DIVERSITY

DEMOCRACY

A conference for the campus by the campus

University of Illinois at Urbana-Champaign

The Chancellor’s One Campus Initiative

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The Center on Democracy in a Multiracial Society (CDMS) is a unique interdisciplinary research and service institute organized around a commitment to the practice of democracy, equality, and social justice within the changing multiracial society of the United States. It includes a network of University of Illinois-affiliated scholars with an expertise in and sensitivity to the persistent and significant role of race in many aspects of life in the United States. The Center’s three core principles are to:

1. learn how to fully realize the benefits of diversity, negotiate conflicts, and form coalitions with individuals and groups of various racial and ethnic backgrounds;

2. empower members of the University of Illinois community to live in racially diverse communities, maintain friendships with people of different backgrounds and function more effectively in an increasingly diverse workplace by teaching and learning about racial diversity in formal classroom activities and informal interactions on campus; and,

3. prepare students for civic engagement and participation in a democratic society.
Thank You

CDMS wishes to extend our appreciation to all submitters, presenters, coordinators, and co-sponsors. Without your hard work and support, this conference would not reflect the high quality of presentation set forth.

Conference Co-Sponsors

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Special thanks to individual donors: Jennifer Hamer • Belinda De La Rosa
SCHEDULE AT A GLANCE

Plenary Opening Remarks Session
9:00 AM – 9:10 AM  Welcome Remarks by Jorge Chapa - Illini Room A
9:10 AM – 9:20 AM  Remarks by Vice Chancellor Richard Wheeler - Illini Room A
9:20 AM – 9:25 AM  Introduction of Keynote Speaker - Jennifer Hamer - Illini Room A
9:25 AM – 9:55 AM  Keynote Address by Kevin Nadal - Illini Room A
10:00 AM – 10:50 AM Concurrent Session One
Panel A  Institute of Government and Public Affairs (IGPA) Redistricting Project - Room 407
Panel B  Strategies and Challenges to Recruiting Underrepresented Minorities to the University of Illinois - Room 210
Panel C  Conversation with Dr. Nadal & Book Signing - Room 217
Panel D  Effective Communication Makeover: Shifting from Critical, Condemning and Coercive to Clear, Convincing and Connecting - Room 314A (Part 1 of 2)

11:00 AM – 11:50 AM  Concurrent Session Two
Panel A  The Challenge and Promise of Prison Higher Education Programs - Room 407
Panel B  Development of Workshop Materials for Best Teaching Practices Associated with ‘Diversity in the Classroom’ - Video Presentation - Room 314A
Panel C  The Racial Microaggressions Research Project at the University of Illinois - Room 210
Panel D  Defining Student Diversity at the University of Illinois - Room 217

12:15 PM – 1:15 PM  Concurrent Session Three: Roundtables & Posters - Illini Rooms B&C
EXHIBIT - Common Ground: A New Initiative by the Graduate College to Promote A Diverse and Inclusive Graduate Community
R1.  Academic Hiring: Meritocracy and Democracy
R3.  Breaking Down the Graduation Gap
R4.  Challenges and Opportunities for Working with the Community
R5.  The Filipino American Experience (Book signing) - Dr. Kevin Nadal
R6.  Generation Next: Recruiting Students Affiliated with the Cultural Centers to Librarianship
R7.  The Racial Microaggression Research Project the University of Illinois
R8.  Racial Segregation in Student Housing at the University of Illinois
R9.  Reflecting on Campus-Community Interactions: Arts, Activism and Public Memory
R10.  Students and Community Members Working to Address Racial Inequalities in the Champaign County Criminal Justice System
R11.  Using Critical-Dialogic Processes to Help Build Capacity for Cultural Competence among Student Leaders and Future Educators in a Diverse Democracy
R12.  Virtually Resisting: Anti-Racist Student Activists, Technosocial Spaces, and Campus Climate
R13.  What’s It Like to Teach in a Prison? Follow-up to “The Challenge and Promise of Prison Higher Education Programs”

1:30 PM – 3:00 PM  Concurrent Session Four
Panel A  Who Deserves to be Hired? A Case Study on Diversity and Democracy - Room 407
Panel B  A Community Informatics Framework for Diversity - Room 210
Panel C  Addressing the Multiple Agendas of Diversity - Room 314B
Panel D  Effective Communication Makeover: Shifting from Critical, Condemning and Coercive to Clear, Convincing and Connecting - Room 314A (Part 2 of 2)
9:00 AM – 9:10 AM
Illini Room A

WELCOME & OPENING REMARKS

Jorge Chapa, Ph.D.
Director
Center on Democracy in a Multiracial Society

9:10 AM – 9:20 AM
Illini Room A

Remarks
Richard Wheeler, Ph.D.
Vice Chancellor for Academic Affairs (interim)
Office of the Provost

9:20 AM – 9:25 AM
Illini Room A

Introduction of the Keynote Speaker
Jennifer Hamer, Ph.D.
Associate Dean
The Graduate College

9:25 AM – 9:55 AM
Illini Room A

KEYNOTE ADDRESS

The Changing Face of Diversity and Democracy and Implications on Higher Education

Kevin Nadal, Ph.D.
Department of Psychology
John Jay College of Criminal Justice, New York, NY

Richard Wheeler is the Vice Chancellor for Academic Affairs and oversees academic policy and priorities, ensures the quality of the faculty and student body, and maintains educational excellence. Before joining the Graduate College as dean in 2000, he was acting head of the Department of Anthropology for a year.

In his present role, Vice Chancellor Wheeler is the chief academic officer for the campus. He oversees all academic programs, policies and priorities that have been designed to ensure a memorable educational experience for students and sustain an environment that encourages and supports academic excellence.
Kevin Leo Yabut Nadal, Ph.D., is a professor, psychologist, performer, activist, and author who received his doctorate in counseling psychology from Columbia University. As a professor of psychology and mental health counseling at John Jay College of Criminal Justice—City University of New York, he has published several works focusing on Filipino American, ethnic minority, and LGBTQ issues in the fields of psychology and education. He is also the deputy director of the Forensic Mental Health Counseling program at John Jay College, a diversity facilitator and consultant, and a psychologist-trainer for the NYPD.

Dr. Nadal’s research has focused primarily on multicultural issues in psychology, including impacts of racial discrimination and racial/ethnic/sexual identity development on mental health. His work on Filipino Americans has advocated for disaggregating broad racial categories, understanding marginalized populations, and dispelling the Model Minority Myth. His current research focuses on the impact of microaggressions, or subtle discrimination, on people of color, women, and lesbian, gay, bisexual, and transgender individuals.

A California-bred New Yorker, Kevin is also a stand-up comedian and spoken word artist who has performed across the United States since 2000. He was named one of People Magazine’s hottest bachelors in 2006, he was a guest on Fox News Channel’s “The O’Reilly Factor,” and he has been featured on The Filipino Channel, the History Channel, Philippine News, and Filipinas Magazine. He is the author of the new book, “Filipino American Psychology: A Handbook of Theory, Research, and Clinical Practice.”
Panel A    Institute of Government and Public Affairs (IGPA) Redistricting Project - Room 407

This panel examines the redistricting process and why it is central to democracy. The panelists will focus on how different “assumptions” might lead to very different maps. How can the process be fair while also reflecting the growing importance of minority population?

Panelists:
Robert Rich  
Brian Gaines

Moderator:  
Robert Rich

Panel B    Strategies and Challenges to Recruiting Underrepresented Minorities to the University of Illinois - Room 210

Within the framework of the University’s strategic plan, the presenters will discuss methods used to transform Illinois’ College of ACES and the College of Business as campus leaders in recruiting and retaining underrepresented minorities. Jesse Thompson will discuss the Research Apprenticeship Program (RAP) and related efforts at ACES, while Jewell White will discuss the Leadership Education and Development (LEAD) Summer Business Institute. By linking departmental and college goals to the institution’s strategic plan, presenters will discuss the best practices and successes and highlight issues that must be addressed in order to be successful at recruitment and retention of underrepresented minorities who enroll in their programs.

Moderator:  
Belinda De La Rosa

Panelists:
Jesse Thompson  
Jewell White

Discussant:  
Stacey Kostell

Panel C    Conversation with Dr. Nadal & Book Signing - Room 217

This session allows participants to engage in a one-on-one dialogue with the keynote speaker. Dr. Nadal will also be signing copies of his new book: Filipino American Psychology: A Handbook of Theory, Research, and Clinical Practice.

Kevin Nadal

Panel D    Effective Communication Makeover: Shifting from Critical, Condemning and Coercive to Clear, Convincing and Connecting (Part 1 of 2) - Room 314A

This presentation will introduce a method for re-making our communications to be more clear, convincing, and connecting - without the use of criticism (fault-finding), condemnation (blaming), or coercion (using force, threats, or shaming). Examples and interactive exercises will be used to bring to life the foundational concepts of the Makeover Method, which is based on Marshall Rosenberg’s Nonviolent Communication (NVC) approach. A follow-up afternoon session (at 1:30 PM) will walk participants through a real-life Makeover based on the concepts in the morning session (see Session 4, Panel D for more information).

Panelists:
Elaine Shpungin  
Mikhail Lymbansky
Panel A  The Challenge and Promise of Prison Higher Education Programs - Room 407

What does it mean for higher education in prison programs to stand at the intersection of these large-scale institutional changes? This panel offers a forum for dialogue about the challenges and opportunities offered by programs for higher education in prison and seeks to begin a conversation about how we assess that value. This panel seeks to consider how higher education programs in prisons might help us re-imagine both the university and prison as institutions and, by extension, transform campus climate.

Panelists:
Rebecca Ginsburg
Anna Kurhajec
Tracy Dace

Panel B  Development of Workshop Materials for Best Teaching Practices Associated with ‘Diversity in the Classroom’ - Room 314A

In the absence of adequate resources on campus for assisting instructors in developing best teaching practices for diverse classrooms, the Department of Anthropology carried out background ethnographic research among its students and faculty to provide materials for workshops on teaching in diverse classrooms. With the collaboration of Inner Voices Social Issues Theater group, real events and incidents were converted into performable scripts and re-enacted, recorded and compiled into a DVD suitable for such workshops. The DVD contains 8 vignettes, each one illustrative of problems that can arise in teaching environments enrolling students of diverse backgrounds and identities.

Panelists:
Anthony Jerry
Teresa Ramos

Panel C  The Racial Microaggression Research Project at the University of Illinois - Room 210

Racial microaggressions are “brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color” (as defined by D. Sue et al., 2007, p. 271). The presenters will share data from the qualitative competent of the project. Data was gathered from focus groups with undergraduate and graduate students at various sites on campus including university Housing and the cultural centers. The presentations will focus on emerging themes or points of view from the data which include: (1) Environmental Racial Microaggressions, (2) Perceived Racial-Gender Microaggressions among Black Women and the (3) Impact of Racial Microaggressions on Sense of Belonging.

Panelists:
Ruby Mendenhall
Margaret Browne Huntt
Vanessa Gutierrez
Ashlee McLaughlin
Stacy Harwood
Jioni Lewis
Sang Lee

Discussant:
Jim Rooney

Panel D  Defining Student Diversity at the University of Illinois - Room 217

The panelists will briefly present the University’s definition(s) and procedures for undergraduate and graduate underrepresented minorities. The goal of this panel is to remind or educate the University community of the current definitions and procedures and to make these the subject of discussion.

Moderator:
Jennifer Hamer

Panelists:
Domonic Cobb
Deborah Richie

Discussant:
Adrian Burgos
BRING YOUR OWN LUNCH

EXHIBIT - Common Ground: A New Initiative by the Graduate College to Promote A Diverse and Inclusive Graduate Community

Jennifer Hamer, Victor Perez, Charlotte Bauer, Erica McKinney

The current enrollments and trends for underrepresented students, especially, do not reflect the dramatic demographic changes or the diversity that is necessary to push cutting-edge theories and applications forward or to advance knowledge. For Illinois, the problem is not an easy one. The ability to attract talented domestic and underrepresented students is challenged by competitive financial aid packages from other institutions, location, and a public history of racial issues. Given this, it is imperative that we take an aggressive role to understanding and implementing what is necessary to broaden participation and foster successful academic outcomes at Illinois. In this exhibit we offer a snapshot of student diversity at Illinois, glance at some of our best practices, and outline current Graduate College thinking on next steps.

R1. Academic Hiring: Meritocracy and Democracy
   Menah Pratt-Clarke

A discussion on the relationship between the concepts of meritocracy and democracy as it relates to the academic hiring process.

R2. Bailey Scholarships for Leadership and Social Justice
   Michael Doyle

For the past 50 years, the University YMCA (the Y) has awarded over $1 million in Bailey Scholarships to Illinois students. However in 2009, the Y revamped this scholarship program to recognize students who provide leadership and action around issues of social justice, environmental activism, faith in action and international and global concerns. Join in the discussion and learn more about this unique scholarship program and promoting the ideals of democracy in a multiracial society right here on campus.

R3. Breaking Down the Graduation Gap
   Priscilla Fortier

The “Graduation Gap,” a currently popular discussion item for campus administrators, usually refers to the difference in graduation rates between “all” or “majority” students and that of particular campus sub-populations. At Illinois, as at many selective institutions, concern with the Gap has focused primarily upon the differential effect of race or ethnicity. The presenter propose that family income and/or parental education level are also important factors in the Gap. They will provide data on Illinois’ graduation rates, controlling for race/ethnicity, family income and parental education level, with the intent of facilitating a more nuanced discussion of this topic than normally occurs in campus committees and similar venues. The Gap is a fairly complex phenomenon that can be addressed only when we move away from simplistic data analysis practices that too often fail to separate important variables.

R4. Challenges and Opportunities for Working with the Community
   Chip Bruce, Robin Y. Duple, Susan R. Rodgers, & Noelle S. Williams

This roundtable is an opportunity for presenters and interested parties to discuss the various approaches to community engagement projects by the university. Instead of simply discussing their own experiences in using a community informatics (CI) framework for shaping community engagement activities, the presenters will encourage dialogues between themselves and other interested parties about differences of approach, inviting others to share their experiences and provide an opportunity for reflection on advantages and disadvantages of the different approaches. The definition of “community engagement” used in this roundtable will be rather loose, inviting discussion about projects planned and/or undertaken with local C-U and Illinois communities as well as those further away, such as those conducted outside the state or even outside the country. The presenters wish to focus on communities beyond academia, rather than university engagement with scholarly and/or academic communities.
R5. The Filipino American Experience (Book Signing)
Kevin Nadal

R6. Generation Next: Recruiting Students Affiliated with the Cultural Centers to Librarianship
Emily Love

A recent entering class of 189 master’s degree candidates to the University of Illinois’ Graduate School of Library and Information Science included only two Native-Americans, five Asian-Americans, six African-Americans, and no Hispanic students. These numbers unfortunately are representative at most library schools. The overall population is continuing to diversify, while the lack of minority representation in the profession remains a great impediment to the quality of library services and collections. Few initiatives are underway to actively challenge students’ perceptions of librarians and the profession and that strive to market the profession towards talented students from diverse backgrounds. The following initiative investigated a new, easily replicable recruitment program designed to market the library profession to students from underrepresented backgrounds on campus. This initiative aims to identify a low-cost, time-effective, and high-impact method to recruit minority students to the profession through the combination of an open access web portal, panel presentations about the profession to students at the campus’ cultural centers, and continuing mentorship.

R7. The Racial Microaggressions Project at the University of Illinois
Ruby Mendenhall, Stacy Harwood, Margaret Browne Huntt, Jioni Lewis, Vanessa Gutierrez, Sang Lee, & Ashlee McLaughlin

This roundtable discussion is focused on exploring racial microaggression at the University of Illinois. Framed through the lens of Sue et al. (2007), the conversation will explore the multiple emerging concepts and their implications for promoting diversity. The presenters will share some findings from the qualitative component of their research that highlights what is taking place at Illinois.

R8. Racial Segregation in Student Housing at University of Illinois
Julie Dowling

Chicago area high schools are some of the most racially segregated in the nation. And, as students transition to the University of Illinois, their placement in the campus housing system transposes these racial divisions onto the university landscape. This project will explore race and space on campus, specifically focusing on the student dormitories. Currently, African American and Latino students are disproportionately housed in two residential halls. Using student demographic data, Dowling investigates how race, socio-economic status and neighborhood of origin influence placement in the university dorms. Furthermore, she explores the racial composition of student networks and perceptions of race relations through a campus survey.

R9. Reflecting on Campus-Community Interactions: Arts, Activism, and Public Memory
Ken Salo, Samuel Smith, Ryan Griffis, & Sharon Irish

Funding was received to bring Angela Rivers to Champaign as an artist-in-residence in October 2009. With memory workshops, tours, meetings with classes and a public lecture, Angela Rivers animated neighborhoods in north Champaign and groups on campus. The presenters are committed to continuing the conversations from Ms. Rivers’ visit. Clips from Ms. Rivers’ public lecture will be shown, in addition to images from the 1978 mural she created with teens at Fifth and Park Streets in Champaign, and digitized versions of the memory maps that residents made during her visit. We will bring some of the social tensions and lost stories in town back to campus in a sense, by discussing the best ways to disseminate the documentation and histories collected so far.
R10. Students and Community Members Working to Address Racial Inequalities in the Champaign County Criminal Justice System  
Carol Ammons, Brian Dolinar, Kerry Pinblatt, Regina Pritchett, & Yolanda Richards

This roundtable brings together community members and students who have been working to secure justice in the case of Kiwane Carrington and Jeshaun Manning. Roundtable participants will provide an overview of the case, hold a Q&A with attendees, and then focus on elaborating practical ways in which undergraduate and graduate students can work alongside community members to address broader racial inequities in the criminal justice system in Champaign County.

R11. Using Critical-Dialogic Processes to Help Build Capacity for Cultural Competence among Student Leaders and Future Educators in a Diverse Democracy  
Joycelyn Landrum-Brown

This roundtable discussion is focused on exploring approaches for integrating critical theory, critical thinking and critical pedagogy into critical-dialogic approaches for informing and transforming methods for traditional leadership and educator training. The conversation will be framed using Paul and Elder's (2002) approach to critical thinking as a guide for developing social justice and fair-minded dispositions for social relations. It makes sense that this model could establish a theoretical basis for education and training that would provide dispositions and skills which could help students develop the cultural competency areas (Knowledge, Awareness and Skills) highlighted by educators (Sue, Arredondo and McDavis, 1992) as important for effective living, relating and working in a diverse democracy and global marketplace. Roundtable participants will be given opportunities to share, brainstorm and discuss currently used or planned methodologies using these approaches.

R12. Virtually Resisting: Anti-Racist Student Activists, Technosocial Spaces, and Campus Climate  
Aimee Rickman

The Internet has been long touted as a democratizing force. With its allowance of anonymity, rapid dissemination of information, and vast public viewing, socially interactive sites within the Internet – or “technosocial spaces”– have been lauded as mechanisms that will allow the powerless to more actively engage with the powerful, the oppressed to call out and challenge their oppressors, the marginalized to be heard and taken seriously within society, and the playing field to be leveled in ways that allow the disenfranchised new ways to participate in democracy. As such, technosocial spaces have been identified as fertile grounds for addressing power imbalances and alleviating social inequities, both of which shape how communities act and how people within these communities interact. Such promises of heightened equity could be understood to be particularly captivating to groups who are not offered full societal membership. Although numerous studies note that submission to the dominant norm can be damaging, little space exists within most positive developmental theories for those who might need or want to act “socially responsible” by resisting social assimilation and challenging oppressions, injustices, or social ills through “anti-social,” “oppositional” or “socially irresponsible” behaviors that might, for instance, address socially accepted racial discrimination.

R13. What’s It Like to Teach in a Prison? Follow-up to “The Challenge and Promise of Prison Higher Education Programs”  
Rebecca Ginsburg, Anna Kurhajec, & Tracy Dace

This roundtable offers opportunity for discussion in greater detail about the on-the-ground operations of the University’s higher education program at Danville Correctional Center. Current and former course instructors and tutors in the Education Justice Project will share their experiences and answer participants’ questions.
Panel A  Who Deserves to be Hired? A Case Study on Diversity and Democracy - Room 407

This session involves examining the complexity of the academic search process. Concepts explored will include preferred candidates; required and preferred qualifications; diversity and the role of race and gender; affirmative action; equal opportunity; and fairness and equity.

Panelists:
Menah Pratt-Clarke
Jennifer Hamer
Barbara Wilson
Joel Cutcher-Gershenfeld

Panel B  A Community Informatics Framework for Diversity - Room 210

Diversity is a major concern in the field of library and information science (LIS) because of the profession's frequent inability to meet the demands of a multicultural society with a mono-cultural workforce. This presentation offers be an opportunity to further the ongoing conversation about the development of Community Informatics (CI) at the Illinois and to continue to assess the role community informatics has played in encouraging diversity in the LIS field and on the campus.

Panelists:
Chip Bruce
Robin Y. Duple
Susan R. Rodgers
Noelle S. Williams

Panel C  Addressing the Multiple Agendas of Diversity - Room 314B

This presentation brings together students, faculty, and administrators to discuss the multiple agendas of diversity. By multiple agendas, the organizers hope to call attention to the fact that the project of diversity within higher education does not consist of uniform goals. This will help to bring focus on the tensions that come about through the project of inclusion in higher education due to the assumption of unified goals. By having the various stakeholders at the table, this presentation will allow for a discussion that highlights the ways in which agendas vary and overlap.

Panelists:
Anthony Jerry
Teresa Ramos

Panel D  Effective Communication Makeover: Shifting from Critical, Condemning and Coercive to Clear, Convincing and Connecting (Part 2 of 2) - Room 314A

While this presentation builds on Part 1 (10:00AM, Panel D) of the Makeover Method, it is open to participants who did not attend the morning session. The morning session introduced the foundational concepts of the Makeover Method, which can be used to re-make our communications to be more clear, convincing, and connecting - without the use of criticism (fault-finding), condemnation (blaming), or coercion (using force, threats, or shaming). Participants will be introduced to the steps of the Makeover Method and will have the chance to assist in the makeover of a real one-way communication (a written appeal). Participants who are interested in further workshops (including the use of the Makeover Method for two-way communications) will be invited to sign up for future announcements.

Panelists:
Elaine Shpungin
Mikhail Lyubansky
Carol Ammons  
*Community member, C-U Citizens for Peace & Justice*

Charlotte Bauer  
*Communications Specialist, Graduate College*

Chip Bruce  
*Professor, Graduate School of Library and Information Science*

Adrian Burgos  
*Associate Professor, Department of History*

Domonic Cobb  
*Assistant Provost of Recruitment and Retention, Office of the Provost*

Joel Cutcher-Gershenfeld  
*Dean, School of Labor & Employment Relations*

Tracy Dace  
*Former Education Justice Project Board Member & Community Member*

Belinda De La Rosa  
*Special Assistant to the Dean of Students, Office of Dean of Students*

Brian Dolinar  
*Lecturer, Department of English*

Julie Dowling  
*Assistant Professor, Latina/Latino Studies Program*

Michael Doyle  
*Executive Director, University YMCA*

Robin Y. Duple  
*Master's student, Graduate School of Library and Information Science*

Priscilla Fortier  
*Assistant Dean and Associate Director of Minority Student Affairs*

Brian Gaines  
*Associate Professor, Institute of Government & Public Affairs & Department of Political Science*

Rebecca Ginsburg  
*Assistant Professor, Department of Landscape Architecture & Director, Education Justice Project*

Ryan Griffis  
*Assistant Professor, School of Art and Design*
Vanessa Gutierrez  
Master's student, Department of Social Science, The University of Chicago

Jennifer Hamer  
Associate Dean, Graduate College & Associate Professor, African American Studies

Stacy Harwood  
Associate Professor, Department of Urban & Regional Planning

Margaret Browne Huntt  
Research Specialist, The Center on Democracy in a Multiracial Society

Sharon Irish  
Project Coordinator, Graduate School of Library and Information Science

Anthony Jerry  
Doctoral student, Department of Anthropology

Stacey Kostell  
Director of Admissions, Undergraduate Admissions

Anna Kurhajec  
Doctoral student, Department of History

Joycelyn Landrum-Brown  
Adjunct Assistant Professor of Educational Psychology, and Program Coordinator, Diversity and Social Justice Education, Office of Inclusion and Intercultural Relations

Sang Lee  
Doctoral student, Department of Urban & Regional Planning

Jioni Lewis  
Doctoral student, Department of Educational Psychology

Emily Love  
Assistant Professor and Outreach Librarian for Multicultural Services, Undergraduate Library

Mikhail Lyubansky  
Lecturer, Department of Psychology

Ashlee McLaughlin  
Doctoral student, Department of Urban & Regional Planning

Erica McKinney  
Undergraduate student, Department of Journalism

Ruby Mendenhall  
Assistant Professor, African American Studies and Department of Sociology
Victor Perez  
Program Coordinator, Graduate College

Kerry Pimblott  
Doctoral student, Department of History

Menah Pratt-Clarke  
Assistant Provost & Associate Director of Equal Opportunity and Access

Regina Pritchett  
Doctoral student, Department of Urban & Regional Planning

Teresa Ramos  
Doctoral student, Department of Anthropology

Robert Rich  
Director, Institute of Government & Public Affairs

Deborah Richie  
Executive Assistant Dean, Graduate College

Yolanda Richards  
Doctoral student, Department of Urban & Regional Planning

Aimee Rickman  
Doctoral student, Department of Human and Community Development

Susan R. Rodgers  
Master’s student, Graduate School of Library and Information Science

Jim Rooney  
Associate Director of Housing, Residential Life

Ken Salo  
Coordinator of Civic Engagement & Community Planning, Department of Urban and Regional Planning

Elaine Shpungin  
Director of Psychological Services Center, Department of Psychology

Samuel Smith  
Engagement Director, Krannert Center for the Performing Arts

Jesse Thompson  
Assistant Dean of Academic Programs, College of Agricultural, Consumer, & Environmental Sciences

Jewell White  
Assistant Dean, College of Business

Noelle S. Williams  
Master’s student, Graduate School of Library and Information Science

Barbara Wilson  
Vice Provost, Office of the Provost & Vice Chancellor Academic Affairs
STAFF

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Jorge Chapa

Program Coordinator/Business Manager
Jenny Roether

Research Specialist
Margaret Browne Huntt

Intern
Ruth Mathew

Graduate Student Liaison
Uriel Montoya

CDMS 2009 - 2010 FELLOWS

FACULTY FELLOWS

David Roediger
Professor, Department of History

Angela Wiley
Associate Professor, Department of Human and Community Development

Edna Viruell-Fuentes
Assistant Professor, Latina/Latino Studies Program

GRADUATE FELLOWS

Jioni Lewis
Doctoral student, Department of Educational Psychology

Kerry Pimblott
Doctoral student, Department of History