

WEBINAR PRESENTATIONS

OCTOBER 19-20, 2018

BOSTON COLLEGE

Diversity Challenge

Making Race and Culture Work in the STEM Era:
Bringing All People to the Forefront

2018

ISPRC



THE INSTITUTE FOR THE STUDY AND
PROMOTION OF RACE AND CULTURE

THE INSTITUTE FOR THE STUDY AND PROMOTION OF RACE AND CULTURE

Biographies

CONFERENCE CHAIR:



Janet E. Helms, Ph.D., *Boston College, Augustus Long Professor of Counseling Psychology*; Founding Director of the Institute for the Study and Promotion of Race and Culture, Boston College; and Past President and Fellow of Division 17 (Counseling Psychology), and Division 45 (Ethnic Diversity) of the American Psychological Association (APA). In addition, she is a member of the Association of Black Psychologists. She is the recipient of the 2002 Leona Tyler Award, the 2007 Association of Black Psychologists' Distinguished Psychologist Award, the 2008 American Psychological Association's Award for Distinguished Contributions to Research in Public Policy, the Distinguished Elder Award at the 2009 National Multicultural Conference and Summit, and the 2012 Elizabeth Hurlock Beckman Award. Dr. Helms received two Lifetime Achievement Awards in 2018 from the American Psychological Association, Society of Counseling Psychology (Division 17) and the Society for the Psychological Study of Culture, Ethnicity, and Race (Division 45). Most recently Dr. Helms has served on the editorial boards of *Psychological Assessment*

and the *Journal of Counseling Psychology* and is on the Counsel of Research Elders of the *Journal of Cultural Diversity and Ethnic Minority Psychology*. She has written over sixty empirical and theoretical articles and four books on the topics of racial identity and cultural influences on assessment and counseling practice. Her books include *A Race Is a Nice Thing to Have* (Microtraining Associates) and *Using Race and Culture in Counseling and Psychotherapy: Theory and Process* with Donelda Cook (MA: Allyn & Bacon).

FEATURED INVITED SPEAKERS:

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

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

Carlton E. Green, Ph.D., *University of Maryland, Office of Diversity & Inclusion, Director of Diversity Training & Education.* As Director, Dr. Green leads ODI's diversity training and education efforts that promote and enhance inclusion and respect at UMD. In this role, Dr. Green provides vision for a cohesive strategy for diversity training and education; develops and leads campus-wide trainings to develop more inclusive communities; oversees the Words of Engagement Intergroup Dialogue Program; and, collaborates with units across campus to assist faculty and staff with reaching their diversity education and training goals. Dr. Green has 25 years of experience working in higher education in various departments, including student activities, multicultural services, residence life, academic affairs, athletics, and counseling services. He also runs a private practice, where he provides psychotherapy services primarily to clients of Color. Additionally, he has consulted with university and college counseling centers to assist with understanding and navigating challenges related to race and culture in mental health settings. Dr. Green has received UMD's Division of Student Affairs Outstanding Service Award, as well as the Champion of Our Community Award from the LGBT Staff and Faculty Association. He earned his Ph.D. and M.A. in counseling psychology from Boston College, and B.A. in ethnic studies and history from Southern Methodist University.

Kevin Henze, Ph.D., CPRP, Regis College, Assistant Professor of Counseling Psychology, & U.S. Department of Veteran Affairs, Staff Psychologist. Dr. Henze is an ISPRC Alumni who graduated Boston College's Lynch School of Education in 2007. Since that time, he has worked at the U.S. Department of Veteran Affairs in Bedford, MA, holding administrative and clinical positions. Concurrently, Dr. Henze served as adjunct instructor at Curry College in Milton, MA until December 2015. In 2016, Dr. Henze transitioned to Regis College in Weston, MA, where he continues to serve as part-time Assistant Professor of Counseling Psychology within the School of Health Sciences. In addition to his VA and academic appointment, Dr. Henze is an Associate at Jernigan and Associates, LLC, where he provides consultation services to academic and mental health organizations around racial and cultural competency.

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

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

Vanessa Prosper, Ph.D., Boston Latin School, Clinical Coordinator. Dr. Prosper co-runs two programs dedicated to providing emotional and academic support to students transitioning back to school after a long absence and students whose emotional difficulties are severely impacting their academic functioning. Prior to this position, Dr. Prosper was a staff psychologist at the Boston Children's Hospital Neighborhood Partnerships Program (BCHNP) for 10 years where she divided her time between doing school-based clinical work and adolescent depression and suicide awareness trainings and workshops within the Swensrud Depression Prevention Initiative. Dr. Prosper also currently has a private practice in the Back Bay area of Boston, MA, is an adjunct professor at Boston College and Lesley University, and has done a plethora of presentations on cultural competency, mental health issues in the Haitian community, and children and adolescent mental health issues. Dr.

Prosper graduated from Boston College's doctoral program in counseling psychology. She completed her pre-doctoral internship at the Boston University Medical Center/ Center for Multicultural Training in Psychology and participated in a two-year school-based clinical postdoctoral fellowship at the Boston Children's Hospital Neighborhood Partnerships Program providing an array of services such as teacher consultation, parent consultation, crisis intervention, case management, classroom prevention, individual therapy, and group therapy to a diverse group of children and adolescents. Dr. Prosper is a licensed psychologist with over 10 years of experience working with racially and ethnically diverse children, adolescents, families, as well as Haitian immigrants, youth with autism spectrum disorders, and youth who are HIV positive from birth.

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

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

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

DIVERSITY CHALLENGE 2018 FRIDAY WEBINAR SCHEDULE

SYMPOSIUM

9:30-11:00am	<p>Couch, Stephanie; & Estabrooks, Leigh – MIT; & Barnett, Mike; Kim, Deoksoon; Cho, Eunhye; Kim, So Lim; Jackson, David; & Zhang, Helen – Boston College</p> <p><i>Inventing the Future: Leveraging Cultural Assets to Create Young STEM Inventors</i></p> <p>This symposium aims to share and reflect on how invention curriculum that leverages youth’s cultural backgrounds can impact youth, particularly those who are recent immigrants and non- native English speakers. Learning experiences with an inventive spirit have demonstrated success in lowering the barrier to participation and promoting youth’s self-driven inquiry in STEM learning. Culturally responsive invention curriculum that builds on youth’s cultural backgrounds and unique needs of their communities can potentially be more powerful in exciting and sustaining students’ interest in STEM. The papers report the design, implementation, and outcomes of culturally responsive invention curriculum in in-school and out-of-school settings, with the goal of revealing successes and challenges involved in the approach of linking youth’s cultural assets with inventive STEM projects.</p> <p style="text-align: right;">*CEs offered (1.5)</p>
--------------	--

INVITED PANEL

<p>11:15am-12:45pm</p>	<p style="text-align: center;"><i>Bullying and Other Barriers to Diversity in STEM</i></p> <p>Darren Ranco, Ph.D. – University of Maine Ivan Wu, Ph.D. – University of Texas MD Anderson Cancer Center</p> <p style="text-align: right;">*CEs offered (1.5)</p>
------------------------	---

WORKSHOP

<p>2:15-3:45pm</p>	<p>Ashley, Wendy; & Lipscomb, Allen – California State University, Northbridge</p> <p style="text-align: center;"><i>Fostering Culturally Affirming Clinical Supervision in the Workplace: Enhancing Transformative Dialogue in the Supervisory Dyad</i></p> <p>This presentation will provide a framework for clinical supervisors to use in the workplace when supervising people with varying intersectional identities (i.e. race, culture, gender, gender identity, etc). Because of these nuances in diversity, power and privilege, isolation is one of the most challenging aspects of being a woman and/or a minority in STEM. Identification and removal of systemic bias from our processes as clinical supervisors ensures we can drive inclusion and equality in our workplace environments. In addition, the presentation will utilize empirical research (i.e. conducted by the researchers/presenters) on clinical supervision in the workplace with underrepresented groups combined with the latest electronic polling service system to teach participants how to incorporate electronic surveys/apps to enhance critical discussion during and following clinical supervision in the workplace.</p> <p style="text-align: right;">*CEs offered (1.5)</p>
--------------------	--

KEYNOTE WORKSHOP

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

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

4:00pm-5:30pm

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

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

***CEs offered (1.5)**

DIVERSITY CHALLENGE 2018 SATURDAY WEBINAR SCHEDULE

SYMPOSIUM

9:30-11:00am	<p>Blustein, David; Kenny, Maureen; Erby, Whitney; & Pillai, Sarita – Boston College</p> <p><i>Infusing the Psychology of Working into STEM: Creating Opportunity for All</i></p> <p>Education and training programs in science, technology, engineering and mathematics (STEM) have been known to increase job opportunities for our nation’s youth. However, youth who face social and economic marginalization, such as youths of Color and young women, have historically been underrepresented in STEM. This symposium offers three presentations that use a psychology of working perspective for understanding STEM education initiatives targeting youth within the context of the 21st century world of work. Further, we will discuss the future of STEM-related careers more broadly, with a particular focus on how the changing world of work will affect young people who have been historically marginalized.</p> <p style="text-align: right;">*CEs offered (1.5)</p>
--------------	--

INVITED PANEL

INVITED PANEL	
11:15am-1:00pm	<p><i>Race and Culture: The Current State of STEM Education</i></p> <p>Lillie Albert, Ph.D. – Boston College Erika Bullock, Ph.D. – University of Wisconsin-Madison Patricia Poitevien, MD, MSC – Brown University Medical School</p> <p style="text-align: right;">*CEs offered (1.5)</p>

WORKSHOP

2:15-3:45pm	<p>Siler, Don – University of St. Joseph</p> <p style="text-align: center;"><i>Digital Narratives and Storytelling: Engaging Technology, Culture, and Content</i></p> <p>Students of Color (Black/Latinx in this case) are underrepresented in STEAM fields for myriad reasons. One of the central reasons may coincide with why these students also suffer unequal outcomes in other areas of education. Black and Latinx students often cite disconnects between the cultures of their teachers and themselves as a barrier to their educational success. This is compounded when those disconnects foster latent biases towards these students that may result in lowered expectations and not being encouraged to pursue a future in highly rigorous and competitive STEAM fields. In this session, we will explore one particular method that has the potential to benefit students technologically, culturally, and in the broader educational context.</p> <p style="text-align: right;">*CEs offered (1.5)</p>
-------------	---

KEYNOTE WORKSHOP

4:00pm-5:30pm

*How Race Matters in Organizations:
What You Do Affects Recruitment, Retention, and Productivity*

Janet E. Helms, Ph.D. – Boston College
Carlton Green, Ph.D. – University of Maryland

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

***CEs offered (1.5)**

Next Year: Diversity Challenge 2019

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

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

CONTACT INFORMATION

Institute for the Study and Promotion of Race and Culture
The Carolyn A. and Peter S. Lynch School of Education
Campion Hall 318, 140 Commonwealth Avenue
Chestnut Hill, MA 02467
Phone – 617-552-2482 / Fax – 617-552-1003
Website – www.bc.edu/isprc
Email – isprc@bc.edu
Blog – isprcvoices.com

