

**TAMUG Conference on Inclusion and Diversity in Higher Education  
Presentation Titles with Abstracts**

**1) “Race in Digital Learning Space(s): Centering Student of Color Narratives”**

**James Beeks, University of Texas at Austin**  
**Jalon Berry, Sam Houston State University**  
**Alexis Davis, Lone Star College System**  
**Dr. Paul Eaton, Sam Houston State University**  
**Dr. Ricardo Montelongo, Sam Houston State University**

Ahmed (2012) discusses how ‘diversity’ becomes a non-performative indicator of institutional inability to dialogue and confront systemic oppressions. Specifically, Ahmed notes how the rhetoric of *diversity*, now coded to cover for *race*, *queerness*, and other social identities, upholds systemic racism. Mechanisms such as mission statements, task forces, diversity offices do little or nothing to achieve racial equity on college campuses (Ahmed, 2012). This proposal will apply Ahmed’s (2012) ideas to discuss how diversity is represented in a growing component on many college campuses nationwide – online learning. What we think of as a ‘college’ or ‘university’ is rapidly shifting in the digital age. Online learning continues to proliferate at a rapid pace with more than six million students in the United States enrolled in some variation of an online or distance education course (Allen & Seaman, 2017). The session includes student and faculty panelists currently connected with an online graduate degree program. The panel will focus discussion of the student of color experience in online learning.

**2) “Diversity in Leadership Across Ontario Universities: An Exploratory Analysis”**

**Dr. Wendy Cukier, Ryerson University**  
**Dr. Roger Pizarro Milian, Nipissing University**

Numerous government regulations and institutional initiatives have emerged to improve the representation of women and racialized minorities at all levels of higher education in Canada. Yet, the “glass ceiling” persists and limits the advancement of women and racialized leadership roles in Canadian universities, with gaps persisting in spite of the “Equity Myth” (Henry et. al, 2017). Canadian scholars lament the limited data on academic leadership, whose demographic composition we know very little about. Although studies repeatedly consider the situation for marginalized groups in Canadian universities (e.g., Childs et al., 2016; Finnie et al., 2015), including faculty (e.g., Dua & Banji, 2012; Henry, 2017; Ramos, 2012), limited peer-reviewed research exists on senior academic and executive leaders (e.g., deans, chancellors, presidents and provosts). Drawing on an original data set representing 439 senior university leaders, this study aims to ameliorate this research and knowledge gap by empirically mapping the demographic composition of academic leaders across Ontario. Our findings suggest that women and people of colour are typically underrepresented compared to their presence in the population. Subsequently, we will theorize the implications and effects of these empirical trends through a critical ecological model (Author et al., 2016), which attends to the overlapping societal, organizational and individual level mechanisms that inhibit the penetration of women and people of colour into leadership positions.

**3) “Examining the Portrayal, Perception and Reality of Historically Black Colleges and Universities in Popular Culture”**

**Justin Lamar Bryant, University of Houston**  
**Darrell Lee Hooker, University of Houston**

The portrayal of non-dominant cultures in public media, specifically African-American culture, is important in shaping the perception of such groups by the general public (Protest & McComb, 2016). This presentation seeks to compare the portrayal of Historically Black Colleges and Universities (HBCUs) in popular culture by conducting an analytical comparison, using elements of

Critical Race Theory (CRT). Using representations of historically black colleges in two U.S. prime time situation comedies “The Cosby Show” and “Blackish” this presentation demonstrates that there are effective and ineffective ways to tell Black stories that contribute to the dismantling of deficit thinking about institutions that have been of historic value to the Black community, and America as a whole.

**4) “Using Emerging Technologies to Dismantle “Extronormativity” in the Classroom”**

**Julie M. Smith, Texas A & M University College Station**

Susan Cain’s book *Quiet* has been credited with starting the “Quiet Revolution,” the re-evaluation of the myriad ways in which society preferences extroverts and marginalizes introverts. Her work shows that systems built around the needs and desires of extroverts not only denies the full flourishing of introverts but also robs the wider society of their unique perspectives and talents. Educators have usually foregrounded other (worthwhile) outcomes, such as collaboration and the development of leadership skills, without attending to how the various pedagogical practices used to achieve these goals. Racial, gender, sexual and class identities further exacerbate engagement with introverts in the classroom.

This presentation will begin by briefly examining the history and theory of introversion and extroversion. Then, it will explore how some common classroom practices can inadvertently contribute to a difficult learning environment for introverts. The bulk of the time will examine how emerging technologies can be deployed so that educational objectives (including collaboration) can be achieved in a way that is in harmony with the learning styles and personalities the range of cultural identities of introverts.

**5) “Mexican schools” and their impact on college aspirations: Former student perspectives”**

**Dr. Ricardo Montelongo, Sam Houston State University**

The history of “Mexican schools” in Texas is not widely disseminated in the classroom, both at the K-12 and college level. Although these schools were present in the Post-war Era of the United States, especially in states like Texas, the current generation of Mexican-American students often are not aware that such segregation was widely practiced in established Mexican-American communities. This presentation offers a critical reflection on narratives about these segregated schools shared with the presenter by family members within the context of his efforts as a faculty researcher to fill gaps in his educational journey.

**6) “Promoting Organizational Change through Self Awareness”**

**Dr. Katherine Sprott, Lamar University**

**Dr. Clementine Msengi, Lamar University**

What are the dynamics of differences? What are the sources of information regarding cultural differences? How do perceptions impact the dynamics of differences? Organizations make decisions on a daily basis regarding the changes in culture and policies in reference to diversity. With the changing demographics, understanding the perceptions of self and the people we serve is critical to the well-being of our communities and global society. This interactive session will discuss how perceptions and stereotypes are created and impact daily decisions. The following objectives will be addressed: (1) participate in interactive self -awareness activities on cultural competences (2) view different sources that negatively impact influence diverse groups and (3) share strategies that organizations can employ to facilitate inclusion. Recommendations to increase cultural awareness in the higher educational setting will also be shared.

**7) The Detroit Institute of Arts: African American Inclusion in Museums**

**Hannah Dominique, Texas A & M Galveston Campus**

This presentation examines The Detroit Institute of Arts' major role in the representation of African Americans in the city from several perspectives. First, it considers the museum's emphasis on African and African American artists and how that focus offers ways for DIA to engage the city's majority minority demographic. It also explores the DIA's community relations efforts to engage children and families in a variety of free activities from chess clubs to panel discussions on race related issues. The philanthropic approach of the museums in terms of racial representation is powerful for tourists and residents to experience but the economic benefit to the community is just as significant. Finally, the presentation concludes with analysis of how the Detroit Institute of Arts' engagement with its diverse racial demographic parallels Detroit's steady economic growth.

**8) "The Intersection of Pedagogy and Andragogy: Bridging the Gap Between Secondary and Higher Education"**

**Dr. Daniel T. Caldwell, Texas A & M University at Commerce**

**Jennifer Atkinson, Ed.D, Social Studies Instructor at Belton ISD**

**Sabine Branch, Ed.D, Director of Faculty Development, Brazos Christian School**

**Leighann Temple, Ed.D, Government Faculty, Central Texas College**

The panel presentation offers faculty perspectives on the solutions necessary to ensure a successful transition from secondary to higher education. The topics for the panel include faculty institutes for secondary and higher education, to create professional development regarding content knowledge and best teaching practices, creating a collaborative partnership between P-12 institutions and institutions of higher education, perceptions of early college high schools.

**9) "The Cost of Being a Trailblazer: Jerry LeVias and the Integration of Southern Methodist University"**

**Donna Gosbee, Southern Methodist University**

As we walk around our respective campuses and see minority students mulling about, it is easy to take it for granted that they are just *there*. Yet the journey to inclusion on many of our campuses for African American students was not an easy one—especially for those first ground-breaking trailblazers who paved the way for others. What price did they pay to secure a place for others after them? The oral history of 1969 Southern Methodist University graduate Jerry LeVias illustrates the risks of being one of the first African Americans on a campus.

SMU created the Black History at SMU Oral History Project to collect the stories of African American alumni who fought to integrate the university in the 1960s and 70s. One of the most compelling stories from the histories collected to date is that of Jerry LeVias who entered SMU in 1965 and overcame blatant racism and even violence against him during his time at the university. But his story is also one of perseverance.

**10) "Path and Performance of Women in Higher Education"**

**Dr. Joan Mileski, Texas A & M Galveston Campus**

**Dr. Melissa Wiseman, Texas A & M Galveston Campus**

**Dr. Grace Wang, Texas A & M Galveston Campus**

**Dr. Cassia Bomer Galvao, Texas A & M Galveston Campus**

The panelists, who are professors in the Department of Maritime Administration of Texas A&M University in Galveston, will bring their experiences and expertise to a roundtable format, discussing their unique paths and achievements, what they have learned along the way, and the keys to a successful career in academia as teachers, researchers and leader Business Management Schools. Topics discussed will include developing a career in academia, finding advancement through professional development, and knowing your strengths to top performance and to promote a positive impact to students and research. Thus, this panel hopes to contribute to give

practical examples of different academic career paths could be positive to students and desired by institutions.

**11) "Why Don't My Leaders Look Like Me? A Qualitative Perspective from Hispanic Males at a Hispanic Serving Institution"**

**Jessica Thompson Falla, Lee College**

**Marylou Ortuvia, Lee College**

**Diana Terry, Lee College**

While Latinos are the fastest growing minority in the United States, within higher education they still face underrepresentation (Jones and Castellanos, 2003). Saenz and Ponjuan (2008) content that Latino males are disappearing from the American education pipeline, especially within postsecondary levels. While many factors contribute to this, such as peer dynamics, institutional barriers, family obligations, and labor force demands, this presentation seeks to address how the lack of representation and the lack of a Hispanic male voice at the decision-making table may affect Hispanic male students.

As school administrators are the driving force behind institutional policy, it is important to examine the impact the lack of representation in a decision-making role can have. To better understand how this can affect the academic experiences of students, counselors and coaches at Lee College will examine how Hispanic male students are affected by not having leaders that "look like them" at their community college, that is a Hispanic Serving Institution. Qualitative data from student interviews and/or focus groups will be analyzed and shared to illuminate the experiences of Lee College's Hispanic male students. Session participants will be challenged to reflect on the make-up of their own administrative body and how this may impact the academic experiences of their students. Discussion will also be guided toward helpful practices to address disparities in administrative representation.

**12) "Fostering an Inclusive and Diverse Academic Community with the UHCL Common Reader Program"**

**Dr. Anne Gessler, University of Houston-Clear Lake**

**Christine Walther, Ph.D., University of Houston-Clear Lake**

**Anne Ngo, University of Houston-Clear Lake**

**Angie Montelongo, University of Houston-Clear Lake**

**Wanalee Ocasia Romero, Ph.D., University of Houston-Clear Lake**

The panel will present the challenges of and imperatives for having an inclusive and diverse Common Reader Program, given our current polarized political and cultural climate. The University of Houston-Clear Lake's (UHCL) common reader is the foundational book for the required First-Year Seminar, and engages themes of professional development, community belongingness, and civic engagement. By holding events throughout the academic year that connect the common reader to contemporary issues of public concern, the Common Reader Program fosters a collaborative, university-wide academic community driven by democratic, evidence-based conversation. To do so, the program partners with multiple stakeholders—Student Services Offices, the Alumni Association, and local community engagement groups—to design high-impact programming building on UHCL's intersectional identity as a veteran-friendly, Hispanic Serving Institution with a large population of first-generation, undocumented, or otherwise non-traditional students. Participating in poetry readings, film and speaker series, mentoring meetings, student-driven dialogues and conferences, and other sponsored events, first-year students, community members, faculty, and staff critically reflect on their relationship to the common reader and their world.

**13) "Bed, Bath, and Beyond the Gender Binary"**

**Danny Roe, Texas A & M University Galveston Campus**

In 2018, we are faced with a growing population of diverse students, and how we serve them is creating challenges for many staff, faculty and university administrators. Gender diversity has been in the spotlight for the past few years, and now more than ever, pressure is put on faculty and staff every day to respond swiftly and effectively to the needs of these students and the backlash they may face while on a college campus.

This is an interactive discussion session where participants will work collaboratively with other higher education professionals to find ways to better serve students who express gender outside of the gender binary of male and female. We will discuss terms, student issues, general university policies, and scenarios. Through this session, we hope to provide real world cases that you will be able to work through and better understand this growing population of students.

**14) "Are We Doing This Right?: A Collaborative Autoethnography of a Cross-Racial Advising Relationship"**

**Kevin Bazner, Texas A & M University College Station**

**Charles Frazier, Texas A&M University College Station**

In this collaborative autoethnography, we consider the importance of "authenticity" for the maintenance self-identity for social justice educators in higher education. A collaborative autoethnography is a qualitative research method that utilizes data about two or more individuals and context to gain a deeper and multi-layered understanding of the connectivity between self and others (Ngunjiri, Hernandez, & Chang, 2010). This dialogue between a White former student affairs professional and a Black student advisee, the authors explore and interpret their own situated understanding of themselves, shared community/institutional discourse, and meaning of a social justice paradigm. The authors systematically contrast their reflections on their experiences as a former student affairs practitioner and student advisee to examine points of similarity and difference. By sharing and interrogating their individual experiences, the authors highlight that the relationship between authenticity, identity, and diversity work is complex and multifaceted.

**15) "A Whitewashed Worldview: An Analysis of the Racial Conversation in a Campus Newspaper"**

**Kevin Bazner, Texas A&M University College Station**

**Chayla Haynes Davison, Texas A&M University College Station**

**Bianca Quiñones, Texas A&M University College Station**

Campus newspapers are a social institution that shape racial discourse and the perceptions of the racial climate on a college campus. Everything from what is reported, how it is reported, and what distribution channels are used have a profound effect on how a campus views themselves. That is, quite often, a whitewashed worldview that reflects many aspects of the history, privilege, values, and norms of a particular social institution. From 2016-2017, we examined 62 articles from Texas A&M University's student-run newspaper, *The Battalion*, that met our criteria. Using Bonilla-Silva's (2017) frames of colorblind racism, we then analyzed each article for how they discussed race, racism, and whiteness within the print and online sources for campus news articles. Findings from our analysis mirror those of colorblind racism, including: abstract liberalism (reverse racism), minimization of racism, cultural racism, and a naturalization of racism. The authors argue for the development of critical racial consciousness and cultural competence as a goal of undergraduate education.

**16) "Gender Inclusive Campus Housing"**

**Danny Roe, Texas A & M Galveston Campus**

Public universities in the state of Texas have unique opportunities and struggles to protect the rights of transgender students. This presentation walks through a brief history of laws and policies built to protect transgender students and the state of those protections today. Following the history, we will discuss how one university is putting together puzzle pieces from other public universities to create a fully inclusive campus for students including housing policy, academic rosters, name changes, health care policies, and more. We will end with a discussion on what the audience's needs are at their own institution.

**17) "Roundtable: Critical Reflections on the TAMUG Common Reader's First Semester"**

**Dr. JoAnn DiGeorgio-Lutz, Texas A & M Galveston Campus**

**Adam Haney, Texas A & M Galveston Campus**

**Dr. Jenna Lamphere, Texas A & M Galveston Campus**

**Mario Rodriguez, Texas A&M Galveston Campus**

**Samantha Beltran, Texas A&M Galveston Campus**

**Julie Garza-Horne, Texas A&M Galveston Campus**

**Dr. Katherine Echols, Texas A&M Galveston Campus**

**Amie Hufton, Texas A&M Galveston Campus**

**Moderated by Dr. Carol Bunch Davis, Texas A&M Galveston Campus**

Texas A & M Galveston Campus launched its Common Reader program in Spring of 2018. The program utilizes a single text across disciplines to reinforce the core curriculum's goals and to provide students with multiple, scaffolded opportunities to hone transferrable skills including critical analysis. Through the Common Reader courses, we work toward providing students with a transformational learning experience and an opportunity to reflect on enduring questions we face as a society from an array of disciplinary perspectives that emphasizes continuities across disciplines. In the program's inaugural semester, students in six core curriculum courses including English, Sociology, Political Science and Kinesiology read J.D. Vance's *Hillbilly Elegy: A Memoir of a Family and a Culture in Crisis* which offers opportunities to discuss a host of issues including , but not limited to, the 2016 presidential election, social capital, class mobility and the representation of Appalachian culture.

This presentation offers a brief introduction and discussion of the program, affiliated faculty and courses as well as related cocurricular programming. Then student and faculty panelists share reflections on their first semester experiences, practices and successes as well as offer insights on the pitfalls and promises they face as they move into a new semester with the program.

**18) "Increasing Enrollment of Under-represented Populations by Way of Regional Admission Centers and Alternative Enrollment Pathway Programs"**

**Dr. David deSousa, Texas A & M University, College of Engineering**

**Dimitri Lyon, Texas A & M Houston Region Prospective Student Center**

This session will examine how regional recruitment centers have assisted Texas A & M University to increase enrollment of under-represented student populations via admissions advising, facilitation of campus trips, and admission related programming. Specific emphasis will be placed on enrollment pathway programs such as the Chevron Engineering Academy program which is the first engineering transition program of its kind in the U.S. In highlighting the efforts of the Chevron Academies, we will focus our discussion on how similar programs may be utilized to meet and exceed STEM enrollment growth.

**19) "Peace Through Conflict"**

**Dr. Nancy T. Watson, Texas A & M University College Station**

**Dr. Kenita Rogers, Texas A & M University College Station**

Conflict is inevitable in our lives and work organizations. Conflict is defined as people having opposing needs, ideas, beliefs, values or goals. As our workplaces become increasingly diverse, the number of conflicts that occur will increase. Ensuring that when conflicts arise that they are addressed in strategic, effective and constructive ways by integrating dialogue as a communication tool is central to conflict resolution. This session will present a model for effectively engaging in conflict through the use of dialogue that highlights: the importance of engaging in conflicts when they arise, using dialogue as a communication tool, conflict intervention strategies and a viable dialogue model to prompt resolution.

**20) "How Do We Address the Issues of Inclusion, Diversity and Social Justice in a Hostile Society"**

**Jackalyn Rainosek, Ph.D., Co-Owner and Founder of DTP-Leadership Group, LLC, Houston, TX, Certified Master, The Leadership Challenge®, Consultant for Leadership and Social Justice at Texas A&M Galveston Campus**

**Liz Cloud, Co-Owner and Founder of DTP-Leadership Group, LLC, Certified Master, The Leadership Challenge®, Consultant for Social Justice**

As we have worked in multiple organization and industries over forty-eight years, one thing has become abundantly clear; many organizations assume they have "done diversity work." Yet, today, we live in the United States with a more violent environment, and dramatically different views of what to do about issues related to inclusion, diversity and social justice. Unfortunately, people have formulated habits over time, even over generations, and the demonstration of these beliefs, expectations and opinions are more oppositional. When these habits collide with other's habits the end result is acts of social injustice. When these multitudes of habits are taken into organizations they influence the organization's habits better known as the organization's culture. In the history of moving towards social justice we have implemented many social justice initiatives to treat people equitably. However, as we look around our world today, it is clear we still have a significant amount of work to do, and we all need to find new ways to approach people and teach them skills to bridge the major differences. In this presentation we will provide our learnings, experiences and materials that we have developed to help with the dialogue that needs to occur to address social injustices in our current environment.

**21) "Black History at Southern Methodist University Oral History Project" India Simmons, Embrey Human Rights Program Fellow and McNair Scholar, Southern Methodist University**

This multi-year oral history research project seeks to record the experiences of Black students at Southern Methodist University, from 1965 and the period of integration at the school to the present. Working with librarians, archivists, and Professor Jill Kelly, I conducted oral history interviews with alumni and then transcribed such interviews to the public via Central University Libraries. I expanded the project's scope to include oral history accounts by all students of color, particularly Latinx alumni. This session recounts the experience of developing the oral history project and reflects on its significance for both listeners and participants.

TAMUG Conference on Inclusion and Diversity in Higher Education  
September 12-13, 2018

Session Time	Wednesday, September 12	Thursday, September 13
7:00 a.m.-9:00 a.m.	Registration	Registration
7:30 a.m.-8:00 a.m.	Welcome & Introductions	Welcome & Introductions
8:15 a.m.-9:15 a.m.	"Using Emerging Technologies to Dismantle "Extrnormativity" in the Classroom" (20 minutes) Room: Ivy 1	"Why Don't My Leaders Look Like Me? A Qualitative Perspective from Hispanic Males at a Hispanic Serving Institution" (45 minutes) Room: Ivy 1
	"The Detroit Institute of Arts: African American Inclusion in Museums" (20 minutes) Room: Ivy 1	"Peace Through Conflict and Dialogue" (45 minutes) Room: Vine 1  "Black History at Southern Methodist University Oral History Project" ((30 minutes) Room: Vine 2
9:30 a.m.-10:30 a.m.	"Path and Performance of Women in Higher Education" (45 minutes) Room: Ivy 1	"Race in Digital Learning Space(s): Centering Student of Color Narratives" (45 minutes) Room: Vine 1
10:40 a.m.-11:40 a.m.	"Gender Inclusive Campus Housing" (20 minutes)	"Diversity in Leadership Across Ontario Universities: An Exploratory Analysis" (20 minutes) Room: Vine 1
	"Examining the Portrayal, Perception and Reality of Historically Black Colleges and Universities in Popular Culture" (30 minutes) Room: Ivy 1	"Promoting Organizational Change through Self Awareness" (20 minutes) Room: Vine 1
11:50 a.m.-1:15 p.m.	<b>Keynote Luncheon Speaker:</b> Dr. Margaret Salazar-Porzio Salons FGH	<b>Keynote Luncheon Speaker:</b> Christian Picciolini Salons FGH
1:30 p.m.-2:30 p.m.	"Bed, Bath and Beyond the Gender Binary" (20 minutes) Room: Vine 1	"A Whitewashed World View:An Analysis of the Racial Conversation in a Campus Newspaper" (30 minutes) Room: Ivy 1
	"Fostering an Inclusive and Diverse Academic Community with the UHCL Common Reader Program" (20 minutes) Room: Vine 1	"How Do We Address the Issues of Inclusion, Diversity and Social Justice in a Hostile Society" (20 minutes) Room: Ivy 1
2:45 p.m.-3:45 p.m.	"Mexican Schools" and Their Impact on College Aspirations: Former Student Perspectives" (20 minutes) Room: Ivy 1	"Are We Doing This Right?: A Collaborative Autoethnography of a Cross Racial Advising Relationship"(25 minutes) Room: Vine 1
	"The Cost of Being a Trailblazer: Jerry LeVias and the Integration of Southern Methodist University" (20 minutes) Room: Ivy 1	"Increasing Enrollment of Under-represented Populations by Way of Regional Admission Centers and Alternative Enrollment Pathway Programs" (25 minutes) Room: Vine 1
4:00 p.m.-5:00 p.m.	"Roundtable: Critical Reflections on the First Year of the TAMUG Common Reader Program" (45 minutes) Room: Vine 1	"The Intersection of Pedagogy and Andragogy: Bridging the Gap Between Secondary and Higher Education" (45 minutes) Room: Ivy 1
5:30 p.m.-7:00 p.m.	Meet and Greet Moody Gardens Hotel Lobby	Meet and Greet Moody Gardens Hotel Lobby