



RISE

Conference

MARCH 25 & 26, 2021
CONFERENCE PROGRAM

About the Conference

RACE

Modeled after the Iowa State Conference on Race and Ethnicity (ISCORE), the Race Identity and Social Equity (RISE) Initiative is a yearlong program that provides students with a better understanding of race, identity and social equity in higher education.

IDENTITY

The RISE Initiative includes an annual conference and a fellowship opportunity. RISE Research Fellows are select student leaders who attend the National Conference on Race and Ethnicity known as NCORE, conduct research during the following fall and early spring semesters, and present their research findings to the campus community at the annual RISE Conference.

SOCIAL

Through critical research and meaningful dialogues, the RISE Conference seeks to cultivate an understanding of diversity and establish a brave space and open environment for discussions on issues that impact Texas A&M and beyond.

EQUITY

With support from the Division of Student Affairs, academic colleges, and the Association of Former Students, the RISE Initiative is coordinated by the Department of Multicultural Services.

Keynote Speaker

DR. TANYA WILLIAMS

Social Justice
Educator, Authentic
Coaching and
Consulting

Tanya O. Williams' mission is to provide and create spaces in relationships, conversations, communities for all people to feel seen and appreciated for their authentic selves. She believes that educating and working toward

equity within organizations and with working with individuals to invite them into their authentic power and agency will get us closer to that goal.



Born and raised as a working class in Houston, Texas, Tanya is based in New York City leads Authentic Coaching and Consulting (www.authenticseeds.org) to move closer to her mission and vision of a socially just world. She's done work with colleges and universities, non-profits, and K-12 schools including NYU Stern School of Business, National Collegiate Athletic Association (NCAA), American College of Greece, The Moth, Spence School, Harvard University Law School and others.

She has over 20 years of diversity, inclusion, and social justice teaching, programming and facilitation experience in higher education including professional roles at the University of Massachusetts Amherst, Mount Holyoke College, and Union Theological Seminary in the City of New York. She holds a doctorate (Ed.D) in Social Justice Education from the University of Massachusetts at Amherst, and her dissertation focused on internalized racial oppression and process toward liberation. She also holds an MS in Educational Administration ('96) and BA in Journalism and English ('94) from Texas A&M University.

Conference sessions

THURSDAY, MARCH 25TH

Workshop Session

10:00 a.m. - 10:50 a.m.

Developing Racial Wellness & Honoring Cultural Healing

Combating racism, injustice, and oppression can feel like a never ending process. For many people, all of their energy and focus are consumed by these systematic and daily attacks, leaving them feeling drained or overwhelmed. The Developing Racial Wellness & Honoring Cultural Healing sessions is designed to provide participants an opportunity to center their awareness of the racial and cultural healing systems. This session includes the following topics: cultural healing and wellness plan, racial battle fatigue, and engaging in activism.

Santana Simple, Ph.D., LPC, NCC, Assistant Director, Counseling & Psychological Services.
Warren Wright, M.Ed., LPC-Associate, NCC, Professional Counselor - Associate, Counseling & Psychological Services.

Keynote Address

11: 00 a.m. - 12:45 p.m.

Dr. Tanya O. Williams, Social Justice Educator, Authentic Coaching and Consulting Creating and Sustaining an Inclusive Campus Culture

In our country's present climate, individuals and organizations working to create a world that is inclusive and equitable have to be reflective and intentional about their policies, practices, and actions toward creating a world that works for all. It will take much more than simply thinking that equity and social justice is a good idea - we will need to develop skills, practice some behaviors, and settle into the courageous, authentic self that will stay focused during "the long game" of achieving equity on campus and in the world. Join social justice education and equity consultant and coach, Dr. Tanya O. Williams to reflect on practices and possibilities available to us as we strive towards creating an inclusive campus culture.

Conference sessions

RISE Research Team Panel

2:00 p.m. - 2:50 p.m.

Leveraging Technology for Impact: Engaged Research with African American Communities During the COVID-19 Pandemic

COVID-19 challenged The Texas Freedom Colonies Project's ability to continue its applied, collaborative research with descendants of endangered, ecologically vulnerable, historically Black communities. The team's social justice-focused, critically engaged research approach usually requires face-to-face communication, technology demonstrations, and dialogue with the public and community-based partners. This presentation describes and assesses the efficacy of the virtual modes of communication and engagement (social media, webinars, and Facebook Lives) the team deployed during the pandemic in 2020 to continue its mission--making Black settlements visible and relevant to policymakers and planning practitioners.

Andrea Roberts, Ph.D., Directors, The Texas Freedom Colonies Project

Jennifer Blanks, Graduate Student, Landscape Architecture & Urban Planning

Schuyler Carter, Graduate Student, Research Assistant - The Texas Freedom Colonies

Maria Valentina Aduen Ramirez, Graduate Student, Research Assistant - The Texas Freedom Colonies

Kendall Girault, Undergraduate Student, RISE Fellow

Sophia Godfrey, Undergraduate Student

RISE Paper Session

4:00 p.m. - 4:50 p.m.

“Liminal Existence and Deportability in the Brazos Valley”

Sophia Chunga Pizarro, Undergraduate Student

“Somos Texas A&M”: Latinx First-Generation Students' Perspectives on the Aggie Experience

Gabriela C. Zapata, Ph.D., Associate Professor/ADVANCE Administrative Fellow, Department of Hispanic Studies/Office for Diversity

Maria Irene Moyna, Ph.D., Professor, Department of Hispanic Studies

Conference sessions

Workshop Session

5:00 p.m. - 5:50 p.m.

Who is Asian American?

There are various terms used to denote the Asian and Pacific Islanders populations in the U.S. such as the term Asian American, Asian American Pacific Islander (AAPI), and Asian Pacific Islander American (APIA). Many U.S. post-secondary institutions including the Department of Multicultural Services (DMS) at Texas A&M University have recently adopted the pan-ethnic term Asian Pacific Islander Desi American (APIDA) to classify their Asian & Pacific Islander student population. The workshop will introduce research around pan-ethnicity, provide historical context on the origin of the term of Asian American and the implications and limitations of the term APIDA, as well as the reasoning for the DMS using the term, APIDA in their work.

Thomas Nguyễn, Program Advisor, Department of Multicultural Services

Jessica Hsu, Graduate Student

Matthew Nguyen, Former Student '20

Rushali Sarkar, Undergraduate Student

FRIDAY, MARCH 26TH

RISE Paper Session

9:00 a.m. - 9:50 a.m.

“Creating Space for Indigenous Epistemologies: Picking the low-hanging forbidden fruit from the dominant tree of Western Science”

Carl Fahrenwald, Ed.D., Clinical Assistant Professor, College of Education & Human Development

“Conducting an Anti-Racism Audit of Well-Worn Teaching Materials”

Dawn Jourdan, Ph.D., Professor, Landscape Architecture & Urban Planning

Conference sessions

Workshop Session

10:00 a.m. - 10:50 a.m.

Standard English Myths: A workshop on linguistic diversity

Attendees will experience first-hand a one-hour interactive workshop that has been offered on campus to undergraduates to improve their attitudes toward international teaching assistants, their language ideologies, and their perceptions of “accented” or “nonstandard” speech. Through a combination of activities and discussion, attendees explore and interrogate their own linguistic presumptions and discover non-linguistic factors that affect cross-linguistic communication.

Brandon Cooper, Ph.D., Sr. Instructional Consultant, Center for Teaching Excellence
GiNESSA Payne, M.A., Instructional Consultant, Center for Teaching Excellence

RISE Research Team Panel

11:00 a.m. - 11:50 a.m.

I.LEAD - Inclusive Leadership Education and Development

In 2020, the Mays RISE research team started the I.LEAD initiative to better understand opportunities to enhance effectiveness of three peer led recruitment and retention programs: Mays Transformational Leadership Academy (MTLA), Leadership Initiative Conference (LINC), and the Regents’ Ambassadors Program (RAP). This session provides survey results from previous and current MTLA, LINC, and RAP student leadership experiences. Implications for developing structured inclusive student leadership curricula and use of programming as a series of interventions attending to the application (MTLA), matriculation (LINC), and first-year retention (RAP) stages of a student’s transition into higher education are also explored.

Nancy Hutchins, Ph.D., Clinical Assistant Professor & Director of Diversity & Inclusion
Charlie Pierre, M.Ed., Program Coordinator I, Student Transformation Center
Gabriel Verduzco, M.Ed., Academic Advisor II, Student Transformation Center
Zohar Darugar, Undergraduate Student, RISE Fellow
Doraime Soriano, Undergraduate Student, RISE Fellow
Anthony Carroll, Undergraduate Student, RISE Fellow

Conference sessions

RISE Research Team Panel

1:00 p.m. - 1:50 p.m.

Invisible Labor and Emotional Labor of Faculty During the COVID-19 Pandemic: Student Perspectives

This project examines the impacts of COVID-19 on individual scholars given changes in the organizational context of work, taking into account the differential impacts that are likely to occur along the basis of gender, race, ethnicity, caregiver status, discipline, and appointment status. More specifically, we are looking at student experiences with faculty to get a unique perspective of how the pandemic has had differential impacts on the invisible and emotional labor among faculty. Changes to the organizational context of work takes into account not only the universal disruptions to research and teaching effectiveness due to COVID-19 regulations, but also the individually experienced changes in caregiver roles and increases in “invisible labor” both at work and at home.

Cynthia Werner, Ph.D, Professor & Director of ADVANCE

Lawren Walker, Undergraduate Student, RISE Fellow. Benyt Hagler, Undergraduate Student

Workshop Session

3:00 p.m. - 3:50 p.m.

The Health Gap: Origins of Health-Related Distrust and Inequities in Racialized Communities During the Age of COVID-19

This workshop will explore the multifaceted origins of distrust of medical and public health systems in BIPOC communities - delving into structural stressors and the societal response to the COVID-19 pandemic and vaccine hesitancy. The objective of this session will go beyond merely documenting disparities - using a health equity lens and intersectional framework, participants will generate solutions and strategize practical ways to advocate for COVID-19 vaccination in their communities. This workshop was developed by a collaborative workgroup from the Texas A&M School of Public Health comprising graduate students from the SPH Health & Wellness Committee and staff members from the Office of Student Affairs and the Office of Cultural Competency, Diversity, and Inclusion.

Alexander Le, Graduate Student, Texas A&M School of Public Health

Jacquita Johnson, Graduate Student, Texas A&M School of Public Health

Erin Schneider, Staff, Office of Student Affairs

Crystal Vinal, Staff, Office of Cultural Competency, Diversity, and Inclusion

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