Promotion of Race and Culture (ISPRC) at the Carolyn A. and Peter S. Lynch School of Education at Boston College. MPA is approved by the American Psychological Association to offer Continuing Education (CE) for psychologists. MPA maintains responsibility for the program. Attendees of this program will be awarded credits.
## Diversity Challenge Program Outline

**SATURDAY, OCTOBER 20, 2018**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:15am-9:00am</td>
<td>REGISTRATION &amp; CONTINENTAL BREAKFAST</td>
<td>Murray Room, Yawkey Center</td>
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<tr>
<td>9:00am-9:15am</td>
<td>WELCOME/ANNOUNCEMENTS</td>
<td>Murray Room, Yawkey Center</td>
</tr>
<tr>
<td>9:30am-11:00am</td>
<td>CONCURRENT SESSION III</td>
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<tr>
<td>11:00am-11:10am</td>
<td>BREAK</td>
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<tr>
<td>11:10am-11:15am</td>
<td>REMARKS / UPDATES</td>
<td>Murray Room, Yawkey Center</td>
</tr>
<tr>
<td>11:15am-1:00pm</td>
<td>INVITED SPEAKERS*(1.5 CEs)</td>
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<tr>
<td></td>
<td>LILLIE ALBERT, PH.D. – BOSTON COLLEGE</td>
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<td>ERIKA BULLOCK, PH.D. – UNIVERSITY OF WISCONSIN-MADISON</td>
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<td>PATRICIA POITIEVIN, MD, MSC – BROWN UNIVERSITY MEDICAL SCHOOL</td>
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<tr>
<td>1:00pm-2:00pm</td>
<td>POSTER SESSION II LUNCHEON</td>
<td>Murray Room, Yawkey Center</td>
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<tr>
<td>2:15pm-3:45pm</td>
<td>CONCURRENT SESSION IV</td>
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<tr>
<td>3:45pm-4:00pm</td>
<td>BREAK</td>
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<tr>
<td>4:00pm-5:30pm</td>
<td>KEYNOTE WORKSHOP*(1.5 CEs)</td>
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<td>HOW RACE MATTERS IN ORGANIZATIONS: WHAT YOU DO AFFECTS RECRUITMENT, RETENTION, AND PRODUCTIVITY</td>
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<td></td>
<td>JANET E. HELMS, PH.D. – BOSTON COLLEGE</td>
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<tr>
<td></td>
<td>CARLTON GREEN, PH.D. – UNIVERSITY OF MARYLAND</td>
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DIVERSITY CHALLENGE 2018: FRIDAY SCHEDULE

8:15am-9:00am  Registration and Continental Breakfast
Murray Room, Yawkey Center

9:00am-9:15am  Welcome/Announcements

9:30am-11:00am Concurrent Session I

Youth Educational Pathways to STEM

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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| 9:30-11:00am | 1A. Structured Discussion  
| CAMPION HALL 139 | Hargrave, Connie – Iowa State University  
|             | Counter Spaces: Examining After-school Educational Structures  
|             | Fostering Students of Color STEM Success  |
| 1B. Structured Discussion  
|             | Aladin, Meera; Burke, Erin; Park, James – Fordham University; & Taveras, Yanilssa – Boston College; & Roche, Jill – Hunts Point Alliance for Children  
|             | Educating, Enlivening and Encouraging Urban Minority Youth in STEM |
### Social Identities in STEM

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event</th>
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</thead>
</table>
| 9:30-11:00am   | CAMPION HALL 306  | 2A. Individual Presentation  
Greene, Nneka – Regent University  
*Power, Identity, and Parental Involvement for Black Girls in STEM: An Autoethnographic Perspective* |
|                |                   | 2B. Structured Discussion  
Johnson, Aleta – Private Practice; & Wong-Bailey, Heather – Brown University  
*Busted: The Model Minority Myth and Mental Health – Understanding Asian and Asian American College Students* |

### WORKSHOP

<table>
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<tr>
<th>Time</th>
<th>Location</th>
<th>Event</th>
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</thead>
</table>
| 9:30-11:00am   | CAMPION HALL 208  | Owens-Lane, Jan; & Nadathur, Sita – University of Hartford  
*Cultural Sensitivity in Recruiting and Supporting Minority STEM Students* |

As of the 2016 United States Census, the African American and Hispanic communities continue to represent the largest minority groups in the United States. Nevertheless, research continues to suggest that students from these minority groups remain underrepresented in many fields of academia, including STEM. The goal of this workshop is to expose the audience to the cultural factors that affect the recruitment and retention of African American and Hispanic students. Specifically, this workshop includes topics such as mental illness among students of color, cultural factors involved in mentoring, and how these students experience ethnic discrimination. Through this presentation, participants will learn to identify racial discrimination, strategies for engaging students from minority backgrounds, and the opportunity to reflect on their own cultural awareness.
SYMPOSIUM

9:30-11:00am
YAWKEY CENTER MURRAY ROOM

Couch, Stephanie; & Estabrooks, Leigh – MIT; & Barnett, Mike; Kim, Deoksoon; Cho, Eunhye; Kim, So Lim; Jackson, David; & Zhang, Helen – Boston College

Inventing the Future: Leveraging Cultural Assets to Create Young STEM Inventors

This symposium aims to share and reflect on how invention curriculum that leverages youth’s cultural backgrounds can impact youth, particularly those who are recent immigrants and non-native English speakers. Learning experiences with an inventive spirit have demonstrated success in lowering the barrier to participation and promoting youth’s self-driven inquiry in STEM learning. Culturally responsive invention curriculum that builds on youth’s cultural backgrounds and unique needs of their communities can potentially be more powerful in exciting and sustaining students’ interest in STEM. The papers report the design, implementation, and outcomes of culturally responsive invention curriculum in in-school and out-of-school settings, with the goal of revealing successes and challenges involved in the approach of linking youth’s cultural assets with inventive STEM projects.

*CEs offered (1.5)

11:00am-11:10am BREAK

11:10am-11:15am Welcoming Remarks

INVITED PANEL

11:15am-12:45pm
YAWKEY CENTER MURRAY ROOM

Bullying and Other Barriers to Diversity in STEM

Darren Ranco, Ph.D. – University of Maine
Ivan Wu, Ph.D. – University of Texas MD Anderson Cancer Center

*CEs offered (1.5)
Andrews, Veronica; & Bullock, Kim – Georgetown School of Medicine  
Linkage to Care Module for Achieving Equitable Outcomes in Institutional Sexual Misconduct Cases

Bell, Tyronn – University of Indianapolis  
Addressing Barriers to Success for African American Boys in STEM Fields

Delaney, Eryn – Virginia Commonwealth University; & Bravo, Diamond – Harvard Graduate School of Education  
The Influence of Psychosocial Mechanisms on Academic Outcomes Among Ethnic-Racial Minority Students in STEM

Meyer, Kayla – Chestnut Hill College  
Using Social Psychology to Increase the Presence of Women of Color in STEM

Nitta, Mika – Private Practice  
Risks of Use of American Standardized Psychological Assessment Tools with Minorities

Park, James; Aladin, Meera; & Burke, Erin – Fordham University  
How Families, Peers and Teachers Influence Underrepresented Minority Students’ Engagement and Success in STEM

Swaby, Carlos – Cambridge Public Schools  
The Real Cost Of Dropping Out of School
### Concurrent Session II

#### Promoting STEM Involvement

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Topic</th>
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</thead>
</table>
| 2:15-3:45pm   | CAMPION HALL 124 | 1A. Individual Presentation  
Schneider, Stephanie – Iowa State University  
_Urban Ecosystem Project: Promoting Authentic Science Among Diverse Youth through Mosquito Biology_  
1B. Structured Discussion  
O’Donnell, Kristen; Healy, Deborah; Dunne, Kathryn; & DeHoyos, Adela – Our Lady of the Lake University  
STEM Based Education: The Great Equalizer? |

#### STEM and Culture in Japan

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 2:15-3:45pm   | CAMPION HALL 208 | 2A. Individual Presentation  
Deguchi, Makiko – Sophia University; & Mizuki, Rie – Fukushima Medical Center  
_Japanese College Students’ Assumptions about Race and Racial Categories: Implications for Teaching_  
2B. Individual Presentation  
Mizuki, Rie – Fukushima Medical Center; & Deguchi, Makiko – Sophia University  
_Challenging Anti-Buraku Discrimination: Examining the Effects of a Human Rights Education Course_ |
<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:15-3:45pm</td>
<td>CAMPION HALL 306</td>
<td><strong>Physical Health and STEM</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3A. Individual Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Olivar, Patrice; Nikitopoulos, Christina; &amp; Ho, Ivy K. – UMASS Lowell</td>
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<td><em>Engagement in STEM and Exercise to Promote Learning for Minority Youth</em></td>
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<td>3B. Structured Discussion</td>
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<tr>
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<td></td>
<td>Grant, Megan – UMASS Lowell</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Sexual Health, Minorities and STEM</em></td>
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</tbody>
</table>

**WORKSHOP**

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:15-3:45pm</td>
<td>Yawkey Center Murray Room</td>
<td>Ashley, Wendy; &amp; Lipscomb, Allen – California State University, Northbridge</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Fostering Culturally Affirming Clinical Supervision in the Workplace: Enhancing Transformative Dialogue in the Supervisory Dyad</em></td>
</tr>
<tr>
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<td></td>
<td>This presentation will provide a framework for clinical supervisors to use in the workplace when supervising people with varying intersectional identities (i.e. race, culture, gender, gender identity, etc). Because of these nuances in diversity, power and privilege, isolation is one of the most challenging aspects of being a woman and/or a minority in STEM. Identification and removal of systemic bias from our processes as clinical supervisors ensures we can drive inclusion and equality in our workplace environments. In addition, the presentation will utilize empirical research (i.e. conducted by the researchers/presenters) on clinical supervision in the workplace with underrepresented groups combined with the latest electronic polling service system to teach participants how to incorporate electronic surveys/apps to enhance critical discussion during and following clinical supervision in the workplace.</td>
</tr>
</tbody>
</table>

*CEs offered (1.5)*
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>2:15-3:45pm</td>
<td>SYMPOSIUM</td>
</tr>
<tr>
<td></td>
<td>Suchow, Ariella; McKinley Megan; &amp; Semerjian, Amy – Boston College</td>
</tr>
<tr>
<td></td>
<td><em>Science-Theatre as a Site of Transformation: The Research and Design of a Cross-Disciplinary Project for Middle School</em></td>
</tr>
<tr>
<td></td>
<td>This symposium includes four presentations that share findings from the creation and implementation of a science-focused play for middle school youth. The first and second presentations explore the effectiveness of the science-theatre partnership’s first intervention: an original play about earthquakes written for middle school audiences, through quantitative and qualitative methods, respectively. The third presentation presents an ethnographic analysis of the collaborative efforts between the science and theatre education team, with the goal of sharing the successes and tensions that emerged through the creative production processes. The fourth presentation discusses parallels between professional theatre production processes and engineering processes, which will lay the framework for future work around student-generated science plays.</td>
</tr>
<tr>
<td>3:45pm-4:00pm</td>
<td>BREAK</td>
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</table>
### KEYNOTE WORKSHOP

**Addressing Mental Health and Systemic Barriers: Accompanying Students of Color Along their Educational Journey**

Vanessa Prosper, Ph.D. – Boston Latin School  
Anmol Satiani, Ph.D. – DePaul University  
Kevin Henze, Ph.D. – Regis College & US Dept. of Veteran Affairs  
Marcia Liu, Ph.D. – CUNY-Hunter College

The presentation focuses on identifying the systemic stressors and mental health challenges that students of Color encounter within educational institutions across the lifespan. The presentation has two parts: (i) identifying symptoms, and (ii) identifying ways to provide support.

We discuss race-related stress, stereotype threat, imposter syndrome, and gender-based stress that students of Color encounter in school settings generally, noting academic stereotypes that impact groups of Color and gender groups in different ways, and the resulting distress students encounter. We also discuss how to recognize symptoms that often are overlooked and misidentified, due to racial bias. The discussion focuses on helping educators identify ways they can support their students, including helping them identify people or services where students can be referred, as well as identifying ways they themselves can provide support through direct interventions. Three smaller sessions (elementary school, middle/high school, and college settings) break out to discuss a case and share reflections.

*CEs offered (1.5)*
DIVERSITY CHALLENGE 2018: SATURDAY SCHEDULE

8:15am-9:00am  Registration and Continental Breakfast  
Murray Room, Yawkey Center

9:00am-9:15am  Welcome / Announcements

9:30am-11:00am  Concurrent Session III

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30-11:00am</td>
<td>Removing Barriers to STEM</td>
</tr>
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</table>
| CAMPION HALL 236 | 1A. Individual Presentation  
Cummings, Lawanda; Berkeley, Resa; & Drayton, Nicolas – University of the Virgin Islands  
Building STEM Literacy: Using the Living Laboratory to Bridge Culture, Context and STEM in the USVI Community  |
| 1B. Structured Discussion  
Robinson-Wood, Tracy; Tibbitt, Celsea; & Fischer, Laura – Northeastern University  
Mutedness in STEM: Broaching Fugitive Topics that Perpetuate Exclusion  |
### Building STEM Identities

<table>
<thead>
<tr>
<th>9:30-11:00am</th>
<th>CAMPION HALL 204</th>
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<tbody>
<tr>
<td>2A. Individual Presentation</td>
<td>Semerjian, Amy – Boston College</td>
</tr>
<tr>
<td></td>
<td><em>Science Identity Beliefs of Students Who Are Underrepresented in STEM, Assessed Two Ways</em></td>
</tr>
<tr>
<td>2B. Structured Discussion</td>
<td>McQuaid, Erin – Regis College</td>
</tr>
<tr>
<td></td>
<td><em>Fostering Science Identity of Underrepresented Groups in STEM through Student Involvement</em></td>
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### Culturally Aware Classrooms

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<tr>
<th>9:30-11:00am</th>
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<tbody>
<tr>
<td>3A. Individual Presentation</td>
<td>Powell, Tiffany; Grindstaff, Kelly; &amp; Jennings, Sybillyn – Rensselaer Polytechnic Institute</td>
</tr>
<tr>
<td></td>
<td><em>Putting STEM into Racially/Culturally Diverse Classroom Cultures through Culturally Responsive Approaches</em></td>
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<tr>
<td>3B. Individual Presentation</td>
<td>Shaw, Angela; &amp; Johnsen, Ellen – Iowa State University</td>
</tr>
<tr>
<td></td>
<td><em>Passion Academy: Empowering Middle School Students of Color in Predominately White Schools</em></td>
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### STEM Education with Underrepresented Students

<table>
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<tr>
<th>Time</th>
<th>Activity</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>9:30-11:00am</td>
<td>4A. Individual Presentation</td>
<td>Swaby, Carlos; &amp; Batt, Michael – Cambridge Public Schools</td>
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<tr>
<td></td>
<td></td>
<td><em>Using MI (Multiple Intelligence) to Teach Minority Students</em></td>
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<td>4B. Structured Discussion</td>
<td>Botelho, Elliott; Armagan, Merve; &amp; Ho, Ivy K. – UMASS Lowell</td>
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<tr>
<td></td>
<td></td>
<td><em>Rethinking Diversity in STEM: Taking an Intersectional Approach</em></td>
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### Women of Color’s Experiences in STEM

<table>
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<tr>
<th>Time</th>
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<th>Presenter(s)</th>
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<tbody>
<tr>
<td>5A. Individual Presentation</td>
<td>Kim, Ji Youn Cindy – University of Iowa</td>
<td><em>Experiences of Racialized Emotional Socialization for WOC in STEM at a PWI</em></td>
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<tr>
<td>5B. Structured Discussion</td>
<td>Watkins, Kia; Pigott, Michelle; Burks, Eddie; &amp; Gottlieb, Jessica – Adler University</td>
<td><em>“Do I Belong Here?”: A Critical Review of Implications of Ethnoviolence Towards Black Women in STEM</em></td>
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## WORKSHOP

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Speaker(s)</th>
<th>Title</th>
<th>Description</th>
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<tr>
<td>9:30-11:00am</td>
<td>CAMPION HALL 306</td>
<td>Montgomery, Nicholl – Boston College; &amp; Harris, Monique – Cambridge Public Schools</td>
<td><em>It’s a Family Affair: Using Family Book Clubs as Spaces of Literacy and Liberation</em></td>
<td>The purpose of this workshop is to introduce participants to a family book club model being offered in the Boston area. In this workshop, we will discuss how we plan for and facilitate a typical book club. This will include activation activities, discussion questions, and how to use wraparound texts for all ages. Participants will be given an opportunity to create their own wraparound list from their favorite text.</td>
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## SYMPOSIUM

<table>
<thead>
<tr>
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<th>Speaker(s)</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>9:30-11:00am</td>
<td>YAWKEY CENTER MURRAY ROOM</td>
<td>Blustein, David; Kenny, Maureen; Erby, Whitney; &amp; Pillai, Sarita – Boston College</td>
<td><em>Infusing the Psychology of Working into STEM: Creating Opportunity for All</em></td>
<td>Education and training programs in science, technology, engineering and mathematics (STEM) have been known to increase job opportunities for our nation’s youth. However, youth who face social and economic marginalization, such as youths of Color and young women, have historically been underrepresented in STEM. This symposium offers three presentations that use a psychology of working perspective for understanding STEM education initiatives targeting youth within the context of the 21st century world of work. Further, we will discuss the future of STEM-related careers more broadly, with a particular focus on how the changing world of work will affect young people who have been historically marginalized.</td>
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</table>
**SATURDAY, OCTOBER 20, 2018**

<table>
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<tr>
<td>11:00am-11:10am</td>
<td>BREAK</td>
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<td>11:10am-11:15am</td>
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**INVITED PANEL**

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<tr>
<td>11:15am-1:00pm</td>
<td>Race and Culture: The Current State of STEM Education</td>
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<td>YAWKEY CENTER</td>
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<tr>
<td>MURRAY ROOM</td>
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Lillie Albert, Ph.D. – Boston College  
Erika Bullock, Ph.D. – University of Wisconsin-Madison  
Patricia Poitevien, MD, MSC – Brown University Medical School

*CEs offered (1.5)
POSTER SESSION II LUNCHEON
1:00pm-2:00pm
MURRAY ROOM / YAWKEY CENTER

Andrews, Veronica; & Bullock, Kim – Georgetown School of Medicine
*Linkage to Care Module for Achieving Equitable Outcomes in Institutional Sexual Misconduct Cases*

Bell, Tyronn – University of Indianapolis
*Addressing Barriers to Success for African American Boys in STEM Fields*

Gonzalez, Laura; & Hailes, Helen – Boston College
*Navigating Power: Domestic Violence Advocates’ Roles as Empowerment Facilitators versus Mandated Reporters*

Meyer, Kayla – Chestnut Hill College
*Using Social Psychology to Increase the Presence of Women of Color in STEM*

Nitta, Mika – Private Practice
*Risks of Use of American Standardized Psychological Assessment Tools with Minorities*

Swaby, Carlos – Cambridge Public Schools
*The Real Cost Of Dropping Out of School*
2:15pm-3:45pm  

**Concurrent Session IV**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
<th>Speakers</th>
</tr>
</thead>
</table>
| 2:15-3:45pm   | **Women of Color’s STEM Identity**                                        | Campion Hall 204    | Cummings, Lawanda – University of the Virgin Islands; & Burns, Tantiana – Claflin University  

*Competent but Confused: The Unclear Path to STEM Success for Black Female Students*

|        |                                                                          |                      | Manosalvas, Kiara – Teacher's College; & Dunne, Courtney – Boston College  

*Reframing What a Scientist Looks Like: Empowering Queer Women of Color in STEM*

| 2:15-3:45pm | **Students’ Path to STEM**                                               | Campion Hall 200    | Cooper, Marty; & Jung, Seojung – SUNY Old Westbury  

*Utilizing STEM Funding to Develop Graduate Counseling Students*

|        |                                                                          |                      | Howerton-Orcutt, Amanda; & Robinson, Jennifer – Salem State University  

*Student Perceptions of Major Life Stressors, Discrimination, and Coping Mechanisms*
<table>
<thead>
<tr>
<th>STEM Encouragement</th>
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</table>
| 3A. Individual Presentation  
  Power, Gillian; Klein, Megan; Szczesny, Lauren; Cobb, Alex; Moquin, Marissa; & Hernandez, Elsie – Springfield College  
  Busting Up Bias: Quantifying Implicit Bias in the Springfield College Community |
| 3B. Individual Presentation  
  Randle, Dwight; & Buettner, Jill – Richland College  
  Research Skills Boot Camp: Community College to STEM Career & Beyond for Underserved Minorities |

<table>
<thead>
<tr>
<th>Practical Pathways to STEM</th>
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</table>
| 5A. Individual Presentation  
  Christensen, Kirsten – UMASS Boston  
  Youth Success STEM-ing from the Arts: A Case for Urban Arts Programs |
| 5B. Structured Discussion  
  Increasing Urban High Schoolers’ STEM Persistence Through Project-Based, Work-Based Learning |
### WORKSHOP

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Speaker</th>
<th>Title</th>
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<tbody>
<tr>
<td>2:15-3:45pm</td>
<td>Yawkey Center</td>
<td>Siler, Don – University of St. Joseph</td>
<td><strong>Digital Narratives and Storytelling: Engaging Technology, Culture, and Content</strong></td>
</tr>
</tbody>
</table>

Students of Color (Black/Latinx in this case) are underrepresented in STEAM fields for myriad reasons. One of the central reasons may coincide with why these students also suffer unequal outcomes in other areas of education. Black and Latinx students often cite disconnects between the cultures of their teachers and themselves as a barrier to their educational success. This is compounded when those disconnects foster latent biases towards these students that may result in lowered expectations and not being encouraged to pursue a future in highly rigorous and competitive STEAM fields. In this session, we will explore one particular method that has the potential to benefit students technologically, culturally, and in the broader educational context.

*CEs offered (1.5)
3:45pm-4:00pm  BREAK

KEYNOTE WORKSHOP

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00pm-5:30pm</td>
<td>Yawkey Center</td>
<td>How Race Matters in Organizations: What You Do Affects Recruitment, Retention, and Productivity</td>
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<td></td>
<td>Murray Room</td>
<td>Janet E. Helms, Ph.D. – Boston College</td>
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<tr>
<td></td>
<td></td>
<td>Carlton Green, Ph.D. – University of Maryland</td>
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</tbody>
</table>

Race and culture often are invisible forces in organizations because they are not explicit in organizational philosophies, missions, or climates. Yet unacknowledged racial-cultural dynamics may determine who enters the organization and whether those in the organization leave or stay. In this interactional workshop, participants will (1) be introduced to social interaction theory, (2) learn how to use social interaction theory as a methodology for diagnosing racial climate, (3) evaluate the racial climate of their own organizational environment.

*CEs offered (1.5)
Next Year: Diversity Challenge 2019

Race, Culture & WHMP: Survival, Resistance, and Healing in the Current Social Climate

- Call for proposals will be available online at http://www.bc.edu/isprc by February 8, 2019
- Proposals will be due on Friday, April 19, 2019

CONTACT INFORMATION

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Chestnut Hill, MA 02467
Phone – 617-552-2482 / Fax – 617-552-1003
Website – www.bc.edu/isprc
Email – isprc@bc.edu
Blog – isprcvoices.com

EMERGENCY INFORMATION

<table>
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<tr>
<th>Boston College Police</th>
<th>St. Elizabeth’s Medical Center</th>
<th>Beth Israel Deaconess Medical Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency – 617-552-4444</td>
<td>736 Cambridge Street Boston, MA</td>
<td>330 Brookline Avenue Boston, MA</td>
</tr>
<tr>
<td>Non-emergency – 617-552-4440</td>
<td></td>
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</tbody>
</table>
Diversity Challenge 2018
Presenter Index

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Diversity Challenge 2018
Presenter Index

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Johnsen, Ellen
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<th>Name</th>
<th>Institution</th>
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<td>Private Practice</td>
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<td><a href="mailto:jve-kim@uiowa.edu">jve-kim@uiowa.edu</a></td>
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<td><a href="mailto:allen.lipscomb@csun.edu">allen.lipscomb@csun.edu</a></td>
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