THEME: *Charting a Roadmap for Diversity in a Changing Landscape—A Call for Action*

In recent years, the National Association of Diversity Officers in Higher Education (NADOHE) has responded to several national events that have called upon the expertise of higher education diversity and inclusion professionals. As NADOHE approaches the close of its first decade, the organization is poised to equip its constituents with industry standards, professional development, and opportunities for cross-industry networks and career advancement in the near and long-term future. Particularly, as early activists become elders of past movements and contemporary progressives urge deeper, beyond-the-60’s rhetoric, higher education and diversity-inclusion professionals have the opportunity to chart a course for a new terrain. This year’s annual conference is designed to engage NADOHE members in discussions concerning: 1) 21st century diverse students, faculty, and professionals; and, 2) pursuing Inclusive Excellence as the promising frontier in higher education. It is also designed to provide tools for take-home application as well as showcase research that supports members’ requests for support of their future diversity initiatives.

_Sunday, March 13_
Noon – 5:30 pm
Board of Directors Meeting

_Monday, March 14_
7:30 – 8:00 am
Coffee

8:00 am – 4:00 pm

**NADOHE Preconference Institutes Standards Focus**

_NADOHE Standards of Professional Practice_ are designed to 1) further refine understanding of the NADOHE Board approved professional standards of practice to ensure their successful implementation and professionalization of our field; and 2) understand the application of the standards in CDOs’ institutional contexts. Each session is designed to identify and address common core competencies needed to advance the careers of CDOs. This year’s pre-conference institute will highlight Standard Nine (Assessing Campus Climate); Standard Eleven (Knowledge of Nondiscrimination, Access, and Equity in Higher Education); and Standard Seven (Responding to Bias Incidents).

8:00 am – Noon

**Preconference Institute I**

**Assessing Campus Climate**
_Sponsored by Grand Valley State University_

**Speaker: Susan R. Rankin, Ph.D.**
Principal, Rankin & Associates Consulting
Associate Professor of Education, Pennsylvania State University (retired)
Moderator: Kevin G. McDonald, JD, EdD., Vice President and Associate Provost for Diversity and Inclusion, Rochester Institute of Technology

As colleges and universities continue to more accurately reflect the diverse makeup of society, institutions have focused on the importance of creating a campus environment that not only includes, welcomes, and accepts people of difference, but also responds to the issues and concerns facing underserved constituent groups. Although colleges and institutions attempt to foster welcoming and inclusive environments, they are not immune to negative societal attitudes and discriminatory behaviors. Consequently, campus climates have been described as racist for students and employees of color (Harper & Hurtado, 2007; Rankin & Reason, 2005) “chilly” for women (Hall & Sandler, 1984; Hart & Fellabaum, 2008), and “hostile” for lesbian, gay, bisexual, transgender, queer-spectrum, trans-spectrum, community members (Dilley, 2002; Rankin, 2003; Rankin, Weber, Blumenfeld, & Frazer, 2010).

Climate is a complex concept that is not directly observable and difficult to measure (Hurtado, Griffin, Arellano, & Cuellar, 2008; Peterson & Spencer, 1990; Rankin & Reason, 2008; Tierney, 1990). In an attempt to measure climate, campus professionals and researchers often create constructs comprised of multiple attributes to assess climate—people’s attitudes about, perceptions of, and experiences within a specified environment (Glisson & James, 2002; Hart & Fellabaum, 2008; Peterson & Spencer, 1990; Rankin & Reason, 2008). An institutional climate assessment can assist in determining whether—and how well—institutions provide educational environments that foster specific outcomes such as academic success and persistence. Climate assessments should serve as “a foundation for institutional change” (Hart & Fellabaum, 2008, p. 222).

In this session, participants will:
1. Understand the concept of climate in the context of higher education
2. Discuss the objectives of conducting a campus climate
3. Examine a projected process for conducting a climate assessment

This presentation will focus on the influence of climate on “invisible” identities including queer-spectrum and trans-spectrum people.

Dr. Rankin retired from the Pennsylvania State University in 2013 where she most recently served as an Associate Professor of Education and Associate in the Center for the Study of Higher Education. Dr. Rankin has presented and published widely on the intersections of identities and the impact of sexism, genderism, racism and heterosexism in the academy and in intercollegiate athletics. Dr. Rankin’s most recent publications include the 2010 State of Higher Education for LGBT People, The Lives of Transgender People, the 2011 NCAA Student-Athlete Climate Study, and the 2016 United States Transgender Survey. Dr. Rankin has collaborated with over 170 institutions/organizations in implementing climate assessments and developing strategic initiatives. In her advocacy work, Dr. Rankin is a founding member of the Consortium of Higher Education LGBT Resource Professionals and the Statewide Pennsylvania Rights Coalition. Dr. Rankin is the recipient of the ACPA 2008 Voice of Inclusion Medallion and 2015 Diamond Honoree recognizing her outstanding and sustained contributions to higher education and student affairs.

STANDARD NINE
Has an understanding of the application of campus climate research in the development and advancement of a positive and inclusive campus climate for diversity.

Sponsored by Ernst & Young

Moderator: Silvia Ramos, M.S., EEO/AA and Diversity Officer, Winston-Salem State University

Presented by: Ande Durojaiye, J.D. Director, Office of Institutional Equity, Michigan State University

This institute will provide an informative review of federal requirements when responding to bias and other forms of discrimination on campus. Diversity officers will review current case studies of equity related issues on campuses around the country to gain perspective on assessing and responding to bias incidents that meet federal standards. The training will present effective techniques for combating bias incidents while complying with OCR guidance.

Ande Durojaiye is the Director and Deputy Title IX Coordinator of the Office of Institutional Equity at Michigan State University where he helps lead the University’s efforts to promote an inclusive, equitable campus for all. Ande is tasked with ensuring that the University is in compliance with all applicable discrimination laws, regulations, policies, and procedures including Title IX, Title VI, Title VII and the ADA. Prior to joining MSU, Ande served as the Executive Director of Equity, Inclusion and Compliance and Title IX Coordinator at Florida Atlantic University, and worked as an Attorney with the United States Department of Education Office for Civil Rights (OCR). During that time, Ande engaged in all aspects of civil rights enforcement including, investigating, providing legal guidance and conducting technical assistance. He earned his Juris Doctor degree from Georgetown University Law Center, Masters of Education from Loyola University Chicago, his Bachelor of Arts degree from Tennessee State University and is currently pursuing a Doctorate of Higher Education Leadership from Vanderbilt University.

STANDARD SEVEN

Has an understanding of the procedural knowledge for responding to bias incidents when they occur on college or university campuses

STANDARD ELEVEN

Has current and historical knowledge related to issues of nondiscrimination, access, and equity in higher education institutions.

2:45 – 3:00 pm

Break

3:00 – 4:00 pm
NADOHE 10TH ANNUAL CONFERENCE OPENING KEYNOTE SPEAKER
Sponsored by Georgia Institute of Technology

Erwin Chemerinsky, J.D., Founding Dean and Distinguished Professor of Law, and Raymond Pryke Professor of First Amendment Law, at UC Irvine School of Law

Introduction of Keynote Speaker: Archie Ervin, Ph.D., Vice President and Chief Diversity Officer and incoming NADOHE President

Erwin Chemerinsky is the founding Dean and Distinguished Professor of Law, and Raymond Pryke Professor of First Amendment Law, at UC Irvine School of Law, with a joint appointment in Political Science. Prior to assuming this position in 2008, he was the Alston and Bird Professor of Law and Political Science at Duke University from 2004-2008, and before that was a professor at the University of Southern California Law School from 1983-2004, including as the Sydney M. Irmas Professor of Public Interest Law, Legal Ethics, and Political Science. He is the author of eight books, including The Case Against the Supreme Court, published by Viking in 2014, and more than 200 law review articles. He frequently argues appellate cases, including in the United States Supreme Court. Dean Chemerinsky is a graduate of Northwestern University and Harvard Law School. In 2014, National Jurist magazine named Dean Chemerinsky as the most influential person in legal education in the United States.

Tuesday, March 15

7:00 – 8:15 am
Networking Breakfast

Intentional Conversations on National Events
Join colleagues for breakfast and conversations on topics that cover some of the more pressing issues confronting CDOs today, including:

• Racial Conflict and Campus Responses: an opportunity for informal sharing of issues and strategies to address the complexities associated with creating a supportive campus environment
• Title IX: Campus Models for Addressing and Responding to Relationship Violence and Sexual Misconduct
• Beyond Title IX: Other pressing federal regulatory issues confronting campuses including OFCCP’s final rule promoting ‘pay transparency’ that became effective January 11, 2016
• Self-reflection & Organizational Transformation: Mutually exclusive or interdependent? A need for introspection in order to serve as a powerful diversity change agent in complex higher education environments. How? Why? Benefits? Necessities?
• The CDO’s Challenge: Discuss how to serve as a contributing member on the senior leadership team (President/Chancellor, Provost, CFO, Research, etc.) while advancing transformative actions to address persisting, vexing social climate and classroom issues.
You will also have an opportunity to discuss strategies to increase faculty diversity; immigration and access to higher education, plus an opportunity to network on topics of general interest to you as diversity professional.

8:30 – 9:45 am
**ACE/NADOHE Joint Session**
Fisher II and Diversity as a Compelling Interest: The Current Campus Context and Societal Imperative

Introduction: Paulette Granberry Russell, J.D., Senior Advisor to the President for Diversity, Michigan State University
Moderator: Peter McDonough, J.D., Vice President and General Counsel, American Council on Education

This session will inform our respective members on the potential significant impact of *Fisher*, recognizing that in this climate, the significance of this case is heightened. Speakers include Jonathan Alger, president, James Madison University and Theodore Shaw, Julius L. Chambers Distinguished Professor of Law and Director of the Center for Civil Rights, University of North Carolina School of Law.

9:45 – 11:00 am
ACE Closing Session includes the presentation of the Reginald Wilson Award.
NADOHE MEMBERS ARE INVITED TO ATTEND

11:00 am – 1:00 pm
Lunch on your own

11:15 am – 12:45 pm
NADOHE Chapter Meetings

1:00 – 2:45 pm
**NADOHE ANNUAL CONFERENCE OPENING, PRESIDENT’S WELCOME REMARKS, and NADOHE-ACE Joint Convening**

*Benjamin D. Reese, Jr., Psy.D*, Vice President for Institutional Equity at Duke University and NADOHE President

*Molly Broad*, Ph.D., President, American Council on Education

**Campus Climate: Multiple Perspectives from Campus Leaders**
During this session we will engage leaders representing key areas on our campuses including, presidents, chief diversity officers, chief academic officers, general counsel, student affairs staff and faculty/researchers. They will offer their perspectives on the “new normal” and offer guidance in creating a diverse and inclusive campus environment. We are pleased that Ted Mitchell, Under Secretary, United States Department of Education will be in attendance.

3:00 – 3:15 pm
Break

3:15 - 4:30 pm
NADOHE Concurrent Sessions
Concurrent Session 1
Moving from Strategic Plans and Campus Climate to Action

Moderator: Taffye Benson Clayton, Ed.D. Associate Vice Chancellor for Diversity and Multicultural Affairs and Chief Diversity Officer, University of North Carolina at Chapel Hill

Presenters: Paula J. Pedersen, Ed.D. Faculty Fellow for Intercultural Initiatives, Co-chair of Campus Climate (UMD), Lendley Black, Ph.D., Chancellor, University of Minnesota Duluth (UMD) ; Susana Pelayo-Woodward, Director of the Office of Cultural Diversity, Co-chair of Campus Climate (UMD).

Aligning Campus Climate Change with the Strategic Plan: Convergence of the Campus Community.

Panelists will share their process of strategic alignment with a broad based inclusive campus climate initiative. Struggles and lessons learned over 5 years as well as across campus working will be highlighted.

Presenters: Sheree M. Marlowe, J.D., Campus Diversity Officer for Staff and Students, University of California, Santa Cruz, Matthew Griffith, M.A., Project Manager, The Campus Climate Initiative, University of California, Berkeley.

Leveraging Leadership: From Climate Survey to Actionable Results (Case Model: Campus Climate for the African American/Black Community).

The objective of this session is twofold: 1) to explore how to strategically use analytical data to leverage and prioritize organizational change and action to improve the campus climate for African-American/Black community members and 2) to review two case models that focus on creating a better climate for African American/Black individuals, which were a direct result of leveraging data and campus leadership.

Concurrent Session 2
Difficult Dialogues in the Classroom: Effectively and Inclusively Tackling the Tough Issues of Our Times

Moderator: Wanda S. Mitchell Ed.D., Vice President for Inclusive Excellence, Virginia Commonwealth University

Presenters: Libby Roderick, Associate Director, Center for Advancing Faculty Excellence; Director, Difficult Dialogues Initiative, University of Alaska Anchorage; Roger Worthington, Ph.D., Professor and Chair, Department of Counseling, Higher Education, and Special Education at the University of Maryland; Pauline Strong, Ph.D., Director, Humanities Institute, University of Texas at Austin.

Panelists will: (a) review best practices for conducting difficult dialogues at universities; (b) engage participants in approaches to conducting difficult dialogues; (c) outline key difficult dialogues between indigenous and academic communities and why they matter; and d) help participants explore steps for more effectively conducting difficult dialogues at their own institutions.

Concurrent Session 3
All the World’s a Stage: Dissecting the Many Roles of the Chief Diversity Officer Through a Theatrical Lense

Moderator: Jeffrey Carr, Ed.D., Chief Diversity Officer, Point Loma Nazarene University
Presenters: Patrick J. Sims, MFA Vice Provost & Chief Diversity Officer University of Wisconsin Madison; Aldo Billingslea, MFA, MA Associate Provost for Diversity & Inclusion Santa Clara University.

This session will focus on providing an experiential learning process designed to employ Stanislavski’s Method of Physical Actions as an inquiry-based approach for shared decision-making.

4:45 – 6:15 pm
NADOHE Annual Membership Meeting

6:15 – 7:15 pm
NADOHE Awards Reception
Special Recognition of Peggy McIntosh, Ph.D. - Dr. McIntosh will be attending NADOHE’s 10th Annual Conference and will be honored for her contributions to advancing diversity and inclusion in higher education.

Wednesday, March 16
NADOHE Networking Breakfast and Poster Sessions
7:30 – 8:30 am

Posters

A Strategic Approach to Incorporating Diversity and Inclusive Good Practices in International Education
Aaron Bruce, Ph.D., San Diego State University

Crisis Management 101: A Guide for Diversity Officers
Dereck Rovaris, Ph.D., Louisiana State University

Assessing the Gender Pay Gap: Building Institutional Personnel Capacity
Charlene Alexander, Ph.D., Ball State University

Developing Inclusive Excellence Training to Enhance Diversity Competence
Maria Marinch, Executive Director, Office of Community Relations, Diversity & Multicultural Affairs, College of Southern Nevada

Your Institution Has a Required Diversity Course: Is It Working?
Anita Davis, Ph.D., Rhodes College

Beyond the Stereotype Poster Campaign
Arturo Ocampo, J.D., California State University San Marcos

8:30 - 9:30 am
Networking in My House: Update on Building the NADOHE Clearinghouse for CDOs
Join your colleagues for hot breakfast and an opportunity to receive an update on last year’s session on a new online resource for members and provide further input designed to build upon NADOHE’s national clearinghouse for CDO’s. Participants will take part in identifying top issues they face as CDO’s.

9:30 am – 9:45 am
Break

9:45 – 11:00 am
NADOHE Concurrent Sessions

**Concurrent Session 4**
**Focus on Inclusive Hiring**

*Sponsored by DiverseScholar*

**Moderator:** Jewell Winn, Ed.D., Senior International Officer, Deputy Chief Diversity Officer, Tennessee State University

**Presenters:** Georgianna Melendez, Chief Diversity Officer, Title IX Coordinator, University of Massachusetts, Boston.

*Hiring Checkpoints: An Effort to Ensure Inclusion.* The presenter will share a model which includes five separate bias checkpoints to ensure an inclusive hiring process. Strategies that EEO officers employ in addressing resistance in their institutions will also be highlighted.

Alberto I. Roca, Ph.D., Executive Director, DiverseScholar; Sibby Anderson-Thompkins, Ph.D., Director, Office of Postdoctoral Affairs University of North Carolina at Chapel Hill.

*Finding Minority Postdocs to Diversify a Faculty Job Search.* This session will describe both local and national faculty diversity models that draw from the minority postdoctoral talent pool. Participants will engage in a discussion of how to implement and to use such interventions.

**Concurrent Session 5**
**Leveraging Campus Resources for Open Teaching to Advance Diversity, Inclusion and Social Justice**

**Moderator:** Alfreda Brown, Ph.D., Vice President for Diversity, Equity and Inclusion, Kent State University

**Presenters:** Juan Muñoz, Ph.D., Senior Vice President of the Division of Institutional Diversity, Equity & Community Engagement & Senior Vice Provost for Undergraduate Education and Student Affairs; Aliza Wong, Ph.D., Associate Dean, Honors College & Associate Professor, Department of History; Jobi Martinez, Graduate Student, College of Media and Communication, Texas Tech University.

This presentation seeks to introduce participants to innovative strategies designed to leverage campus diversity resources to enhance student engagement and learning beyond racial and ethnic diversity.

**Concurrent Session 6**
**What Now? Programs and Practices that Respond to Activism, Advance Inclusion and Engage Campuses Across Differences**

**Moderator:** Kumea Shorter-Gooden, Ph.D., Chief Diversity Officer and Associate Vice President, University of Maryland, College Park
**Presenters:** Dereca L. Blackmon, Associate Dean, Director, Diversity and First Generation Office, Stanford University.

Participants will leave with renewed optimism in their ability to break through “diversity fatigue” and specific strategies to effectively engage and enroll stakeholders in commitment to inclusion practices and deeper dialogue about difficult topics. The panel will include both experiential modeling of dialogue activities as well as research and data presentations on successful interventions.

11:15 am – 12:30 pm

**NADOHE Conference Closing Keynote Address**

**Keynote Speaker:** Jeffrey F. Milem, Ph.D.

Sponsored by *The Chronicle of Higher Education*

**Moderator:** Debbie M. Seeberger, Ph.D. Assistant to the President for Diversity and Title IX Coordinator, Towson University

**Campus Diversity and its Benefits for Higher Education: A Review of the Research and its Implications for Policy and Practice**

The educational benefits of student diversity are often a key aspect of the mission articulated by many colleges and universities, central to how they define themselves and seek to operate. As such, enrolling and educating a diverse student population is a fundamental interest for these institutions. However, as state and federal developments illustrate, this interest can raise questions from the public and the courts that institutions must be prepared to address. A major challenge that higher education leaders and educators must address is to learn from and leverage what we know, while also doing more to translate general findings to specific contexts to ensure that our institutions’ mission-driven diversity, access goals and enrollment efforts lead to meaningful interactions and experiences for students, faculty, and other key stakeholders. With a special focus on racial and ethnic diversity, this talk is intended to support those efforts by:

1. Surveying the current research landscape related to diversity in higher education for areas of strength and areas in need of further exploration;
2. Suggesting prospective research directions that may inform action within individual institutions and in the broader higher education community;
3. Articulating the conditions that must be in place if we are to achieve the benefits that we espouse and seek; and
4. Identifying policy and practice implications for institutions in a shifting political and legal landscape.

Jeffrey F. Milem is the Ernest W. McFarland Distinguished Professor in Leadership for Educational Policy and Reform in the College of Education at the University of Arizona. He is a Fellow of the American Educational Research Association and has been awarded the American College Personnel Association’s Contributions to Higher Education award. Jeff is a Professor in the Center for the Study of Higher Education and has an appointment in the Department of Medicine at the University of Arizona. He is Director of the Arizona Medical Education Research Institute (AMERI)—a collaborative venture between
the Colleges of Education and Medicine at the University of Arizona that investigates topics pertaining to medical education, diversity, climate and access to medical school. Previously, he served as Associate Dean for Academic Affairs in the College of Education. Jeff just completed a two year term as a Senior Faculty Fellow at the University of Michigan’s National Center for Institutional Diversity. He is Past President of the Association for the Study of Higher Education—the major professional research organization for scholars of higher education. Before coming to the University of Arizona, Jeff was a faculty member at the University of Maryland and at Vanderbilt University. He earned his B.A. in political science from Michigan State University, his M.Ed. from the University of Vermont, and his Ph.D. from UCLA.

12:30 – 12:45 pm

**Conference Closing Remarks**

Archie W. Ervin, NADOHE President