



The **Beloved** Community Owning Our Culture

April 4, 2018
Tangeman University Center



University of
CINCINNATI

INCLUSION LIVES HERE
INNOVATION LIVES HERE
IMPACT LIVES HERE

next
lives
here



PRESIDENT'S WELCOME



Welcome to the University of Cincinnati's 10th Annual Equity & Inclusion Conference in a year that also marks the 50th anniversary of the assassination of the Rev. Martin Luther King Jr. So much has changed in our world since the turbulent year of his death, yet we also know that we have so much more to do to create a more equitable, empathetic and just society.

To pursue UC's greatest potential, we have marked a new beginning for our university with a new strategic direction, Next Lives Here, and its vision of UC leading public urban universities into a new era of innovation and impact. Underlying all that we do, inclusive excellence will be a powerful force in our success. Because to achieve our best we must draw on the best in all members of our community. To do anything less, diminishes our possibilities.

Our "next" mindset also means that we must put equity and inclusion into action in more innovative and impactful ways. We need to ask questions, challenge the status quo and try new ideas. The theme of this year's conference is drawn from "The Beloved Community," a concept that Dr. King referred to in his printed and spoken words as a goal attainable when a critical mass of people commit to a nonviolent way of life. It challenges us to face issues directly, resolve them through cooperation and informed discourse, and refuse to tolerate human suffering in all forms of discrimination, bigotry and intolerance. What an inspiring and beautiful idea.

Creating a beloved community means recognizing that we each are owners in our campus culture and have a responsibility in who and what our university is and becomes. Your presence at today's conference is a powerful sign of your personal commitment to owning our culture. Thank you for being a part of the UC community and for using your unique talents to make sure that equity and inclusion both live and breathe here at the University of Cincinnati.

Sincerely,

A handwritten signature in black ink that reads "Neville G. Pinto". The signature is fluid and cursive, with a long, sweeping tail on the final letter.

*Neville G. Pinto
President, University of Cincinnati*

VICE PRESIDENT'S WELCOME



Welcome to our 10th Annual Equity & Inclusion Conference. I could not wait to be with you today because you are my beloved community. The fundamental values of our university and our country continue to be tested – causing fractures in our community and catalyzing action to protect the most vulnerable among us. As you may know, today commemorates the assassination of Dr. Martin Luther King, Jr. One may find it surprising that our quest for equity and inclusion is just as fervent today as it was 50 years ago. Although this may be our current reality, it is not our destiny. We are the bridge. We are our hope for a better tomorrow. In many ways we are living the concept of The Beloved Community into action, but we still have more work to do. Recognizing that our diversity continues to be our strength, we must turn to each other for the solutions to life's most pressing issues.

Thank you for making our conference a priority today. We appreciate the attendance of our trustees and senior leaders as well as representatives from our colleges, units, and governance organizations. In addition, we are grateful for our corporate and community partners for joining us today. We're delighted to welcome Lenore Pearlstein, publisher of INSIGHT into Diversity Magazine to campus. She has witnessed our journey toward inclusive excellence and has seen fit to recognize our efforts over the past six years with the Higher Education Excellence in Diversity award. In addition, we are honored that award-winning filmmaker, Lee Mun Wah is joining us to deliver our keynote address entitled *What Stands Between Us – What Would Make MLK's Dream Real?*

We know there is a desire to learn practical skills for building inclusive working, learning, and community environments. *Are you ready to own our culture?* If so, our scholars and practitioners will share their expertise, best practices and innovative programs that make the difference. We'll mark these innovative practices with an announcement of our 2018 Equity & Inclusion Incentive Grant recipients and an investment of \$60,000. Please take a moment to congratulate your colleagues throughout the day and stay for our closing reception.

Congratulations to our Dr. Marian Spencer Equity Ambassador Award recipients. We are proud to honor you for continuing her legacy of raising awareness, removing barriers, and building inclusive environments. You give us hope.

Special thanks goes to our organizers, volunteers, presenters, service providers, and donors for devoting your time and resources in preparation for the day's activities. *You're the best!*

As you experience the day, please take the time to make new connections, discuss your interests, and explore potential collaborations. Remember – Next Lives Here!

Together we can . . .

A handwritten signature in black ink that reads "Bleuzette Marshall".

Bleuzette Marshall, PhD
Vice President for Equity, Inclusion & Community Impact

CONFERENCE SCHEDULE

7:30–8:00 am Registration/Guest Check-In

Continental Breakfast

8:00–10:00 am Opening Session

Affirmation of Inclusion Black Arts Collaborative

Welcome Bleuzette Marshall, PhD
Vice President for Equity, Inclusion & Community Impact

University Greetings Kristi Nelson
Provost

Special Presentation Lenore Pearlstein
Publisher, INSIGHT into Diversity Magazine

Introduction of Speaker Alberto Jones
Undergraduate Student Trustee

Keynote Speaker Lee Mun Wah
Executive Director of Stirfry Seminars & Consulting

Special Performance Louder Than a Bomb
Publisher, INSIGHT into Diversity Magazine

The Charge Lisa Newman, MA
*Educator Professor, McMicken College of Arts & Sciences
Co-Chair, UC Equity & Inclusion Conference*

10:00–10:15 am Break

10:15–11:15 am Session One

1. Poster Session: Peers Attitudes Towards Children with Intellectual Disabilities. Participatory Action Research and Sexual Assault Education through Young Adult Literature. (413)
2. Striving towards empathetic reflexivity: An phenomenological approach to educator-student discourse (415)
3. iCats - Cultural Workshops (417)
4. Finding Common Ground: Political Polarization and Community Dialogue (419)
5. Put your money where your mouth is: what a form of ally ship looks like (423)
6. Senior Leadership Meeting – Private session (425)
7. Fostering Equity, Inclusion, Social Justice in Global Health Experiences (427)
8. Using Critical Incidents to Foster Inclusion at UC (400 A)
9. Tough Conversations: Using Edutainment to Tackle Heavy Issues (400 B)
10. RIPPED FROM THE HEADLINES: Understanding Gender Equity, Title IX Policies, and the #MeToo Movement (400 C)

11:15–11:30 am Break

11:30 am–12:30 pm Session Two

1. Please Don't Box Me In (415)
2. Lifting as You Climb: Feminist Leadership Practice (419)
3. Accessibility, Inclusion & Technology (423)
4. Activism in the Academy: Addressing the needs of African American student activists (425)
5. Embracing Muslim Students in UC's Beloved Community (427)
6. Developing a Student-Run Free Clinic (400 A)
7. Running the Spectrum: From 'Trying' to Tyehimba (400 B)
8. Improv for the Rest of Us and Those Who Want to Work with Insanely Great Ensembles (400 C)
9. State of UC Police Community Relations (417)

CONFERENCE SCHEDULE

12:30 -2:00 pm **Dr. Marian Spencer Equity Ambassador Awards Luncheon**

Presiding Official: Bleuzette Marshall, PhD
Vice President for Equity, Inclusion & Community Impact

Emcee: Justin Gibson
Associate Director, Diversity Outreach & Engagement, UC Alumni Association

Presentation of Awards

2:00–3:00 pm **Session Three**

1. Lean On Me: Coaching students through society and the workplace (415)
2. John Elder Robison's Look Me in the Eye: Building an Inclusive Campus with UC's Common Read Program (417)
3. Ten Tiny Tech Tips to Make Your Course Inclusive (419)
4. STEMinism: Where Feminism Meets STEM (423)
5. The Whole is Greater than the Sum of Its Parts: How to hire, retain, and cultivate a diverse workforce (427)
6. Overcoming barriers to the development of a leader identity (400 A)
7. Implicit Bias: Moving toward Diversity, Inclusion and Health Equity (400 B)
8. Loving our Community: Practical strategies that promote dialogue and opportunities for students, staff, and faculty, all together (400 C)
9. Equity and Inclusion in Advising (425)

3:00–3:15 pm **Break**

3:15–4:15 pm **Session Four**

1. There is an App for that! UC Inclusion App – A Social Framework for Collaboration, Awareness and Networking (415)
2. The Call to Action Program (417)
3. What Does Allyship Look Like (419)
4. Beyond "Diversity & Inclusion": Decentering Whiteness in the University (423)
5. Barrier Busters: Collaborating for Student Success (425)
6. Transformation of Mission-Based Health Care Through Diversity, Equity, and Inclusion (400 A)
7. Re-shift Your Default (427)
8. How to Disagree Well: Keeping Both Your Cool and Conviction (400 B)
9. Creating a Latino Faculty Association: First Year Lessons Learned (400 C)

4:15–5:30 pm **Grant Awards Presentation & Closing Networking Reception**

Presented by the Equity & Inclusion Incentive Grant Review Committee:

Dy'an Marinós, EdD(c), LPC

Program Coordinator, Office of Equity, Inclusion & Community Impact

Morgan Shaw

Program Coordinator, Title IX Office

Matt Olovson

Executive Director, Office of Equal Opportunity & Access

Juan Guardia, PhD

Assistant Vice President, Dean of Students



Black Arts Collaborative

Mission

The mission of the Black Arts Collaborative is to provide a forum for students to explore, nurture, and pursue their skills in the various forms of creative and performing arts relative to the Black Experience. The objective will be fulfilled by the encouragement of artistic endeavors and patronage of the arts.

Description

The primary purpose of Black Arts Collaborative (BAC) is to provide a forum for students to explore, nurture and pursue their skills in the various forms of creative and performing arts relative to the Black Experience.

About

Our purpose is to emphasize the importance of black art through our six departments; dance, poetry, visual arts, music, audio tech, and drama.



53.1% of children and 71,000 adults in Cincinnati live in poverty. Our city is ranked as the 28th most gentrified city in the US. Ohio has experienced 2 race riots in the last 13 years. Our youth are disenfranchised and disillusioned. They have been made to feel impotent, their voice has been quashed. But they have a story to tell. Louder Than A Bomb – Cincinnati, gives a voice and a platform to today's youth. Be a part of the largest poetry slam contest on the face of the earth and make a difference in the Queen City! Witness the hip hop spoken word, the stories, and the truth of Cincinnati.

We are pleased to designate both restrooms outside of the Great Hall as gender-inclusive for our conference.

This signage will identify the rooms.



this is an all-gender restroom

For transgender or gender non-conforming people, the use of public restrooms often comes with extreme harassment. The result of this harassment can range from deep discomfort and arrest to physical assault and death.

Today we have designated two restrooms gender free; anyone may use the restroom in which they feel most comfortable.

Please trust that individuals will know which restroom is right for them.

Lastly, if this experience made you uncomfortable, we ask that you examine the source of your discomfort. Then think about the ways in which transgender and gender non-conforming people may experience the same discomfort every time they need to use a public restroom.

SESSION OVERVIEW

10:15-11:15 am — Session One

413 **Participatory Action Research and Sexual Assault Education through Young Adult Literature**

A poster presented by Victoria Dickman-Burnett

This study examines a high school sexual assault prevention program that used a blend of literature, participatory activities, and direct instruction to teach juniors about sexual assault. Using a survey to explore campus climate and mixed methods to investigate both the outcomes and student responses to the program. This presentation will use the findings of the study to focus on the implications for equity and inclusion. While this study focuses on high school sexual assault prevention, it has serious implications for universities, particularly how it disrupts equal access to education as sexual assault contributes to campus attrition. Given that sexual violence is a major issue on college campuses, universities should support high school education programs that would educate youth at an earlier age, having a lasting impact on their lives, as well as the potential to play a role in transforming campus culture and preventing sexual violence.

413 **Peers Attitudes towards Children with Intellectual Disabilities**

A poster presented by April Poteet

Policies on inclusion-based education have resulted in increased interaction among peer groups, including students with disabilities. Students most often included in mainstream classrooms are those with learning disabilities, such as an intellectual disability (ID), with recent research indicating that the number of youth receiving special education services was 6.6 million (35% having specific learning disabilities). ID refers to significant limitations in intellectual functioning, poor social interaction skills, and limited practical skills. Existing research indicates that females are more accepting of peers with IDs; older children hold more negative attitudes than younger children; and contact significantly affects positive attitudes. This study will examine if gender, contact, and/or empathy influence attitudes towards youth with IDs. Children are randomly assigned a vignette describing a child with an ID or one who is typically developing. Children will provide answers to the Chedoke-McMaster Attitudes Towards Children with Handicaps Scale, the Index of Empathy for Children and Adolescents, and the Modified Short-form of the Children's Social Desirability Questionnaire. Results will indicate whether the described variables influence attitudes of the perceiver, contributing to existing literature, and introduce data on empathy and attitudes that has not studied.

417 **iCats - Cultural Workshops**

Presented by Garrett Ainsworth, Vaibhav Nanda

iCats (International Bearcats) is a student organization of over 100 students that specializes in teaching its members about the world. Members are both American and International. We have students from over 30 countries including America, China, India, and many more! iCats specializes in teaching its members about culture through bringing together a diverse group of students and placing them in a dynamic cultural development program. This program is called the iCats "First-Year Cultural Development Program" (FYCDP). In FYCDP, the first year iCats students attend a comprehensive yearlong schedule of cultural workshops and events. In these workshops, the students learn about many important cultural aspects including basic language, geography, demographics, societal values, history, norms and mores, religion, economics and politics, food, and recreation. The workshops occur biweekly, with 12 workshops throughout the year. The week following the workshops, the students attend a cultural event to experience the culture they have just learned. The goal of the iCats program is to create more culturally competent students and future global business leaders. We believe that in achieving this goal, we will in turn, help bring together diverse students of UC and help further the engagement between international and American students.

SESSION OVERVIEW

419 **Finding Common Ground: Political Polarization and Community Dialogue**

Presented by Nancy Jennings, PhD., Brian Calfano, Ph.D., Philippe Chauveau, Parameswari Mukherjee

According to the Pew Research Center (2017), partisan divides over political values have widened and have not been this far apart since 1994. This raises concerns regarding open discourse and cooperation, particularly at a time when political polarization is so strong. The Common Ground Project (CGP) is a collaborative initiative by the Departments of Journalism and Communication at the University of Cincinnati, supported by the E.W. Scripps Foundation. The purpose of the CGP is to open a dialogue between people of differing political affiliations and identities during a trying time for our country. With that in mind, researchers have and continue to engage in community conversations and assessments of political polarization. In Fall, 2017, over 40 southwest Ohio residents, ranging in age from college students to retirees, were selected to attend focus groups on the campus of the University of Cincinnati and were questioned about how we, as a nation, have arrived in this state of disconnectedness and how to bridge the gap between political affiliations. In this panel, the researchers will be discussing some of the common communication barriers presented by the participants, as well as the solutions they proposed to reconcile the two sides.

423 **Put your money where your mouth is: what a form of ally ship looks like**

Presented by Abygia Tibebe, Meron Daniel

In this presentation, we would like to discuss the importance of not only supporting the movement, but investing in it as well. Assistance is needed in advocating for minority owned businesses because there is a lack of unity and support through limited forms of representation and advertisement; whereas, Fortune 500 companies maintain financial stability to rely on for communication purposes. Sympathizing and comprehending the misfortunate aspects that fall into minority owned business laps is pivotal to envision so factors, such as unequal pay, can reach a resolution. We hope our discussion enlightens and influences action.

425 **Senior Leadership Meeting**

Private Session

427 **Fostering Equity, Inclusion, Social Justice in Global Health Experiences**

Presented by Dr. Jason Blackard, Robin Arnsperger Selzer

Due to a growing student interest in global health experiences, to serve vulnerable populations and problems with associated with international voluntourism, this session will advance innovative teaching and learning practices that prepare students to address potential ethical dilemmas by developing a social justice student mindset. This session includes participation of students enrolled in a Social Justice Awareness and Global Health Experiences course at UC that includes a short-term study tour to Oaxaca, Mexico. Examples will be shared from various global health programs and international settings. Participants will learn how students can let the world change them while exploring intercultural awareness and global engagement and will walk away with specific pedagogical approaches to ensure best practices in global health experiences. This session transcends boundaries by collaborating across colleges, campuses, research approaches, and by centering student perspectives as an inspiring way to advance knowledge.

400B **Implicit Bias: Moving toward Diversity, Inclusion and Health Equity**

Presented by Dr. Anna Goroncy, Dr. Megan Rich, Barbara B Tobias, MD

Bias is a universal human condition that must be recognized and managed, not a personal defect. As physicians, to begin to address health disparities we must address our own implicit biases as a first step in working toward greater health equity. Two workshops have been completed in the University of Cincinnati Department of Family and Community Medicine, one with family medicine residents and one as a faculty development session. Each session

SESSION OVERVIEW

explored the historical context of race and health disparities in Cincinnati, defined implicit bias, and explored the role of bias in medicine along with the concept of privilege. The residency session was highly rated by participants and some residents asked for ongoing education in these topics. Participants of the session rated the learning space as extremely safe and generated multiple ideas for next steps for departmental innovation as well as identifying personal commitments to change. In this workshop, we will lead participants through elements of these sessions and discuss strategies for teaching about racism and implicit bias at the residency and department level, as well as adapting these tools across settings.

400A **Using Critical Incidents to Foster Inclusion at UC**

Presented by Anna Kessler, Matt Smith, Cali Brandt, Daria Moore, Mandi Ward

This session highlights an initiative underway to develop a diversity training toolkit for faculty and staff at UC, based on critical incidents provided by UC students. Presently, a research team from the Center for Organizational Leadership in the Psychology department (A&S) and staff within the Center for the Enhancement of Teaching & Learning (CET&L) are partnering and plan to collect survey and focus group data to develop scripts that will be acted out and included in a video diversity training program for faculty and staff. During this session, an overview of the literature on diversity will be provided. The overview will include what works and why, and what does not work and can create backlash. Students from the Center for Organizational Leadership Lab will enact two short scenarios involving microaggressions experienced by students. The “actors” will then stay in role and field questions from the audience about how they felt and why they acted in certain ways. Presenters will debrief with participants. Next, we will facilitate a debriefing of what participants on how they think things could have been handled more effectively.

400C **RIPPED FROM THE HEADLINES: Understanding Gender Equity, Title IX Policies, and the #MeToo Movement**

Presented by Catlin Wells

The session will focus on both the legal expectations for employers and educational institutions under Title IX and Title VII, and the rights of employees to work in an environment that is free from Discrimination. During the workshop, the facilitator will discuss the rise of the #MeToo movement and the potential impact of the movement on college campuses. Through interactive large group discussions and small group activities, attendees will practice applying University policy on non-discrimination to media depictions of sex or gender based conduct.

11:15-11:30 am — Break

11:30 am-12:30 pm — Session Two

415 **Please Don't Box Me In**

Presented by Karen Henry, Xu Kang

Sometimes you need a specific diversity activity to shed light on ideal scenes of diversity, which counter self-awareness of stereotypes and intrinsic uniqueness. This workshop titled, “Don’t Box Me In” explores the dynamic of who people think we are based on the group we are in. The exercise will explore perspective of multiple affinity groups and the stereotypes associated with each. It will also provide participants an opportunity to cite and share personal expressions of “who they really are” outside the box. A box diagram is given to each participant to be used as a visual to document stereotypical perceptions, with individuals citing and sharing their own unique individual qualities outside the box.

SESSION OVERVIEW

417 **State of UC Police Community Relation**

Presented by Robin S. Engel PhD, S. Gregory Baker, Maris M. Herold, M.S.

419 **Lifting as You Climb: Feminist Leadership Practice**

Presented by Dr. Angela Fitzpatrick, Rosalyn Collins

Despite women's economic, political, and social gains over the last half-century gender gaps in leadership persist. This interactive presentation will explore the gender stereotypes, implicit biases, and microaggressions that impact women's leadership experiences and potential. Participants will learn intersectional feminist strategies to build more equitable learning and working environments by developing skills for bystander intervention, intentional collaboration, meaningful mentorship, and radical squad care. This presentation is open to anyone with a desire to lift as they climb, regardless of gender identity or professional status.

423 **Accessibility, Inclusion, & Technology**

Presented by Heidi Pettyjohn, Josette Riep

Access to digital materials, ranging from an accessible word doc or syllabus to an organizational website to choosing an enterprise level software tool rolled out to an entire university – is a basic human right recognized in the UN Convention on the Rights of Persons with Disabilities. Designing your digital systems, sites and materials with universal design principles in mind ensures that the university provides the greatest access of resources to the greatest number of people. The University of Cincinnati has invested heavily in accessibility as both a core value and legal imperative. The transition to an accessible landscape is both rewarding and a daunting undertaking as units across the institution are now working to understand the processes and resources required to ensure electronic resources are universally designed. The UC Accessibility Network has been charged with leading the initiative; working with units across campus to develop, audit and remediate systems, websites and digital materials. This presentation focuses on the resources available and the processes in place to help faculty, staff and students create universally designed resources that are accessible to all.

425 **Activism in the Academy: Addressing the needs of African American student activists**

Presented by Dy'an Marinos, EdD

Extant literature is crowded with studies and commentary on the latest social unrest and subsequent activities of African American students on college campuses – with good reason. The current class of college freshmen are the most likely to protest than any class since the 1960s with one in ten students saying there is a “very good chance” they will protest while in college (Kueppers, 2016, n.p.). Rhoads (2016) asserts “racism continues to be the most powerful and compelling force” driving current student activists (p. 199). Furthermore, African American students attending historically White institutions may view their encounters with racial discrimination on campus as less random than systemic as they endure microaggressions from White classmates and faculty with no intercession from campus leadership (George Mwangi, Bettencourt, & Malaney, 2016). Still, collective action by African American students on American campuses is not new. This population has been fighting for equity in education for generations. By the end of this session, participants will be able to summarize the impact of campus racial climate on African American students, differentiate developmental and detrimental outcomes of activism, and generate ideas for identifying and working with student activists.

SESSION OVERVIEW

427 **Embracing Muslim Students in UC's Beloved Community**

Presented by Rebecca Hale, Josette Riep, Meryem Belkadi

This panel discussion will provide strategies to promote the inclusion of Muslim students on UC campus in an era of unprecedented Islamophobia in the US. A panel of faculty and graduate students will share insights into the experiences of Muslim students, the challenges they face, the intersectionality of Muslim student identities, resources available for promoting an understanding of Islam in and beyond the classroom, and practices and resources for supporting Muslim students at UC. Lastly, the panel will recommend inclusive practices used by other educational institutions to intentionally embrace Muslim students as well as students from other underrepresented minority backgrounds in the campus community – as it is only through the intentional inclusion of all students that a community may aspire to become a Beloved Community. Participants will have the opportunity to share their questions, ideas and strategies on this topic as a collective.

400A **Developing a Student-Run Free Clinic**

Presented by Caroline Hensley, Maria Espinola

There was a 116.6% growth in the documented Latino population in Hamilton County from 2000-2010. Data from the 2016 Community Health Needs Assessment from The Health Collaborative show that 96.15% of the Latino population sample reported that they experienced barriers to receiving healthcare. Asked about the most serious health issues facing their community, 20.5% of the Latino population sample mentioned access to care/services. A team of UC students gathered on May 2016 in hopes of beginning to combat these issues while remaining effective, sustainable and just in the operating process. Throughout the past two years, the team met and consulted with 15+ community organizations and leaders in the Latino Community to evaluate how students could strategically serve the Latino population and others without health insurance. The team decided to establish a Student-Run Free Clinic in collaboration with an existing social service organization, The Healing Center. In this presentation, Caroline Hensley (co-founder of the Student-Run Free Clinic) and Dr. Espinola (faculty advisor) will discuss the process of identifying the need for a clinic, developing the infrastructure of the clinic, and barriers the team has faced. The presenters will share preliminary findings of the community-needs assessment the team is conducting.

400B **Running the Spectrum: From 'Trying' to Tyehimba**

Presented by Benedetta Khoury, Carver Douglas, Priscilla Ayala, Kendra Dewberry, Aaryn Green

It is common for institutions of higher learning to promote diversity, equity, and inclusion as values that are paramount to their institutional culture, and yet students from diverse backgrounds tend to have the most barriers to overcome in order to enroll in college. The conversation of how we can recruit, retain, and matriculate a more diverse student body to graduation requires the input of all stakeholders who participate in the college recruitment and selection process, as well as those who support and nurture the students who have elected to enroll at our universities. A panel of college professionals with experience in admissions, student affairs, and academia will weigh in on the questions that must be discussed aloud if we are to progress towards a truly diverse student body that reflects the values that we promote.

400C **Improv for the Rest of Us and Those Who Want to Work with Insanely Great Ensembles**

Presented by Russ McMahon

Improvisation is closely related to jazz and comedy, but these concepts carry forward to workplace issues as well. This talk will teach participants some of the basics of improvisation and ideas on how it can be used in the workplace. There are studies that suggest improv does help us all to become better team members, learners, innovators, and communicators. Companies are using improv methods as a way of creating more innovative and collaborative teams. This is a method that can be used from brainstorming to create a better work environment by stressing "Yes" before

SESSION OVERVIEW

"No". Improv training can help everyone become better learners and make learning more enjoyable. Come and learn about improv and why companies such as IDEO, Google, Marriott, and Twitter have embraced this technique to build a culture that promotes better communication, collaboration, and team building. This workshop is an interactive workshop.

12:30-2:00 — Dr. Marian Spencer Equity Ambassador Awards Luncheon

2:00-3:00 — Session 3

415 Lean On Me: Coaching students through society and the workplace

Presented by Wayne Black

In the past year there has been an uptick in national news stories about racial injustices, sexual harassment, campus rioting and other emotionally charged issues affecting people across America. The increased use of social media and the 24-hour news cycle has created an environment that no longer allows the situations to be ignored, and we are faced with addressing these challenges head on. Historically, society has discouraged talk about these social issues in the workplace, but in reality, these social events do have an impact on workers. As professionals, we have learned to navigate some of these situations successfully, but this leads to the question of our students. Who is helping students, particularly the historically underrepresented students develop, identify, and navigate the unspoken Do's and Don'ts in the workplace? The purpose of Lean on Me is to provide attendees with tips and strategies on how to coach students on managing the emotions and thoughts that come from the current social climate and various workplace situations. During this discussion, the presenter will provide his own insights and strategies that he uses to coach his students who are traditionally underrepresented and marginalized to help them to be successful in the workplace.

417 John Elder Robison's Look Me in the Eye: Building an Inclusive Campus with UC's Common Read Program

Presented by Christina Carnahan, Kasey Drennen, Pam Person, Michael Southern

Each year, the Common Read program selects a book that incoming baccalaureate first-year students receive during new student orientation. This year's book is *Look Me in the Eye* by John Elder Robison, which tells his story about growing up with Autism Spectrum Disorder. John Robison is one of the best-known advocates for people with neurological differences. He is the author of multiple books, serves on the Interagency Autism Coordinating Committee of the US Department of Health and Human Services and, serves as the Neurodiversity Scholar in Residence at the College of William & Mary. With funding from an Equity and Inclusion Grant, we were able to bring Robison to UC this past October, during national disabilities awareness month. While here, John Robison gave four presentations, engaging 1,500 students, faculty, staff, and members of the greater Cincinnati community. To extend that conversation, this session will feature guided discussion with a panel of faculty, staff, and students talking about neurodiversity in the Bearcat community. Participants will learn about this year's Common Read program outcomes as well as gain information about available support systems and resources to help create an inclusive learning environment.

419 Ten Tiny Tech Tips to Make Your Course Inclusive

Presented by Page Beeter

Ten tiny tech tips to make your course inclusive. Inclusiveness is a broad, sometimes overwhelming, concept. This presentation will offer ten tiny tech presentations to implement in a course to make it inclusive. The focus is on short, practical and easy to implement technology tips that make a course inclusive. Using even one will be a significant step to improvement. Like the old adage: how do you eat an elephant... one bite at a time. One step makes a difference!

SESSION OVERVIEW

Examples include making a document accessible; Blackboard inclusiveness tools. Faculty will leave this program with 1-10 things that they will implement to make a difference today!

423 **STEMinism: Where Feminism Meets STEM**

Presented by Jelannah Cheatham

In science, technology, engineering, and math fields, minority women are extremely under-represented, underestimated, and undervalued. Black women only made up 2.9 percent of all of the STEM degrees earned in 2015. Underrepresented groups of women are a vital piece to every workspace; our perspectives, experiences, and creative concepts are needed to bring different aspects to any environment. Participants will learn the importance of minority women in STEM and discover some of the obstacles and negative stigmas that are preventing minority women from pursuing STEM fields. Through engaging activities, participants will work in small groups to brainstorm ways to effectively advocate for women in STEM and promote change within their own capacity. All participants will leave knowing the different ways that they can alleviate the problem despite their own specific majors and careers. Participants will gain an understanding on how they can help increase the number of minority women in STEM and combat the problems concerning women in our society today.

427 **The Whole is Greater than the Sum of Its Parts: How to hire, retain, and cultivate a diverse workforce**

Presented by Kevin J. Hardy, Giselle Battley

As of January 2018 the national unemployment rate was 4% - its lowest level in over a decade. With the economy booming and companies hiring, the battle for top talent is fierce, and the fight for top diverse talent is even MORE competitive. What proactive steps can you take to ensure you are attracting the best diverse talent? What can you do to retain this talent and build an inclusive work environment? This interactive session will help provide the blueprint for steps you should take. Highly inclusive organizations are three times more likely to be high performing, and when employees think their organization is committed to, and supportive of, diversity, they feel more included. Additionally, when diversity is managed effectively, it can lead to improved problem solving, creativity, marketing, and overall communication within the organization. In addition, companies willing to share transparency on their workforce is another challenge, with only 3% of companies providing employee demographics. The results from these companies: 72% of the executives are white males. Meanwhile, minorities are expected to be 66% of the US population by 2050, and women earn 60% of undergraduate and graduate degrees. We need immediate change - it starts at this session.

400B **Tough Conversations: Using Edutainment to Tackle Heavy Issues**

Presented by Kiana Million, Jessica Hill, M.B.A., M.A., Jacqueline Lewis, Dr. Carolyn Smith, Deborah Gray

Today, we encounter instances and acts of discrimination and racial bias every day. Academia can often be seen as an isolated environment focused on academic and career preparation. However, students, faculty and staff currently encounter insensitive acts daily both within and outside the academic setting. Our challenge is to create a safe environment to discuss heavy issues related to race, culture and marginalization. The College of Nursing has held a series of edutainment events for the past 4 years that include book clubs, movie nights, and speaker series. While all of these events are well attended by faculty and staff, student attendance was low. As a result, we identified the movie night as a vehicle to bring discussion of equity and inclusion into the classroom to increase reach to students. Through partnership with faculty advocates, we planned a movie night to be shown in a course that has all senior undergraduate nursing students. Based on data from previous movie nights, we featured an episode of Black-ish to spark conversation. In this presentation, we will simulate a movie night and facilitate discussion; sharing findings and feedback from College of Nursing participants as well as lessons learned.

SESSION OVERVIEW

400C **Loving our Community: Practical strategies that promote dialogue and opportunities for students, staff, and faculty, all together**

Presented by Natalia Darling, Dr. Ruth Benander, Nick Castro, Rita Kumar, PhD, Dr. Bradford(Brad) Mallory

Colleges face the daunting task of building strong, interdependent, and safe communities that are increasingly diverse. In the midst of this complex diversity, if proactive steps are not taken to foster interdependent and supportive relationships, then students, faculty and staff can become isolated and disempowered. We are committed to learning and expanding awareness of how embracing diversity makes us all stronger, as individuals and as a college community. This roundtable discussion explores successful strategies and practical activities taken in the past, present, and planned for the future, to foster cooperation and sustain a compassionate perspective that informs teaching, learning and governance structure. We present data from years of embracing culturally responsive action to empower the many levels of our open access college members and implement both formal and informal approaches to promote educational growth, tolerance, justice and inclusion. The roundtable discussion will share concrete examples of approaches that help build a living, breathing valued educational community that goes beyond the stereotypical four walls of a classroom. Topics cover shared governance, learning communities, teaching strategies and learning circles, mentoring initiatives that create vibrant social networks specifically addressing the intersectionality of students, staff, and faculty.

425 **Equity and Inclusion in Advising**

Join us for this round table discussion between representatives from advising centers across UC as we share and learn how our advising centers demonstrate commitment to and value of diversity and inclusion. This includes our administrative processes like recruiting, hiring, training and evaluations of advisors, how our colleges recruit and structure admissions and orientation events, as well as the curriculum we develop for FYE classes. Moreover, how do we bring this work to the individual level with our students in appointments, workshops, and social media? Finally, we'll talk about having difficult conversations with colleagues, supervisors, administrators and students. We are not the experts, but we want to open this discussion to share our ideas and learn from other advisors. We want to hear where the diversity and inclusion gaps are and suggestions for how to close them. Finally, we want YOU to be part of our conversation. Please come and join us!

3:00-3:15 pm — Break

3:15-4:15 pm — Session Four

415 **There is an App for that! UC Inclusion App — A Social Framework for Collaboration, Awareness and Networking**

Presented by Josette Riep, Jackie Freiermuth, Patrick Burke

Fostering an equitable and inclusive environment is a challenging mission in any organization. Under the strong leadership of the Office of Equity and Inclusion, the university has implemented many initiatives that move us closer to our overall mission to create an inclusive environment where all students, faculty and staff are empowered and have the capacity to excel. In an organization with 45,000 students and 10,000+ employees and affiliates, communication and engagement are not trivial tasks and providing multiple pathways of communication and participation is imperative. Communications through traditional mechanisms including websites, listservs, printed materials, and email albeit key for mass communications, lack the ability to target individuals based on areas of expertise, unique needs and multifaceted identities. Inherently, these traditional forms of communication also tend to be unidirectional and lack the capacity to support the type of multidirectional dialogue required to foster more participation and interactivity. The UC Inclusion App provides an interactive environment that fosters targeted and

SESSION OVERVIEW

immediate communication pathways and provides another channel to disseminate and gather important information related to Equity & Inclusion. The app offers easy access to related events, the ability to register, and provides targeted information and resources to underrepresented students.

417 **The Call to Action Program**

Presented by Christy Baer, Alecia J. Trammer, Colleen S. King, Anisha Sanghani

The Diversity, Equity & Inclusion committee of Campus Services has developed a month-long program called “Call to Action.” Members created a flexible program open to all staff and students in Campus Services that could be completed at each person’s own pace experienced in individual or group settings. The program mapped a variety of activities that could be done during work and leisure time. During the month of March, staff and students were invited to complete activities they, personally, selected and reflect on what they learned and experienced – about the subject matter and themselves. Reflexive exercises helped participants evaluate perceptions and attitudes, as well as encourage open discussions with others in a safe place, “where we will do you no harm.” Participants earned points for completing activities, and the department that had the greatest participation was rewarded with a free lunch for all department staff and student workers. Given the Strategic Direction recently launched by President Pinto, this program models some of the Next Lives Here themes, such as owning the unknown, moving hearts and minds, and powering inclusion. Learn about the Call to Action program and discover how it can be replicated in your department, unit, or division.

419 **What Does Allyship Look Like?**

Presented by Justin Gibson, Heidi Pettyjohn

People often use the word “ally” to connote thoughts and feelings around social injustice. But what does it mean to engage in the practice of allyship? How do you go beyond a sympathizer and move into being a partner in the fight for equity, inclusion and social justice? This presentation will talk about the three characteristics that we believe must be in place to call oneself an “Ally”: Awareness, Education and Training, and Activism. As an outcome, participants will reflect on their own experiences and ways they have benefited from systemic oppression; use real world examples for case studies and peer learning, and share ideas on how to build bridges and speak truth to power.

400A **Transformation of Mission-Based Health Care through Diversity, Equity, and Inclusion**

Presented by Tammy Mentzel, MPH, Barbara B Tobias, MD, Jamahal C. Boyd, Sr.

Abstract Health outcomes improve when health care providers reflect the patients they care for. Additionally, culturally appropriate care leads to greater patient satisfaction, increased adherence and builds trust in the patient-provider relationship. The University of Cincinnati Academic Health Center (AHC) Colleges of Allied Health Sciences, Medicine, Nursing and Pharmacy are committed to increasing diversity and cultural competency in the health care workforce to eliminate health disparities in urban communities through the Transformation of Mission-Based Health Care through Diversity, Equity and Inclusion project. Strategies include working collaboratively with community stakeholders through engagement of a Community Advisory Board and with the regional health care systems through peer-to-peer learning, partnerships; enriching the cultural competency and humility of all students in the AHC Colleges; and supporting efforts to collaborate and align regional pipeline programs. In this session, presenters will discuss issues encountered during the project. Increasing diversity and cultural competency in AHC students who will be our future health care workforce is complex, multifaceted, and time intensive and requires the identification, testing and adopting of evidence-based strategies and tools.

SESSION OVERVIEW

423 **Beyond “Diversity & Inclusion”: Decentering Whiteness in the University**

Presented by Liz Susong

In 1963, Martin Luther King Jr. confessed to being “gravely disappointed with the white moderate,” stating that “shallow understanding from people of goodwill is more frustrating than absolute misunderstanding from people of ill will” in his Letter from Birmingham Jail. Still today, it is, often, “good white people,” with the best of intentions, who end up silencing people of color in the “diversity and inclusion” efforts they believe in, which can cause frustration to all involved. In this workshop, Liz Susong will draw from her experiences in feminist studies, service learning, activism, and meditation to explore how unchecked whiteness persists, even in “inclusive” spaces. She will guide participants in a visualization exercise to reconnect with their own racial identity, exploring the potentially uncomfortable feelings that arise. She will then offer ten concrete ways to decenter whiteness, derived from activist communities led by people of color. This workshop will challenge you to move beyond feel-good diversity efforts toward radical anti-racist change.

4:15-5:30 pm — Grant Awards Presentation & Closing Networking Reception

Great Hall Announcement of the 2018 E&I Grant Recipients

Presented by the Equity & Inclusion Incentive Grant Review Committee:

Dy’an Marinos, EdD(c), LPC

Program Coordinator, Office of Equity, Inclusion & Community Impact

Morgan Shaw

Program Coordinator, Title IX Office

Matt Olovson

Executive Director, Office of Equal Opportunity & Access

Juan Guardia, PhD

Assistant Vice President, Dean of Students

KEYNOTE SPEAKER



Lee Mun Wah

Lee Mun Wah is an internationally renowned Chinese American documentary filmmaker, author, poet, Asian folk teller, educator, community therapist and master diversity trainer. For more than 25 years he was a resource specialist and counselor in the San Francisco Unified School District. He later became a consultant to private schools, working with students that had severe learning and behavioral issues. Lee Mun Wah is now the Executive Director of Stirfry Seminars & Consulting, a diversity training company that provides educational tools and workshops on issues pertaining to cross-cultural communication and awareness, mindful facilitation, and conflict mediation techniques. Thousands of people from government and social service agencies, corporations and educational institutions have taken Lee Mun Wah's workshops and partnered with Stirfry Seminars & Consulting on their diversity initiatives.

His first film, *Stolen Ground*, about the experience of Asian Americans, won honorable mention at the San Francisco International Film Festival, and his most famous film about racism, *The Color of Fear*, won the Gold Medal for Best Social Studies Documentary. Part Two of this film, *Walking Each Other Home*, won the Cindy Competition Silver Medal for Social Science. In 1995, Oprah Winfrey did a one-hour special on

Lee Mun Wah's life and work that was seen by over 15 million viewers internationally.

In 2005, Lee Mun Wah directed and produced the film, *Last Chance for Eden*, a three-part documentary on sexism and racism. His newest book, *Let's Get Real —What People of Color Can't Say & Whites Won't Ask*, along with the film, *If These Halls Could Talk*, dealing with college students and their perspectives on race and racism, will both be released in 2011.

It is Lee Mun Wah's belief that we cannot wait until tomorrow for some charismatic leader to appear who will bring us all together. We each must take a stand and personally participate in this important journey of confronting our fears and beginning a conversation not only with those we love but also with those we have been taught to fear. We cannot continue being separate and unequal without there being a cost to each and every generation. Our survival and the very future of our children depend on all of us embracing our differences as well as our mutuality. If we can accomplish this in our lifetime, we can then look back and know that we have found a way to live together authentically and harmoniously, using and honoring all of our gifts and special contributions. To Lee Mun Wah, that is the true meaning of multiculturalism.

PRESENTERS



Garrett Ainsworth is a third-year student in the Lindner College of Business, studying Marketing and Economics. He is the President of iCats and a co-creator of the First-Year Cultural Development Program.



Robin Arnsperger Selzer serves as an Assistant Professor the Pre-Health Internship Program in UC's Division of Experience-Based Learning & Career Education. Dr. Selzer has 20 years of experience in higher education, which has led to broad knowledge of best practices for student engagement and strategic program management across university operations including Admissions, Academic Advising, Student and Academic Affairs, and Alumni Relations. She has been consistently promoted for excellent performance and is committed to institutional equity and inclusion.



Priscilla Ayala is a Kansas City, MO native of Colombian descent, who received her Bachelor of Arts Degrees in History and Spanish with a Minor in Latin American Studies, as well as her Master of Science Degree in Student Affairs in Higher Education from Missouri State University. Ms. Ayala served in the capacity of the Admissions Counselor for Diversity Outreach and Recruitment for 4.5 years at Missouri State, and worked with several community-based organizations, and specific school districts to recruit students from targeted areas, while working on access, pipeline, and outreach programs for underrepresented students. Priscilla Ayala serves currently now as the Assistant Director in the Office of Ethnic Programs and Services at the University of Cincinnati. She oversees the Darwin T. Turner Scholars Programs, and assists with coordinating new and existing diversity initiatives. In addition, Ms. Ayala also serves as a resource to help advise, build relationships, and assist in retention and academic success, regarding the Latino student population at UC. Priscilla Ayala is the Co-Founder of the DREAMZone Ally Training and the Ohio Latino Student Summit at the University of Cincinnati. She dedicates her passion and service to the holistic development of students, and their success."



Flávia Bastos, Ph.D. is Professor of Creativity in Education, in the School of Art, DAAP, and a founding member of the Latino Faculty Association at UC. Her research and scholarship are indebted to her Brazilian roots, experiences with social and cultural diversity and inspired by the educational philosophy of educator Paulo Freire. Therefore, her research and teaching are rooted in community, and fueled by progressive education ideas that honor creative potential and celebrate talents of all people. Flávia's leadership experiences include being former Director of the Higher Education Division of the National Art Education Association and member of the Council of Policy Studies in Art Education; receiving in 2009 the Ziegfeld Award of the International Society for Education through Art (InSEA) for her distinguished service in international art education and the Mary J. House Award of the National Art Education Association Women's Caucus in 2007. She is past senior editor of the *Journal of Art Education* and has published and lectured extensively in the United States and other countries such as South Africa, Brazil, Chile, Indonesia, Spain, and Portugal. Her books include *Transforming City Schools through Art: Approaches to Meaningful K-12 Learning*, a co-edited volume published by Teachers College Press (2012), and the anthology *Connecting Creativity Research and Practice in Art Education: Foundations, Pedagogies, and Contemporary Issues* (2014) released by the National Art Education Association.

PRESENTERS



Giselle Battley is a Senior National Inclusion Specialist within the Evolving Workforce, Strategy and Innovation group at Deloitte. She is responsible for providing strategic solutions geared towards enhancing and cultivating an inclusive pipeline of talent for Deloitte's Audit & Assurance, and Tax businesses.

Giselle manages strategic external diversity relationships, advises on internal program enhancements, and helps drive inclusion acquisition strategies. Prior to Deloitte, Giselle spent over six years in sales management and multicultural marketing for a consumer goods organization. Giselle encountered firsthand the business imperative of an organization reflecting its customer base by having a diverse workforce and recognized the role of promoting an inclusive culture in improving employee retention and productivity. Committed to making a difference, Giselle took an internal leap into a Diversity Talent Management position and embarked upon a new career journey. Giselle has also served as a Career and Market Development Manager for Education Corporation of America, and the University Relations and Outreach Lead for Blue Cross and Blue Shield of Louisiana. Giselle holds a B.S. in Business Administration from Xavier University of Louisiana. She also has served on the University of Cincinnati Lindner Career Services Employer Advisory Board, and is currently a member of the Xavier University of Louisiana Business Advisory Council.

Page Beetem Creative- Driven- Positive- Smart- Communicator- Lawyer- Teacher- Triathlete- Ultra-marathoner. I combine my gifts to motivate improvement in myself and those around me, whether it be my students or fellow faculty members. I am passionate about diversity, equity and inclusion to strengthen our community. I am currently focused on the Future of Legal Services and solutions to the gap in access to justice. I regularly present nationally and regionally on how to leverage technology to make life better. My career requires me to be a better person so that I may lead by example; it does not get better than that!



Meryem Belkadi is a Master's of Community Planning student in the School of Planning in DAAP college at UC, and a Moroccan Fulbright Scholar. She graduated from the National School of Architecture in Morocco, where she taught a year later in an architecture studio. Meryem also has professional experience

in Architecture and Urban planning firms based in Morocco, France, and South Africa. She published a book in French titled, "Invisible Spaces/Indefinite spaces. A support for a flexible Architecture," emphasizing her research focus. Meryem has also taken part in a tutoring program at the Islamic Center of Greater Cincinnati that provides school support and ESL classes for Syrian refugee students. Meryem, as a citizen of the world, thrives on interaction and cultural exchange with different individuals from all over the world, thus her passion for travelling.



Dr. Ruth Benander has served on the UC Blue Ash Cultural Diversity Committee, has led study abroad programs for UC Blue Ash since 1999, and served as the co-director of the UC Blue Ash Learning and Teaching Center. She currently teaches basic writing and English composition courses, both online and face-to-face.



Wayne Black is an Assistant Director of Lindner Career Services, and has been with the University for two years. He currently provides career coaching to undergraduate students in Operations Management, Industrial Management and Entrepreneurship along with Master of Human Resources. Wayne also serves

on the Business Fellows Leadership Team, and is the liaison between the Lindner Career Services and the Lindner Diversity and Inclusion offices.

PRESENTERS

Dr. Jason Blackard directs a basic and translational research laboratory that focuses on human and mechanistic studies to understand the interactions between various viral pathogens. Using a variety of cell culture, immunologic, and molecular virology techniques, as well as patient-derived samples,

Dr. Blackard has published over 80 manuscripts investigating the pathogenic and evolutionary mechanisms by which viruses interact with the host and cause disease. Current work in the laboratory involves studies of several hepatitis viruses, including hepatitis B (HBV), hepatitis C virus (HCV), hepatitis E (HEV), as well as pegiviruses (HPgV; GBV-C) and HIV. These studies include international collaborations in South Africa, Botswana, India, and Ghana.



Jamahal C. Boyd, Sr. is the Director, Diversity, Inclusion, and Language Services for TriHealth (Cincinnati). In this capacity, Jamahal leads a team of direct reports in the developing and implementing TriHealth's Diversity and Inclusion strategy. His key responsibilities include operationalizing the strategic direction

and providing vision and leadership to TriHealth's diversity and inclusion function. As a key member of TriHealth's leadership team, he advances TriHealth's work on establishing the business case for diversity through a focus on healthcare disparities and workforce development. He recently joined TriHealth from the Mercy Health System, where he last served in the role of Director of Operations for the Clinically Integrated Network (Cincinnati). Prior to his tenure with Mercy Health, he was the Director, Office of Health Equity for the Pennsylvania Department of Health. He is a former National Board Member, serving as the Co-Chair of the Public Policy Committee and Past President of the National Association of Health Services Executives (NAHSE) — Delaware Valley Chapter. Currently, the Chairman of the Trustee Board for the Lincoln Heights Missionary Baptist Church, Board Member for the National Underground Freedom Railroad Center, Board Member for the Family Nurturing Center (FNC) and Board Member for The HealthCare Connection (a Federally Qualified Health Center serving the Cincinnati Region).

Cali Brandt - no bio provided



Patrick Burke is a Software Application Developer for the University of Cincinnati. Patrick is a graduate of Northern Kentucky University with a B.S. in Computer Science. He has been a developer for 15 years working for Nielsen and Frisch's Restaurants prior to joining UC. Patrick is a member of the UCIT Diversity,

Equity, and Inclusion Committee. He is also active in out-reach out to his community through mentoring students from Hughes High School (Cincinnati, OH) in the ShareIT program and as a volunteer statistician for the Lloyd Memorial Juggernaut football team (Erlanger, KY). Patrick is an avid fan of comics, movies, and video games, and lives in Northern Kentucky with his wife and Bullmastiff WinstonH4.



Brian Calfano, Ph.D., is an Assistant Professor with a joint appointment in the Departments of Political Science and Journalism at the University of Cincinnati. He also works as a political reporter and producer for KOLR 10 (CBS) in Springfield, MO (Nexstar Media Group), and appears on CTV News Channel in Canada

and SKY News in the UK and Europe. Brian's research focuses on media and politics, religion and politics, and marginalized groups. To date, he has authored over 40 peer-reviewed journal articles and 20 book chapters in outlets including Political Research Quarterly, Political Behavior, and Political Communication. Brian has written and edited several books. His most recent books include *A Matter of Discretion: The Politics of Roman Catholic Priests in the United States and Ireland* (co-author with Melissa Michelson and Elizabeth Oldmixon, 2017, Rowman and Littlefield), *Understanding Muslim Political Life in America* (co-editor with Nazita Lajevardi, 2018, Temple), and *Muslims, Identity, and American Politics* (author, 2018, Routledge). Brian partners with organizations on research including Cincinnati Black United Front, Metropolitan Area Religious Coalition of Cincinnati, Missouri Catholic League, Planned Parenthood, Missouri Planning Council for Developmental Disabilities, Muslim Public Affairs Council, and Human Rights Campaign.

PRESENTERS



Kristen Campbell is a first-year graduate student in the Experimental Psychology Doctoral Program. She is currently under the mentorship and working with Dr. Donna Chrobot-Mason in the Centre for Leadership Lab. She earned her Bachelor's and Masters of Science degrees at Georgia Southern

University. Kristen's research interests include leadership identity, leadership development, diversity, inclusion, team boundary spanning, resilience, and spirituality.



Christina R. Carnahan is the Assistant Professor of Special Education. Dr. Carnahan recently earned her Ed.D. from the University of Cincinnati in education with a focus on autism, improving outcomes for individuals with significant disabilities, and teacher training. While receiving her degree, she

served as a consultant for school districts seeking to improve services for children with autism and significant learning needs. Prior to starting her doctorate, Dr. Carnahan was a special education teacher in both elementary and middle school. She has also published and given a number of talks in the areas of classroom and instructional design for students with intense disabilities, supporting classroom staff, and promoting positive behavior for students with disabilities. Her research interests include improving learning and life outcomes for students with autism and significant learning needs by increasing teacher efficiency and effectiveness.



Nick Castro is the Assistant Director of Inclusion and Involvement at UC Blue Ash College. He first served as the Coordinator of Hispanic/Latino Affairs at UCBA to help facilitate access to higher education for Latino students through local recruitment efforts and as a resource and advocate for students at UCBA by

planning cultural programming and promoting leadership development. Nick received his undergraduate degree in political science from the University of Michigan and his Juris Doctor degree from DePaul University College.



Philippe Chauveau is a first-year Master of Arts student in communication at the University of Cincinnati. He graduated Cum Laude with a Bachelor of Arts degree from Ohio Wesleyan University in 2015, having majored in Sports Management and minored in Journalism.

As an undergraduate, he worked as a social media coordinator for the men's soccer team of Ohio Wesleyan University. Professionally, he worked as a reporter for a local newspaper in Delaware, Ohio, as a marketing and sales associate for Columbus Crew Soccer Club, and as a ticketing manager for the 2016 Rio Olympic Committee. At the University of Cincinnati, Philippe is a research assistant for the Common Ground Project as well as a public speaking instructor. His research interests include: social media, sports communication, and entertainment media. In addition, he is currently serving as the creative director for UCommunicate, a student-led communication-consulting firm on campus. Within UComm, Philippe is responsible for the creation and approval of graphics, in addition to implementing and maintaining branding standards. Personally, Philippe was born and raised in Rio de Janeiro, Brazil, moving to the United States to attend university in 2011. He speaks four languages and enjoys immersing himself in other cultures and traveling.



Jelanah Cheatham Born and raised in Columbus, Ohio, I am a fourth-year student majoring in mathematics. Upon graduation, I plan to launch my career in California as a Data Analyst within the tech world. Eventually, I would like to attend my dream school, UCLA, for a master's degree and a PhD. A quote that I live

by from Jeremiah 29:11 reads: "For I know the plans I have for you," declared the Lord, "plans to prosper you and not to harm you, plans to give you a hope and a future."

Meron Daniel is a second-year student at the University of Cincinnati. I am studying Marketing and International Business with a minor in Africana Studies. My involvement on campus includes GlobeMed, The United Black Student Association, The University's African Student Association, and Bearcat Support Network.

PRESENTERS



Natalia Darling is an Associate Professor of Mathematics at the UCBA Math, Physics and Computer Science Department (MPCS). She teaches courses ranging from Fundamentals of Mathematics to College level Algebra. Professor Darling received Masters of Engineering from Cornell University in Ithaca, NY, and a Masters in Secondary Education from Xavier University in Cincinnati, OH. Natalia's professional goals include building students' communication skills and developing confidence in their ability to problem solve. Her personal interests, as a first-generation immigrant from Central America, include traveling and learning about different cultures.



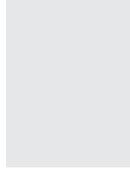
Kendra Dewberry is the Assistant Director of Community Outreach in the Office of Admissions at the University of Cincinnati. In this new role, Kendra is working to strengthen and build relationships with Community Based Organizations and create access pipelines for students. Kendra arrived at the University of

Cincinnati in September 2013 as the Assistant Director for Multicultural Recruitment, leading the multicultural recruitment team. Prior to arriving at Cincinnati, she worked at her alma mater, Ohio University, in the office of Undergraduate Admissions for 8 years. During this time, she also served as an advisor to the Ohio University Recruiting Society (OURS).



Victoria Dickman-Burnett is a PhD Candidate in Educational Studies at the University of Cincinnati, where she studies sexual assault prevention education. She is particularly interested in sexual assault prevention education in secondary and post-secondary education and training future

educators to address the subject sexual assault in their classrooms. Victoria has over a decade of research and activism.



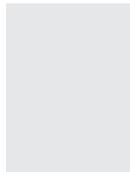
Rosalyn Collins is one of the brightest stars in higher education in Greater Cincinnati. She has served as Assistant Director in several offices at the University of Kentucky, Miami University at Oxford, and the University of Cincinnati. She currently serves as the Assistant Director in the UC Women's Center. RC

specializes in social justice education, leadership development, academic success, and diversity training for professionals. RC graduated from Ohio University with a B.A. in Organizational Communications and M.A. in Student Affairs in Higher Education from Miami University (OH). Her influences have been Beverly Tatum, bell hooks, Dr. MLK, and Lee Mun Wah.



Jayson Douglas is a native of Baltimore, MD and serves as the new Program Coordinator for the UC LGBTQ Center. He enjoys traveling, reading, spoken word poetry and all the neat things that Cincinnati has to offer. He earned his BA in Political Science from Bethune-Cookman University, where he took a particular interest in

international human rights and public policy. Most recently, Jayson has served as the Assistant Director of Diversity & Inclusion at Marietta College and with the Florida Department of Children and Families. Currently, Jayson is completing a MS in Criminal Justice through the University of Central Florida. In addition to Jayson's responsibilities with the UC LGBTQ Center, he also serves as a 2017-2018 ACPA Ambassador and member of the National Youth Pride Services movement. Like Bayard Rustin, Jayson believes, "Let us be enraged about injustice, but let us not be destroyed by it."



Kasey Drennen has been the Director or New Student Orientation at the University of Cincinnati since 2015. Prior to UC Kasey worked at institutions in Florida and New Jersey. He has a Bachelor's of Arts in History and Political Science from Marietta College and a Masters of Arts in Organizational Leadership with a Higher Education focus from Rider University.

PRESENTERS



Carver D. Ealy Jr., or Doug as he is affectionately known around campus, is a social advocate and a proud Louisville native. Carver earned his Bachelors of Communication from the University of Cincinnati and his Masters of Education in Clinical Counseling from DePaul University. Carver currently serves as the

Assistant Director of Multicultural Recruitment in the Office of Admissions and has been recognized as a Top 25 Cincinnati Influencer, an Unsung Hero for Black Students Advocacy, and was most recently honored by having his image added as a Village Keeper at the African American Cultural Resource and Center at the University of Cincinnati.



Dr. Maria Espinola is Assistant Professor at the Department of Psychiatry and Behavioral Neuroscience at the UC College of Medicine. She is a Licensed Clinical Psychologist and her areas of clinical and research focus are multicultural psychology, women's issues, and trauma psychology. Dr. Espinola was born in

Argentina and immigrated to the U.S. in 2001. She completed her doctorate in clinical psychology at Nova Southeastern University, her pre-doctoral fellowship in multicultural psychology at Boston University Medical Center, and her post-doctoral fellowship in trauma psychology at McLean Hospital and Harvard Medical School. Dr. Espinola serves as a faculty advisor to the Student-Run Free Clinic and as member of the Ohio Commission on Minority Health Medical Expert Panel, the UC Latino Faculty Association Executive Board, and the UC President's Diversity Council.

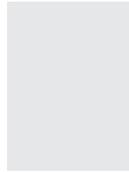


Mauricio Espinoza, Ph.D., is assistant professor of Spanish and Latin American Cultural Studies in the Department of Romance Languages and Literatures at the University of Cincinnati, and a founding member of the Latino Faculty Association at UC. He holds a Ph.D. in Latin American Literatures and Cultures from The

Ohio State University. His research and publications focus on Latin American/Latino comics and film, Central American migration narrative and poetry, Latin American immigrant communities, and literary translation. He has translated the work of Costa Rican poet Eunice Odio into English. His book *Respiración de piedras* won the 2015 University of Costa Rica Press Poetry Prize. His poetry also appears in *The Wandering Song: Central American Writing in the United States* (Tía Chucha Press, 2017).



Josie Evans-Phillips serves as a Director for Equity & Inclusion in the Office of Innovation & Community Partnerships out of CECH. She enjoys collaborating with various campus & community partners to provide access and opportunity for both incoming as well as current students. As an advocate for inclusion, her responsibilities extend outside her world of work and have recently involved planning for a state-wide conference.



Dr. Angela Fitzpatrick serves as the Director of the Women's Center at the University of Cincinnati. Dr. Fitzpatrick holds a PhD in American Culture Studies, and a graduate certificate in Women's Studies, from Bowling Green State University. She is a feminist activist and educator with more than a decade of experience

building community, inspiring action, and uplifting student leaders in higher education.



Jackie Freiermuth is the UX/UI Manager for application development in UCIT. Jackie works with customers through the University to create websites and mobile apps, by designing graphic interfaces and building navigation components for front-end systems. Jackie knows that providing opportunities for

individuals to excel benefits everyone. By creating a supportive environment for ShareIT students, student workers and others team members she has facilitated greater learning experiences that elevate the entire team, resulting in better websites and mobile experiences for the University. Jackie holds a degree in graphic design from the University of Cincinnati, College of Design, Architecture, Art and Planning.

PRESENTERS



Justin Gibson serves the University of Cincinnati Alumni Association as Associate Director for Diversity Outreach and Engagement. A 2005 graduate from the Lindner College of Business, he has spent most of his working career in higher education, ranging from enrollment management to academic advising.

In his current role, Justin helps to create pathways to engagement and philanthropy for UC's diversity alumni population. He is also a Certified Diversity Profession, accredited by the National Diversity Council. He sits on several boards and committees where he lends his experience and training to fostering more inclusive working and learning environments. Justin additionally earned an MBA from Indiana Wesleyan University and a graduate certificate in Higher Education Leadership from CECH.

Dr. Anna Goroncy graduated from the Virginia Commonwealth University School of Medicine in 2011. She completed her training in Family Medicine at the Christ Hospital/ University of Cincinnati Family Medicine Residency Program followed by her Geriatric Medicine Fellowship at the University of

Cincinnati. She was then hired as assistant professor at the TCH/UCFM residency and is now the associate program director of the Geriatric Medicine Fellowship. In the residency, Dr. Goroncy supervises residents and students on the family medicine inpatient service, developed and implemented the curriculum for the geriatric rotation and is the lead faculty physician for Home Based Primary Care program at the Christ Hospital Family Medicine Center, part of the HRSA Primary Care Training and Enhancement Grant. She is a faculty scholar, earning her certificate in Medical Education in 2017 and working to complete her Master of Education (MEd) by 2020. Dr. Goroncy's professional interests include patient and family centered care, interdisciplinary team care, social determinants of health and racial disparities and implicit bias in medicine.



Deborah Gray is an Associate Director of Undergraduate Programs in the College of Nursing at the University of Cincinnati. She has been with UC for more than 10 years, and she earned a Master of Education degree from Xavier University in 2006.



Aaryn Green is currently a Ph.D. candidate at the University of Cincinnati in the Department of Sociology and the Graduate Assistant at the African American Cultural and Resource Center. Her primary area of study is race/ethnic relations and culture and her dissertation centers on cultural appropriation

and representations of people of color within American music videos. Her Master's research is published in the academic journal *Sociological Inquiry*. Aaryn has presented at various conferences in cities including Indianapolis, Seattle, Oakland, Chicago and soon Montreal. Aaryn considers herself a scholar activist and has had a hand in various campus student movements, organizations, and demonstrations regarding social injustice. She was involved with the student movement The Irate8 and is responsible for the resurgence of the Black Graduate and Professional Student Association on UC's campus as well as being involved in social movements in the city and beyond. In 2017, she facilitated teacher training on how to have a more racially inclusive classroom and curriculum and she coordinated the Community Engagement Session of the Mini-Conference on Race and Policing in 2016. Aaryn is also a member of the Lambda Society Black Women's Honorary and a 2017 Kappa Alpha Psi Beta Eta Chapter Black Girls Rock Recipient.



Rebecca Hale is an Assistant Professor / Faculty Co-op Advisor in the Division of Experience-Based Learning and Career Education (ELCE) and an English as a Second Language instructor at the University of Cincinnati. A Cincinnati native, she has taught English as a Second Language to international

students, immigrants and refugees in Cincinnati since 2011, including at the University of Cincinnati, Cincinnati State Technical & Community College, and the YWCA. She has also taught English internationally in the Russian Federation and Israel and online to students in China and Hong Kong. Rebecca serves on the College of Engineering and Applied Science's Equity & Inclusion Committee and also serves as co-chair of the Equity & Inclusion Committee in ELCE, where she advises and teaches professional development courses to Mechanical Engineering students and assists with research and service projects to support students of international backgrounds in their internship and co-op job search process.

PRESENTERS



Kevin J. Hardy is the Director of the Lindner Career Services Center in the Lindner College of Business. With nearly 20 years of higher education and career services experience, Mr. Hardy has worked at small private institutions such as the University of Notre Dame and John Cabot University in Rome, Italy, and at large state universities such as Iowa State and UC. In addition, Kevin J. has presented at state, regional, national, and international conferences on topics related to employment trends, recruiting, and engagement. Mr. Hardy is proud of many accomplishments throughout his professional career, but ranks the enormously talented and diverse staff he helped hire in his current position as one of his proudest accomplishments. Kevin J. believes that every person has a unique skillset that the world needs, and every person wants to showcase their talent. Mr. Hardy earned his Bachelor of Science in Agricultural Education from Iowa State University and his Master of Arts in Communication from Purdue University. He is the proud husband of Patricia, and father of three children Burke, Kennedy, and Meeghan.



Gretchen Hart has been at UC for 14 years and in the CECH Student Services Center for 10. She is the Director of Advising for the CECH undergraduate student body and advising staff. Gretchen does her best to balance laughing, learning, and guidance in her role, and always looks forward to interacting with the UC community.



Devin Hartley is currently a senior at the University of Cincinnati studying psychology and organizational leadership. He is a research assistant in the Center for Organizational Leadership lab at UC. He has also helped found the fraternity Phi Sigma Kappa and held the philanthropy chair for a year. Devin is also very involved with his church back home, taking on leadership roles on mission trips and around the church. He has also held internships with Children's National Medical Center and Georgetown Medical Center. His interests lie in leadership development and diversity.



Karen Henry is currently Associate Director of Graduate Programs for James L. Winkle College of Pharmacy. She received Bachelor's degrees in Industrial Organization Psychology and Liberal Arts from Southwest and Xavier University and an M.Ed. from the University of Cincinnati. In her previous role as Program Coordinator for UC's College of Medicine, she managed the Pathways to Health Careers program, coordinating over 9 elementary, high school, post-secondary and teacher enrichment programs designed to give students of diverse backgrounds an opportunity to explore science, medical education and medical practice. Funded by the Howard Hughes grant, programs like: Saturday Science Academy for 7 and 8th graders HCARE, and Excel I & II, for Senior High school students, the teacher's initiative, designed to give middle and high school science teachers hands-on research experience and Summer Pre-Medical Enrichment Program (SPEP) designed to recruit underrepresented College students into careers in medicine. Karen serves on the College of Pharmacy's Diversity Council where she is committee chair for High School Outreach. In this role she visits numerous, public, charter and private schools to discuss best practices and outreach strategies to increase STEM interest.



Caroline Hensley is currently completing her MD at the UC College of Medicine. She earned her Bachelor of Science in Biology, Bachelor of Arts in Spanish, and Masters of Public Health with a concentration in Health Services Management from UC. Caroline co-founded the Let's Change Our City initiative and the Student-Run Free Clinic. She is committed to finding creative and efficient ways to better serve the healthcare and social needs of individuals experiencing poverty. Her research interests include social determinants of health, interdisciplinary healthcare teams, minority health, and health equity. Caroline has been recognized with the UC Presidential Leadership Medal of Excellence and the "Nuestra Familia" award by Ohio Latino Affairs Commission.

PRESENTERS



Jessica Hill, M.B.A., M.A., is the Program Manager at the University of Cincinnati College of Nursing for a HRSA funded Nurse, Education, Practice, Quality and Retention 3-year grant collaborating with the University of Cincinnati Medical Center on development of interprofessional practice through interprofessional nurse-led bedside rounds. She received her M.B.A. in Healthcare Administration and her M.A. in Health Advocacy. An experienced project manager and grant specialist in healthcare, Ms. Hill has assisted in the development, implementation, and evaluating process of federally funded health programs. She is a proven leader and manager with excellent leadership and communication skills to combine strategic vision with delivery focus to achieve organizational goals. Ms. Hill is a member of the College of Nursing's Committee for Equity and Inclusive Excellence and serves as the chair for speaker series.



Farrah Jacquez, Ph.D., is an Associate Professor in the Psychology Department at the University of Cincinnati, and a founding member of the Latino Faculty Association at UC. She is. Her work primarily focuses on community-partnered research promoting health equity. She has an ongoing partnership with Latino

stakeholders in Cincinnati to develop interventions to improve health and healthcare experiences of Latino families. Other current projects include place-based, community-partnered interventions to promote early childhood wellness (funded by Robert Wood Johnson Foundation) and collaborations with high school students to conduct community-based participatory research around drug abuse and addiction (funded by NIH).



Pierre James, a native of Cincinnati, OH, has been working in the Lindner Undergraduate Programs office since 2012. He works primarily as an academic advisor and instructor of several different first-year experience courses such as Business Pathways, Pathways to Business, Student Success Seminar, and Business Fellows

Transitions Course. He earned his bachelor's degree from The University of Toledo and his master's degree from The University of Akron with a focus in Higher Education Administration.



Nancy Jennings, PhD, is an Associate Professor and Undergraduate Director in the Department of Communication with an affiliate appointment in the Department of Journalism at the University of Cincinnati. She is also Director of the Children's Education and Entertainment Research (CHEER) Lab. Nancy

studies the impact of media on children and their families and public policies and practices involved with children's media. Her research focuses on children's cognitive and social development and their use of media. She has also conducted evaluation research on educational media and outreach programs in addition to content and textual analyses of media content. She has written and co-edited 2 books: *Tween Girls and Their Mediated Lives* (author, 2014, Peter Lang) and *20 Questions about Youth and the Media, 2nd Edition* (co-editor with Sharon Mazzarella, 2018, Peter Lang). Nancy has published peer-reviewed journals articles in outlets including *New Media & Society*, *Journal of Family Communication*, *Journal of Children and Media*, *Mass Communication and Society*, *Communication Research Reports*, and *Learning, Media and Technology*. She has also published book chapters in the *Handbook of Family Communication*, the *Handbook of Children and Media*, and *20 Questions about Children and Media* (1st and 2nd editions).



Veronica Joiner joined the PPAC in January 2015 with around 10 years professional higher education experience, including positions in financial aid, first-year experience teaching, university communications, student activities and newspaper editorial. She enjoys helping students succeed and seeing them meet their educational goals, knowing that a successful and enjoyable college experience can lead to rewarding life achievements. Over the past three years as a Pre-Professional advisor she has collaborated with colleagues and has presented at the local and regional levels at conferences including the UC Advising Conference and Central Association of Advisors for the Health Professions.

Veronica has an M.S. degree in Integrated Marketing Communications from Roosevelt University, and a B.A. in Public Affairs Journalism from the Ohio State University.

PRESENTERS



Xu Kang is a Ph.D. student in University of Cincinnati, majoring in Pharmaceutical Sciences with a focus in Cosmetic Science in James L. Winkle College of Pharmacy. She is interested in novel sunscreen technology and personal care products development, hoping to get into industry after graduation and work in R&D. In

her spare time, Xu likes to hang out with friends, travel, dine out, play music, compose, volunteer, and support children from poor areas of the world. She also has a dog and two chinchillas that she truly loves.



Anna Kessler is a fourth year BS and BA Psychology undergraduate student at the University of Cincinnati minoring in Women's Gender and Sexuality Studies. She expects to graduate in April 2018 and will be taking a year off before attending graduate school. Anna plans to get her masters in Couples

and Family Therapy and will continue onward to receive her Ph.D. She has found a love for research while being an active member of many research labs including the Center of Organizational Leadership, Perceptual Motor Dynamics and Health Anxiety and Psychopathology Laboratory.



Benedetta Khoury is an Admissions Counselor with the Office of Undergraduate Admissions. She is a 2014 graduate of the College of Arts and Sciences. Benedetta works to recruit future Bearcats and works closely with the University Honors Program as well as the University's Cincinnatus Excellence Scholarship

for National Merit Finalists and National Hispanic Recognition Program Scholars.



Colleen S. King, Program Director, Retail Services. She received her BAs in English and creative writing from Northland College, an environmental liberal arts college in Ashland, WI. Prior to joining the Campus Services Department at the University of Cincinnati in 2016, her eclectic professional background

includes editing legal code, writing about the financial market, teaching, event planning/fundraising and paralegal work for a firm specializing in immigration law. She has served on the Campus Services Diversity, Equity and Inclusion committee since fall of 2016.



Francoise Knox-Kazimierczuk is an Assistant Professor of Health Science at Northern Kentucky University, where she is in her second year. She began her academic career at Concordia University in Chicago, with a double major in exercise science and psychology. Upon completion of her bachelors,

she went on to earn a master's degree in Kinesiology and Health from Illinois State University with a focus in exercise physiology and athletic training. She also holds master's degrees in dietetics and chemistry. She completed an interdisciplinary Ph.D. in Educational Leadership and Health Promotion with an emphasis in cultural studies. Her research focus merges critical race theories with health promotion theories to contextualize and interrogate the intersections of race, class, gender, and sexuality as it relates to health. Dr. Knox-Kazimierczuk has numerous national, regional, and local presentations. Along with several publications, Dr. Knox was selected in 2016 as a Health Equity Leadership Scholar for Maryland Center for Health Equity in the School of Public Health, University of Maryland College Park and the School of Public Health, University of Wisconsin-Madison. Dr. Knox practices mediation and yoga, exploring its integration into higher education as means to promote and advance anti-racism/anti-oppression work.

PRESENTERS



Rita Kumar, PhD, teaches composition and literature in the University of Cincinnati Blue Ash College (UCBA) Department of English and Communication. She is the 2014 recipient of the UCBA Innovative Teaching Award for her inventive use of problem-based learning (PBL) in the classroom and a member of the UC

Academy of Fellows of Teaching and Learning. Her scholarship includes articles on PBL, lesson study, and strategies for developing students' information literacy skills. She currently serves as the co-director of the Learning and Teaching Center at UCBA.



Jacqueline Lewis is a graduate of the Mount St. Joseph University (formerly the College of Mount St. Joseph). She is at present pursuing her Masters of Criminal Justice Degree at the University of Cincinnati. Jacqueline is currently on staff at the University of Cincinnati's College of Nursing where she manages the

requirements that nursing students must maintain in order to participate in clinical experiences. She also is the Administrator for the Evolve testing process, which are a series of exams the student nurses must pass before they can sit for their boards. Jacqueline is also a member of the College of Nursing's Committee for Equity and Inclusive Excellence (formerly the Diversity Committee) where she heads the task force for the College's Book Club and Movie Nights.



Dr. Bradford (Brad) Mallory is an Associate Professor of Biology at the University of Cincinnati Blue Ash College. He received his B.S. in Biology from Tennessee State University and his Ph.D. from the University of Cincinnati College of Medicine Cell and Molecular Biology program. In addition to his role as a faculty

member in the Biology Department, he serves as the co-director of the college's Learning and Teaching Center where he facilitates faculty and professional development programs. Dr. Mallory has history of commitment to diversity and inclusion. He participated in the UC Blue Ash College yearlong Multicultural Classroom Faculty Learning Community (FLC). In this FLC faculty, members identified challenges faced by students from diverse backgrounds in classes that do not incorporate diversity and inclusion into the curriculum, and devised strategies that could be used to provide a supportive learning environment for all students. Dr. Mallory has served as chair of the UC Blue Ash College Cultural Diversity Committee and as a member of the college's Multicultural Council. Dr. Mallory has presented a number of workshops and seminars on the subjects of diversity and inclusion. He regularly participates in the annual University of Cincinnati Diversity Conference and has presented several workshops over the years.



Dy'an Marinos, EdD is a graduate of University of Cincinnati (UC), a National Diversity Council Certified Diversity Professional (NDCCDP), and Licensed Professional Counselor (LPC). She has extensive experience working with underrepresented populations in the mental health, education, and non-profit

arenas. Dy'an has been invited speaker at local, national, and international conferences where she has presented her research on historical and contemporary activism by African American college students attending HWUCs, creating inclusive classrooms, advancing cultural sensitivity among counselors-in-training, and increasing diversity, equity, and inclusion among students, faculty, and staff in higher education. Dy'an is the Program Coordinator in the Office of Equity, Inclusion & Community Impact and has served as adjunct faculty at UC and Indiana Tech teaching Multicultural Counseling, Masters Internship in Counseling, Ecological Counseling across the Lifespan, and Introduction to Sociology.

PRESENTERS



Deborah Marke is the new Program Coordinator for Activism and Leadership in the UC's Women's Center. She graduated from Wake Forest University in 2016 with a BS in Health and Exercise Science with double minors in Women, Gender, and Sexuality Studies and Psychology. During her time at Wake Forest she

aided in the development of WFU's Women's Center including being a member on the inaugural Leadership and Development Team which involved peer facilitation and education, was the first student liaison for the Campus Climate Implementation Team working with administrators, faculty, and staff to evaluate and address actions taken to address institutional inequities and campus climate, and attended the Presidential Leadership Conference a 2 day retreat lead by the University President and Student Government President with student leaders, administration, and faculty to work together to strengthen and improve the Wake Forest experience. After graduation Deb did a year of service through the AmeriCorps VISTA Program at Experiment in Self-Reliance leading programming, grassroots activism and coalition building around economic justice. She enjoys building relationships with students and aiding in the development of intersectional feminist activists and leaders.



Russ McMahon has been teaching IT related subject matter for over 37 years and is a faculty member in the School of Information Technology at the University of Cincinnati. He has been teaching full-time at University of Cincinnati since 1999 and helped create the BS Information Technology degree which started in

2004. Prior coming to UC he has taught at several area high schools and spent more than 8 years in the IT world. He teaches courses in computer programming, database administration, business intelligence, and cybersecurity. He is very active in the IT user group community having served on the boards of multiple groups (currently on the Cincinnati Chapter of Infragard) and helped create TechLife Cincinnati. In 2014, he spent 6 months working at three universities in three different countries (Rwanda, Kenya, and South Africa) in Africa doing IT curriculum development. While at Mount Kenya University in Thika, he traveled to their various campuses giving a talk on creativity and creative problem solving. He maintains a blog about the local IT groups and another on UC's computing history.



Tammy Mentzel, MPH is a Research Associate and Program Director at the University of Cincinnati (UC) College of Nursing. She has provided leadership and support on six funded research projects totaling over \$4.6 million during her twenty-two year tenure at the university. She is currently the Program Director

for the Transformation of Mission-based Health Care through Diversity, Equity, and Inclusion project aimed at bolstering diversity in the health care workforce and eliminating health disparities in urban communities by identifying, testing and adopting evidence-based strategies and tools. Tammy is also currently part of the UC Women Lead Cohort 2017/2018. She is a graduate of the University of Cincinnati (UC) College of Medicine Master's in Public Health program and received her BS in Health Services Administration from UC.



Kiana Million is the Program Director for the University of Cincinnati College of Nursing Office of Faculty and Undergraduate Program Support. She is pursuing a Master of Science in Health Informatics at the University of Cincinnati. Ms. Million is passionate, driven, and demonstrates impeccable integrity. Ms. Million

oversees a department, which coordinates administrative support, nursing student clinical clearance supervision, Evolve testing administration, and course & clinical management services. As the E*Value data project manager, she is responsible for coordinating data collection, training, tutorial development, and communication plans for College-wide multi-stage implementation. She develops and reviews processes and procedures to identify best practices for continuous improvement. Her experience traveling, as the dependent of a Navy Mom, built an early respect for various cultures. Ms. Million currently serves as co-chair for the College of Nursing's Committee for Equity and Inclusive Excellence.

Jamisha Miniefeld - no bio provided

PRESENTERS



Daria Moore is an undergraduate student at the University of Cincinnati. She is pursuing a major in Psychology and a minor in Organizational Leadership. Her research interests are aimed towards diversity, leadership, and human resource



Parameswari Mukherjee is a first-year Master of Arts student in Communication at the University of Cincinnati (UC). She also holds a postgraduate diploma in Media & Communication with specialization in Journalism. She started her career as a copy editor with The Times Group. Later, she joined an

IT firm as a senior writer. With a total work experience of around four years in editorial desk, reporting (politics, environment, health, sports, and entertainment) and blogging, Parameswari has several published articles relating to news and features. At UC, she is working as a Public Speaking Instructor teaching her own section about verbal and nonverbal communication, speech development, and constructive criticism. She also is a Research Assistant for the Common Ground Project (CGP). The purpose of CGP is to open dialogue between people with differing political affiliations and identities. In her current capacity as the Editor of UCommunicate (a student-led communication consulting firm), Parameswari is responsible for looking after the blog and advertising section and strongly believes in the strength of this platform in engaging, energizing and involving audience across the board. Having lived in several cities around the globe, she adapts quickly and enjoys collaborating with people from culturally diverse backgrounds.



Vaibhav Nanda is a second-year student in the Lindner College of Business, studying Marketing. He is the Chief Marketing Officer of iCats and a co-creator of the First-Year Cultural Development Program.



Liz Pawley is an Assistant Director and Career Coach at UC's Lindner Career Services. At Florida State University, Liz worked as a Career Advisor for a social justice-focused collegiate career center, which served all individuals, ranging from 18 year old college students to elderly community members struggling with unemployment. She studied Communication and Psychology at the University of Kentucky during her undergraduate career, and received a Master's in Counseling and Human Systems from Florida State University. Multicultural competency and communication was a focus area for Liz in her graduate program. Liz teaches business students job search skills and professionalism, and is currently working towards earning her MBA.



Heidi Pettyjohn is the EIT Accessibility Coordinator at the University of Cincinnati and a member of the Student Affairs Leadership Team. In her role, Heidi provides oversight and coordination of compliance efforts pertaining to the accessibility of content provided through the university's web and eLearning platform. She also co- chairs the Accessibility Network, a cross - functional group of staff and faculty working to build the capacity of the institution around electronic accessibility. Heidi's previous professional experience includes work in disability and testing services; assessment, program evaluation and strategic planning for the division of Student Affairs.



Pam Person is Director of Community Innovations in the UC College of Education Criminal Justice and Human Services. Previously she served as UC's Director of First Year experience and Learning Communities and also of the Office of Nationally Competitive Awards.

PRESENTERS



April Poteet is a graduate student in the Masters of Health Education, Community & Public Health program. This abstract describes an ongoing research study as part of my master's thesis. My research interests include social determinants of health, health attitudes, health behaviors, mental health and invisible disabilities. My long-term goal is to continue my research on health attitudes and associated behaviors with the intentions of providing research that can influence the positive acceptance of typically rejected groups and decrease stigmatization. My faculty advisor for this study is Dr. Laura Nabors, CECH, Health Promotion and Education. As a community advocate for education, she currently serves on Parents for Public School Board of Greater Cincinnati and is one of the Executive Directors of Southwest Ohio Preparatory Charter School. As a UC Higher Education Mentoring Initiative volunteer (HEMI), she mentored a Taft High School senior in foster care, currently enrolled in Cincinnati State University. She is currently co-authoring a publication entitled: "Diversity and Communication Apprehension: - A Framework for Social interaction." The publication explores the complex characteristics of social interactions in managing difficult Conversations in diversity.



Parinita Raghavendra is Graduate student studying Organizational Psychology at the University of Cincinnati. She is a research assistant at the Centre for Organizational Leadership Lab with Dr. Donna Chrobot-Mason. As a psychology and a Human Resources Management student, she has interned at three Firms in India which gave her an experience working in the Training, Recruitment, and Welfare departments. As a professional performer and dance teacher, she has been a part of Shiamak Davar International since the past 7 years. An aspiring data analyst and organizational development leader, one day she wants to be able to blend her passion for dance and data in a unique manner!



Lauren Redwine is a senior graduating with her BA & BS in Psychology this spring. She is currently an HR Co-Op for the company, 84.51, is involved in HR Succeeds with Professor Tom Mobley, the Centre for Organizational Leadership Lab with Dr. Donna Chrobot-Mason, and the Centre for Social Justice Lab with Dr. Anjali Dutt. Lauren also participates as a teacher's assistant (TA) and research assistant (RA) for Dr. Donna Chrobot-Mason. After being accepted into the Masters in Applied Psychology program, Lauren will attend graduate school with a focus on I/O Psychology.

Dr. Megan Rich graduated from Loyola University Chicago Stritch School of Medicine in 2007. She completed her training in family medicine at the Christ Hospital/University of Cincinnati Family Medicine Residency Program, including a year leading as chief resident. In 2010, she was hired on as faculty to that very same residency program and is now the Associate Program Director as well as an Associate Professor with University of Cincinnati. She is currently working towards a Master's degree in Medical Education. Dr. Rich has presented on a variety of topics at the national level including practice-based research on social determinants of health, teaching and assessing resident family-centered rounding skills, and developing and implementing a patient safety curriculum for family medicine residents. Within the residency, Dr. Rich supervises residents during their inpatient rotations and outpatient office sessions. She has developed curricula in many areas, including an outpatient-focused surgery rotation for residents, a longitudinal patient safety curriculum, and a residents-as-teachers program. Her academic interests include patient and family centered rounding, patient safety, caring for vulnerable populations and the social determinants of health, adult education, physician wellness, and mentoring female physicians.

PRESENTERS



Josette Riep is the Associate Director for application development in UCIT and holds a degree in business administration with a focus on technology. Josette's specific responsibilities include: Equity & Inclusion sponsorship activities, customer relationship management; budget planning and resource allocation; project

planning, establishment of methods to share lessons learned; implementation of best practices among IT@UC developers; hands-on coordination of projects and other strategic initiatives; process improvement to evolve the efficiency and effectiveness of IT@UC operations; team building; revenue generation. Josette strongly believes that an individual must have a willingness to break through barriers, clear obstacles and pave new paths where needed. Through participation in UC's Diversity initiatives including the UC Equity & Inclusion Liaison Committee, the IT@UC Diversity, Equity & Inclusion program, ShareIT and other initiatives Josette will continue to serve a role in ensuring UC creates an environment that does not tolerate but embraces our differences and thus empowers individuals and the organization to excel.



Kayla Ritter Rickels serves as the College Manager for Cincinnati Public Schools. Through her roles in the post-secondary, non-profit, and secondary education spaces, she has been an advocate for traditionally underrepresented students in higher education.

She is an active executive board member of the Ohio Association for College Admission Counseling and the Thomas More College Alumni Board of Directors. She earned her M.S. in Marketing from the University of Cincinnati and her B.A. in Mathematics from Thomas More College.



Kathleen Roberts has been promoting diversity, equity, and inclusion in higher education for more than 15 years. Dr. Roberts received her Ph.D. in Leadership & Change from Antioch University, where her research focused on leadership for change through social entrepreneurial action. She has held numerous

diversity related positions within higher education including serving as the Executive Director for Equity & Diversity at the University of Southern Maine and Idaho state University; founding chief diversity officer at Samuel Merritt University and; currently, serving as the Senior Advisor to the President for Inclusive Excellence at Northern Kentucky University. In this role, she advises leadership on best practices for advancing inclusive excellence throughout the institution. Dr. Roberts has taught courses on leading a diverse workforce, organizational change, economic inequality, and social entrepreneurship. Dr. Roberts obtained her J.D. from the University of Maine School of Law and served as an Assistant Attorney General prosecuting consumer fraud, white collar crimes, and hate crimes. Dr. Roberts also obtained a M.A. in Expressive Arts Therapy and worked as a dance therapist in mental health settings.



Pam Rogers is an assistant director of retention and advising with the College of Arts and Sciences. In this role, Pam coordinates retention of certain student populations and a small advising load. This includes one-on-one advising, registration, scheduling and monitoring of grades and degree completion.

A big believer in physical fitness, Pam supports the Flying Pig Marathon and the Queen Bee Half Marathon. Pam is bilingual in English and Spanish. She has worked with Latinos en Accion and Su Casa. Her UC degree is in Spanish Studies and International Business. She has spent time as a primary age teacher and tutor (both in Spanish and English) as well as a yoga and Bible teacher. Pam has more than 20 years of experience in higher education, advising and learning assistance programs (i.e. study skills, time management, test taking and organizational skills).

PRESENTERS



Anisha Sanghani The label on a jar of jam, the mural in a child's bedroom, a woman's bare palms, a man's bare arms, a mug of coffee, a pack of chocolates – the world is Anisha's atelier and the rhythms of life form the tools of her trade. She pretty much paints and designs anything she can and loves to imbue spaces of

daily life with the warmth of colors and a dash of fun. At her lowest common denominator, she is a lifestyle artist. On a professional level, I am a Graphic Designer with 18+ years of experience, and currently working for the Marketing/Design department for UC Campus Services.



Mandy Shoemaker is an Assistant Director & Honors Advisor for the University Honors Program. She has a Master's in Higher Education Administration from the University of Pennsylvania and a Juris Doctor from the University of Cincinnati. Prior to working at UC,

she spent time working at the University of Pennsylvania Law School and the James E. Rogers College of Law at the University of Arizona. She has experience working in the areas of admissions, career education, registration, alumni relations, and advising.



Dr. Carolyn Smith is a registered nurse and Assistant Professor at the University of Cincinnati – College of Nursing where she aspires to improve the health of individuals, families, and communities through educating future nurses. Through her service on the College's Committee for Equity and Inclusive Excellent, Dr.

Smith has facilitated student learning through the integration of issues such as cultural humility and race into undergraduate course curriculum. Dr. Smith holds a PhD from the University of Cincinnati, a Master's in Community Health Nursing from Indiana University, and a Bachelor's in Nursing from University of Cincinnati. She teaches in the traditional baccalaureate of nursing program and conducts independent research related to violence against women.



Matt Smith is a graduate student at the University of Cincinnati, working towards completing his Master's Degree in Psychology. His focus has been industrial/organizational psychology, with a research focus on diversity and inclusion, leadership identity, and program evaluation. Currently, Matt is completing his internship at Paycor as an HR Analyst and hopes to find employment in the Queen City after he graduates in April.



Michael Southern is Director of Accessibility Resources at the University of Cincinnati in Cincinnati, OH. He's held this position that since January 2011. Michael has worked with students with disabilities for over 20 years as a Vocational Rehabilitation counselor at the Kentucky Department of Vocational

Rehabilitation and as Director of Disability Services at Western Kentucky University in Bowling Green, Kentucky. While in Bowling Green, Michael served as President and Vice President for the Mayors Commission for Person with Disabilities, providing advocacy and resource to the community regarding the education and employment needs of person with disabilities in the community. Michael is often called on to share his expertise on the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 to present strategies for students with disabilities transitioning from high school to post-secondary. Michael's degrees are in Rehabilitation Counseling and Services and Therapeutic Program planning from Murray State University in Murray, Kentucky.



Keith Sun is Assistant Director of Career Services for the Lindner College of Business at the University of Cincinnati. He has had both significant life and professional experience working with individuals and groups from drastically different religious backgrounds, socio-economic levels, and ethnicities. As a

Career Coach, Keith regularly teaches and counsels a diverse population of students. He has a Master of Arts in Mental Health Counseling and a Bachelor of Science in Neurobiology, Physiology & Behavior. Keith is actively involved with local campus ministries, business student organizations, and regional young professional groups.

PRESENTERS



Liz Susong is a Program Coordinator in the Center for Community Engagement. She completed her Masters in Women's, Gender, & Sexuality Studies at Ohio State University before embarking on a career path of her own creation. She has taught Women's Studies at four institutions of higher education, started an

intersectional feminist media company, Catalyst Wed Co., and has written a feminist humor column as a contributing editor to Brides by Conde Nast. Liz is on the lifelong path of unlearning white supremacy and understanding her own complicity in the systems that uphold it. She is grateful to the women of color who have shown her the way and for the practice of meditation, a tool for doing the work.



Charles Thornton serves as a TRIO Talent Search Advisor at Hughes STEM High School. He has spent the last three years working with students in Cincinnati Public Schools, assisting them as they explore, plan and navigate their post-secondary goals. Before his current role at Hughes STEM, he served as an

AmeriCorps Ohio College Guide at Oyler Community Learning Center. He graduated from the University of Cincinnati with a B.A. in Communication and minors in Anthropology, Information Technology and a certificate in Public Relations.



Abygia Tibebe is a third year studying psychology in the college of Arts and Sciences. In my time at UC, I have been involved in GlobeMed at UC, the UC African Student Association, and the Ethnic Programs and Services representative Student Advisory Committee on the University Budget.



Barbara B. Tobias, MD is a family physician and Medical Director of the Health Collaborative (THC), providing leadership and support to physicians and practices in public reporting, payment reform, quality improvement, population health and practice transformation initiatives including the

Comprehensive Primary Care Classic (CPC) Initiative and now CPC+. Additionally, Dr. Tobias is point for alignment of THC's workforce diversity, community partnerships and pipeline efforts. Dr. Tobias was previously co-PI with Dr. Glazer, Dean, UC College of Nursing on Urban Serving University/AAMC Health Care Work Force Diversity Initiative for UC Academic Health Center and Co-PI for the UC Department of Family and Community Medicine Health Care Access MEDTAPP initiative. Dr. Tobias is the Robert and Myfanwy Smith Professor of Family Medicine and Vice Chair in the Department of Family and Community Medicine at the University of Cincinnati College of Medicine. She is a graduate of the University of Cincinnati College of Medicine and received her BA from Cornell University. Dr. Tobias has practiced family medicine for over 25 years including over a decade at Lincoln Heights Health Center, Ohio's oldest federally qualified health center. She currently cares for patients at the Good Samaritan Free Clinic.



Brandelyn Tosolt is Associate Professor in Teacher Education at Northern Kentucky University. She completed her undergraduate degree at Michigan State University and began working in the non-profit sector. After earning her master's degree in education from University of Michigan, she taught middle grades in both

private and public schools in Detroit, Michigan. She earned her Ph.D. at Oakland University, conducting research on the differences in middle grades students' perceptions of caring teacher behaviors based on student racial identity. Dr. Tosolt's courses promote engagement with ideas of social identity, cultural pluralism, and social justice at the undergraduate, masters and doctoral levels. She works across divisions on her campus to create a more inclusive, collaborative climate. Her research, which privileges the voices of historically-underrepresented groups and seeks to understand perspectives on events in individual lives and the broader society, has been published in a variety of peer-reviewed journals, including The Journal of Negro Education; Multicultural Perspectives; Race, Gender & Class; and International Journal of Multicultural Education.

PRESENTERS



Alecia J. Trammer, Director of Quality Management and Staff Operations. Received a BA in Human Resources at UC, M.A.Ed. University of Phoenix, MSW, UC. Has expertise in training, leadership, mediation, recruitment, labor relations, quality management and group facilitation.



Mandi Ward is a graduate of the University of Georgia with a degree in psychology. She works with Dr. Donna Chrobot-Mason in her Center for Organizational and Leadership. Her research interest include diversity, working with minority women and children, and trauma psychology.



Catlin Wells has a Bachelor's Degree in Communication from the Ohio State University, and a J.D. from the University of Cincinnati College of Law. Since 2016, Catlin has served as an Investigator in the University of Cincinnati's Title IX office.



Catherine Willoughby has been an Academic Advisor at UC Blue Ash College since September 2011. She has also coordinated the College Program for Academic Success at UCBA since its inception in Fall 2015. She earned her M.A. in College Student Personnel from Bowling Green State University in 2006, and her B.S. in

Political Science from Miami University in 1977.



Peyton Wu is a New Jersey native of Taiwanese descent. Peyton received their B.A. in Hxtory and Certificate in LGBT Studies from the University of Maryland, College Park and their M.S. in Student Affairs in Higher Education from Miami University, Ohio. They serve as a Program Coordinator for the Office of Ethnic Programs

and Services where their responsibilities include coordinating, developing, and executing new and existing programs for the Darwin T. Turner Scholarship Program, as well as Asian Pacific Islander Initiatives.



Daniel Zimmer is a master's student in UC's Literacy and Second Language Studies department in the College of Education, Criminal Justice and Human Services, focusing on adult ESL education. His current research centers around using principles of Freirean critical pedagogy to develop the curriculum for

an ESL program serving East Price Hill's large Latino population, in collaboration with UC professor Mary Benedetti and immigrant advocate Nancy Sullivan. Daniel also assists UC professor Rebecca Hale in planning and facilitating a weekly English conversation group for UC students, scholars, and community members. Previously, he taught bi-weekly ESL classes at Queen City Vocational Center, working primarily with west and north African immigrants. When he's not working or studying, you can find him playing jazz piano around Cincinnati, and performing with Improv Cincinnati as a musical accompanist and improviser. In the spirit of Paulo Freire, Daniel strives to "risk an act of love" in his work with students of all backgrounds. Through his teaching practice, he hopes to empower learners and their communities to shape their political landscapes and find their own voices.

DR. MARIAN SPENCER EQUITY AMBASSADOR AWARD RECIPIENTS



Dana Harley, Faculty Recipient

Dr. Dana Harley is currently an assistant professor in the School of Social Work in the College of Allied Health Sciences. Dr. Harley's research examines hope and well-being among children, adolescents and families living in poverty. She serves on the boards of numerous community agencies that seek to promote well-being among underserved populations. Dr. Harley has numerous publications and national conference presentations. She has been Co-Principal Investigator or Co-Investigator on over \$2 million in federal grants. Dr. Harley has been the recipient of multiple awards including the CAHS Excellence in Teaching Award, and Distinguished Alumni Awards for SSW and CAHS.



Wayne Black, Staff Recipient

Wayne Black joined the University of Cincinnati in May 2016 as Assistant Director of Career Services in the Carl H. Lindner College of Business. Prior to joining the university, he was as Upward Bound Academic Advisor at Mount St. Joseph University. As a part of his role within Lindner Career Services, Wayne serves as the professional development liaison for the Business Fellows community, which is a program for underrepresented students within the Lindner College of Business. Wayne has always had a passion for creating a more equitable workplace, which includes helping students successfully navigate the diverse workforce. He is also an advocate for creating opportunities for underrepresented students within higher education. Most recently, Wayne has led professional development sessions to empower the Lindner Career Services team, amongst others, to grow in the area of diversity, and challenges others to be intentionally inclusive.

DR. MARIAN SPENCER EQUITY AMBASSADOR AWARD RECIPIENTS



Anahita Sharma, Student Recipient

Anahita Sharma is a graduating senior at the University of Cincinnati studying Liberal Arts: Women's, Gender, and Sexuality Studies, Sociology, and Creative Writing. For the past two years, she has worked for UC's award-winning Racial Awareness Program (RAPP) as a student facilitator for all RAPP intensives. She created Intersectional Leadership Collaborative, a social justice intensive program for student leaders, independently developing its curriculum and facilitating weekly meetings. She is a past recipient of the Terence L. Jones Diversity Award, demonstrating her commitment to racial and social justice. Anahita is also a published poet and accomplished violinist.



ROOTEd Student Affairs, Organization Recipient

Dr. Nicole Ausmer and Brice Mickey of Student Activities & Leadership Development) along with Rosalyn Robinson Collins of the UC Women's Center call the Division of Student Affairs home. Together they created and implemented ROOTEd (Respecting Ourselves and Others Through Education) an Equity and Inclusion training/certificate for the Division of Student Affairs. They all have a passion for Equity and Inclusion work, and this is evidenced by their commitment towards this project and the work that they do throughout campus to move E&I forward.

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Jelanah Cheatham
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Priya Modgil
Sachika Singh
Swechcha Kurapati
Tosha Bapat
Venkat Suru

CONGRATULATIONS TO OUR 2018 E&I INCENTIVE GRANT RECIPIENTS

College of Allied Health Sciences
The Diversity Enrichment Project (Welcome Weekend)

College of Allied Health Sciences/Department of Communication Sciences and Disorders
Developing Language Inclusive Preschool Learning Environments: An Interprofessional Partnership Fostering Language Diversity

Arts and Sciences
Running Start Summer Bridge for A&S Community Scholars

UCBA/Allied Health and Dental Hygiene
Advancing Minority Healthcare Career Pathways Through Modeling Behavior

CECH
Barrier Busters: College Planning and Transition for Students from Cincinnati Public Schools Center for Pathways Advising and Student Success

Creating a New Source of Support for Unrepresented Advisors

UC Clermont
UR MAP 2 SUCCESS-(play on texting) U-nderR-epresented M-inority A-mbassador P-rogram

Clermont/BLT
UC Clermont Rising T.I.D.E: Teaching Inclusion, Diversity, and Equity

ELCE
Increasing Diversity, Equity, and Inclusion in Experiential Learning Opportunities Through International Internships and Intercultural Awareness Research

Ethnic Programs and Services
The Ohio Latino Student Summit

UC Libraries
Exploring the Diverse Career Paths within Libraries

Psychology and CET&L
Putting the spotlight on microaggressions: Using critical incidents to foster inclusion at UC

Office of the Treasurer
Bearcats Food Pantry Partnership and Expansion – Building a Better Community by Fighting Hunger Today

THANK YOU

The UC Equity & Inclusion Conference Planning Committee is proud to acknowledge the following for supporting the 10th Annual E&I Conference. This list is complete as of the printing of this program.

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Numerous volunteers who provided assistance throughout the day

CONFERENCE NOTES

I AM AN INCLUSIVE LEADER

Save the Date

*The 11th Annual
Equity & Inclusion Conference*

Wednesday, April 3, 2019


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CINCINNATI