

Office of the Senior Vice President For Academic Affairs



RUTGERS

Rutgers Research Symposium  
*Scholarship, Research, and Best Practices in Diversity & Inclusion:  
Current Findings and Emerging Issues*

New Brunswick Theological Seminary  
March 31, 2017

Rutgers Research Symposium  
*Scholarship, Research, and Best Practices in Diversity & Inclusion:  
Current Findings and Emerging Issues*

New Brunswick Theological Seminary, New Brunswick, NJ 08901

**Friday, March 31<sup>st</sup>, 2017**

8:30 – 9:00 a.m. **Sign-in & Continental Breakfast**

9:00 – 9:15 a.m.	<b>Welcome &amp; Introductions</b>	Barbara A. Lee Senior Vice President for Academic Affairs
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9:15 – 10:00 a.m.	<b>Keynote Address</b> <i>News For All The People: The Epic Story of Race and the American Media</i>	Juan D. González Professor of Professional Practice Rutgers University-New Brunswick
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10:00 – 11:00 a.m.	<b>1. <i>Transnationalism: Migration and Modes of Social Transformation</i></b> <i>Moderated by Lilia Fernandez, Associate Professor, Latino and Caribbean Studies (LCS) and History, School of Arts and Sciences (SAS)</i> New Brunswick Theological Seminary, Hageman Hall <ul style="list-style-type: none"> <li>• <b>Overlapping Diasporas and Intersecting Lives: Afro-Asian-Latino Connections in the Americas</b> Kathleen López, Associate Professor, LCS and History, SAS</li> <li>• <b>Immigrant Detention and Deportation of South Americans from the U.S.</b> Ulla Berg, Associate Professor, LCS and Anthropology, SAS</li> <li>• <b>Newest Americans: Stories From The Global City</b> Tim Raphael, Director, Center for Migration and the Global City and Marie-Jeanne Ndimbira, Doctoral Student, Global Urban Studies</li> </ul> <b>Audience Q&amp;A – 10 - 15 minutes</b>	
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11:00 – 11:10 p.m.	Break
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11:10 – 12:25 p.m.	<b>2. <i>Inclusivity in the Workplace, Thought Diversity, and Research-Based Practices</i></b> <i>Moderated by Ronald Quincy, Professor of Professional Practice Lecturer, SSW</i> New Brunswick Theological Seminary, Hageman Hall <ul style="list-style-type: none"> <li>• <b>See Me, Not the Disability: Investigating Job Search Outcomes for People with Disabilities</b> Douglas Kruse, Distinguished Professor, School of Management and Labor Relations, and Mason Ameri, Ph.D. Candidate, School of Management and Labor Relations</li> <li>• <b>Categorical, Informational, and Thought Diversity: Do People Think Differently?</b> Nancy DiTomaso, Distinguished Professor, Management and Global Business</li> <li>• <b>Agency and Resistance at a Halfway House for Women</b> Gail A. Caputo, Professor of Criminal Justice, Director, Women’s and Gender Studies, Rutgers-Camden</li> <li>• <b>Building Research-Based Reciprocal Partnerships in Urban Schools</b> Amy Lewis, Assistant Professor, Graduate School of Education, Learning &amp; Teaching and Greer Burroughs, Assistant Professor, The College of New Jersey</li> </ul> <b>Audience Q&amp;A – 10 - 15 minutes</b>	
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12:25 – 1:05 p.m. Lunch

1:05 – 2:05 p.m.

**Concurrent Sessions:**

**3. *Broadening Participation: The STEM Continuum***

*Moderated by Jessica L. Ware, Associate Professor, Biological Sciences, Newark College of Arts and Sciences*

New Brunswick Theological Seminary, Hageman Hall

- **Engaging Underserved and Underrepresented Youth in STEM**  
Janice McDonnell, 4-H Science Technology Engineering & Mathematics (STEM) Ambassador Program, 4-H Youth Development
- **A Bridge to Nursing School Success: Nursing as an Additional Language and Culture Program**  
E. Renée Cantwell, Assistant Professor, School of Nursing-Camden
- **Broadening Participation in STEM: Paving the Critical Undergraduate to Graduate Pathway**  
Evelyn S. Erenrich, Assistant Dean, Graduate School-New Brunswick and David I. Shreiber, Professor, Biomedical Engineering, School of Engineering
- **Audience Q&A – 10 - 15 minutes**

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**4. *Diversity and the Human Experience: The Critical Role of the Arts & Humanities***

*Moderated by Anne Englot, Professor Professional Practice, Arts, Culture and Media, Rutgers-Newark*

New Brunswick Theological Seminary, Room 115

- **History, Memory and Performance**  
Jeffrey Friedman, Associate Professor of Dance Studies, and Director of the MFA Dance Program Mason Gross School
- **And They Lynched Him on a Tree: Musical Motives, Meaning, and Moving Forward**  
Brandon Williams, Assistant Professor, Choral Music and Choral Music Education, Mason Gross/Music
- **Diversity in the Archival Record: The Institute of Jazz Studies Archives Fellowship**  
Adriana Cuervo, Associate Director – Institute of Jazz Studies and Elizabeth Surlles, Archivist, at the Institute of Jazz Studies
- **Audience Q&A – 10 - 15 minutes**

2:05 - 2:15 pm

*Transition Time*



Rutgers Research Symposium  
*Scholarship, Research, and Best Practices in Diversity & Inclusion:  
Current Findings and Future Considerations*

2:15 – 3:15 p.m.

**5. *The Role of Research in Advancing Diverse & Inclusive Learning Environments***  
*Moderated by Kavitha Ramsamy, Assistant Professor, Africana Studies, SAS*  
New Brunswick Theological Seminary, Hageman Hall

- **Student Sensitivity to the Positive Feedback Bias**  
Kent Harber, Professor and Graduate Director, Psychology
- **Diverse Learning Environments: A Campus Climate Study on Cultivating an Inclusive Student Experience**  
Dayna Weintraub, Director of Student Affairs Research and Assessment  
Office of the Vice Chancellor for Student Affairs and  
Zaneta Rago-Craft, Director, Center for Social Justice Education and LGBT Communities
- **Cultural Competency Model: Building Equitable and Inclusive Learning Environments**  
Marta Esquilin, Associate Dean of the Honors Living-Learning Community and  
Assistant Professor of Professional Practice, American Studies, Rutgers-Newark

**Audience Q&A – 10 - 15 minutes**

3:15 – 4:00 p.m.

**Symposium Wrap-up**

**6. *Scarlet and Black: An Exploration of the African-American and Native American Experience at Rutgers University***  
*Moderated by Karen Stubaus, Vice President for Academic Affairs and Administration*  
New Brunswick Theological Seminary, Hageman Hall

- **Scarlet and Black Research Project: Untold Story of Disenfranchised Populations in the University's History**  
Camilla Townsend, Professor, History, SAS  
Shaun Armstead, Doctoral Student, History, SAS  
Kaisha Esty, Doctoral Student, History, SAS

**Audience Q&A – 10 - 15 minutes**

Rutgers Research Symposium  
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Current Findings and Future Considerations*

## Keynote Speaker



### Juan D. González

Professor of Professional Practice  
Journalism and Media Studies  
School of Communication & Information  
Rutgers University-New Brunswick

Acclaimed journalist, author and co-host of *Democracy Now!*—a syndicated radio and television progressive news program.

### Biography:

During a career that has spanned more than 35 years, Juan D. González was a staff columnist for New York's *Daily News* for twenty-nine years, and a co-host since 1996 of *Democracy Now*, a daily morning news show that airs on more than 1,200 community and public radio and television stations across the US and Latin America. His investigative reports on urban policy, the environment, race relations, the labor movement and US relations with Latin America have garnered numerous accolades, including two George Polk Awards for commentary and lifetime achievement awards from the National Hispanic Heritage Foundation and the National Council of La Raza.

His critically-acclaimed book *Harvest of Empire: A History of Latinos in America* has been required reading for years in college courses across the country, and a documentary film based on it was released in 2012. González has also authored three other books, including *News for All the People: The Epic Story of Race and the American Media* and *Fallout: The Environmental Consequences of the World Trade Center Collapse*.

One of the original founders of the National Association of Hispanic Journalists (NAHJ), Gonzalez served as the group's president from 2002-2004 and was named to its Hall of Fame in 2008. During his time as NAHJ president, he spearheaded a nationwide effort by professional journalists to challenge the Federal Communications Commission's dismantling of media ownership regulations, and was an early advocate of Net Neutrality, the principle of non-discrimination by Internet service providers over all data.

Even before he entered journalism, González distinguished himself as a leader of the Young Lords, a civil rights organization of the late 1960s, and later of the National Congress for Puerto Rican Rights. Born in Ponce, Puerto Rico, he was raised in East Harlem and Brooklyn, New York. He received his Bachelor of Arts degree from Columbia University and has been a visiting professor in public policy at Brooklyn College.

## Panel Session 1

### Transnationalism: Migration and Modes of Social Transformation

#### Moderator



**Lilia Fernandez**

Henry Rutgers Term Chair  
Associate Professor  
Department of Latino and Caribbean Studies  
and Department of History  
School of Arts and Sciences  
Rutgers-New Brunswick

#### Overlapping Diasporas and Intersecting Lives: Afro-Asian-Latino Connections in the Americas



**Kathleen López**

Associate Professor  
Undergraduate Director  
Department of Latino and Caribbean Studies  
and Department of History  
School of Arts and Sciences  
Rutgers-New Brunswick

This presentation will address how research on Asians in the Americas, intersecting diasporas, and mixed race challenges dominant narratives of national and cultural identity in Latin America and the Caribbean as well as the United States. Drawing on my research on Asians in Latin America and the Caribbean, I discuss how standard ethnic and racial categories have been insufficient to capture transnational experiences of Chinese Cubans in New Jersey and people of Afro-Asian descent in the Caribbean. I also engage with an emerging interdisciplinary field of critical mixed race studies that “emphasizes the mutability of race and the porosity of racial boundaries” to question dominant hierarchies. This kind of research is relevant at both the global and local levels for understanding diversity in the Americas today, and among our undergraduate students at Rutgers University.

## Panel Session 1

### Transnationalism: Migration and Modes of Social Transformation

#### Immigrant Detention and Deportation of South Americans from the U.S.



**Ulla Berg**

Associate Professor  
Department of Latino and Caribbean Studies  
and Department of Anthropology  
Director, Center for Latin American Studies  
School of Arts and Sciences  
Rutgers-New Brunswick

This presentation will focus on immigrant detention and deportation of South Americans from the U.S. based on ethnographic fieldwork in New Jersey, Peru and Ecuador. The study explores the economic and social effects of “detainability” and “deportability” on the everyday lives of non-citizens in New Jersey and the post-deportation trajectories of those who are removed from the U.S. and returned to their countries of citizenship.

#### Newest Americans: Stories from the Global City



**Tim Raphael**

Associate Professor  
Department of Arts,  
Culture and Media  
Director, Center for  
Migration and the  
Global City  
Rutgers-Newark



**Marie-Jeanne Ndimbira**

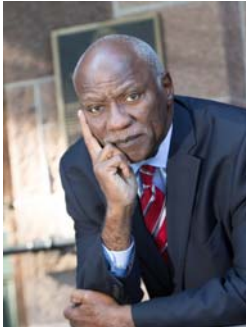
Doctoral Student  
Global Urban Studies (GUS)  
Rutgers-Newark

*Newest Americans: Stories From the Global City* is a multimedia and multidisciplinary collaboration program of journalists, artists, research faculty and students. Through community-based research they document unique stories and oral histories of global and immigrant communities from Rutgers University-Newark. The program series is a joint effort of the Center for Migration and the Global City and faculty in the Department of Arts, Culture and Media at Rutgers-Newark in partnership with *VII Photo* and *Talking Eyes Media*. Stories are told through film, video, spoken word, digital blogs, graphic novels and photographs—all reflecting the authentic voices of diverse communities. The program explores the socio-cultural dimensions of the rapidly expanding post-1965 immigrant communities in the Newark region and provides a vision of the nation’s demographic future. Recently, it premiered *Notes for My Homeland*, the first in a series of short documentary films focusing on Syrian and Arab relations, currently showing on *National Geographic’s* Proof website.

## Panel Session 2

### Inclusivity in the Workplace, Thought Diversity, and Research-Based Practices

#### Moderator



**Ronald Quincy**  
Professor of Professional Practice  
School of Social Work  
Rutgers-New Brunswick

#### See Me, Not the Disability: Investigating Job Search Outcomes for People with Disabilities



**Douglas Kruse**  
Distinguished Professor  
School of Management  
and Labor Relations  
Rutgers-New Brunswick



**Mason Ameri**  
Ph.D. Candidate  
School of Management  
and Labor Relations  
Rutgers-New Brunswick

People with disabilities have low employment levels, and previous research suggests that employer discrimination is a contributing factor. Following prior field experiments on employer screening, evidence is presented from an audit study that submitted applications in response to 12,032 advertised software developer (high-skill) and data-entry clerk (low-skill) positions from well-qualified hypothetical applicants. One-quarter of the cover letters disclosed that the applicant has a spinal cord injury, one-quarter disclosed post-traumatic stress disorder (PTSD), one-quarter disclosed a hearing impairment, and one-quarter did not mention disability. The audit results shed light on the role of employer screening in job search outcomes for applicants with disabilities.



## Panel Session 2

### Inclusivity in the Workplace, Thought Diversity, and Research-Based Practices

#### Categorical, Informational, and Thought Diversity: Do People Think Differently?



Nancy DiTomaso

Distinguished Professor, Management and Global Business  
Rutgers Business School–Newark and New Brunswick

This paper explores a relatively under researched assumption in the diversity literature, namely, that more variety in demographic characteristics, educational or functional backgrounds, or hierarchical status in the workforce represents a wider repertoire of perspectives, approaches, and ways of thinking. Using data from members of innovation teams across 27 organizations in 11 industries (for which variation in thinking should be highly valued), we explore at the individual level whether people with different demographic and informational backgrounds evidence differences in ways of thinking which we define in terms of cognitive styles, learning styles, cultural orientations, and communication preferences. We find small differences in ways of thinking by race/ethnicity but not by gender on cognitive and learning styles. We find large differences by both race/ethnicity and gender on ways of thinking in terms of cultural orientations and communication preferences. We also find that informational diversity appears to be related to thought diversity, suggesting that different levels of education, fields of study, organizational functions, and hierarchical status levels may either shape the way people think or reflect self-selection.

#### Agency and Resistance at a Halfway House for Women



Gail A. Caputo

Professor of Criminal Justice  
Director, Women's and Gender Studies, Rutgers-Camden

Based on ethnographic research of a residential reentry center for female prisoners in the Northeastern United States, this paper discusses women's agency and resistance produced by oppressive systems of regulation, supervision, and treatment. While the center promises gender-responsive services to meet the challenging needs of women returning to communities from incarceration, the research demonstrates how the experience does not reform or reintegrate, but rather reproduces patriarchal oppression and exclusion in extreme forms for this marginalized group. On agency, the research reveals that the women tend to define themselves as active agents and reject being considered victims even while they have experienced much oppression throughout their lives. Furthermore, agency is exercised as resistance to various forms of domination and control during the reentry experience as it was before when women were incarcerated, active in crime, in relationships, and inside the childhood home. Resistance efforts are foremost individual, structured by limits and opportunities within the lives of women and is present at various phases of stay at the reentry experience. They range from silent protest and other backstage efforts to reveal themselves to unmistakable attempts at asserting independence. Resistance efforts provide some measures of relief from control, sometimes empowering the women and reinforcing their efforts, but resistance often reproduces further exclusion and harm in women's lives – by consequence of the types of resistance used as well as counter resistance.

## Panel Session 2

### Inclusivity in the Workplace, Thought Diversity, and Research-Based Practices

#### Building Research-Based Reciprocal Partnerships in Urban Schools



**Amy Lewis**  
Assistant Professor  
Graduate School of  
Education  
Learning & Teaching  
Rutgers-New Brunswick

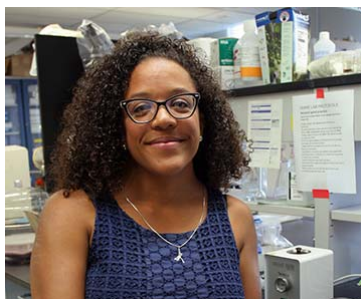


**Greer Burroughs**  
Assistant Professor  
The College of New Jersey

At universities, we often partner with urban communities and organizations to conduct research or place students in field experiences. At times these partnerships are one-sided with university programs often place students who may hold deficit notions of communities. In this work, we present a framework describing different levels of reciprocity in building partnerships in communities that is research-based. We build on McDonald's et al. (2010) concept of "mediated fieldwork" to consider co-constructed partnerships. Specifically, we identify six levels to illustrate the continua of reciprocity in partnership work.

### Broadening Participation: The STEM Continuum

#### Moderator



**Jessica L. Ware**

Associate Professor  
NSF Early CAREER Award Recipient  
Biological Sciences, Rutgers-Newark

#### Engaging Underserved and Underrepresented Youth in STEM



**Janice McDonnell**

4-H Science Technology Engineering & Mathematics (STEM) Ambassador Program, 4-H Youth Development, Rutgers-New Brunswick



STEM Ambassador Program students exploring the field of microbiology, with Dr. Max Häggblom.

The Rutgers 4-H Science Technology Engineering & Mathematics (STEM) Ambassador program is a yearlong science enrichment and leadership program for high school students who are underrepresented in STEM fields. Through direct experiences with Rutgers faculty and graduate students, Ambassadors participate in activities designed to engage them in learning what it means to be a scientist. Throughout the year, the Ambassadors share their experience, new knowledge, and understanding of STEM topics with other students in their communities. Now entering its ninth year, the program is maturing into a vibrant STEM program that is making an impact in putting students on a positive pathway to STEM careers. In 2015, we surveyed past program participants about their experience in the program. In this presentation we will share the outcome data collected in the 2015 survey.

#### A Bridge to Nursing School Success: Nursing as an Additional Language and Culture Program



**E. Renée Cantwell**

Assistant Professor, School of Nursing, Rutgers-Camden

Despite the need to diversify the nursing workforce, (which is primarily white and female), the diverse nursing student population enrolled in the Accelerated BS in Nursing Program was found to have an attrition rate greater than the white nursing student population. This presentation will focus on Nursing as an Additional Language and Culture (NALC) Program developed to address the attrition of ethnically and racially diverse nursing students. The NALC focuses on 3 broad domains. The first domain comprises a review of pre-nursing specific content such as medical terminology, anatomy and physiology reviews and medication math. The second domain consists of activities to enhance student learning and includes development of effective reading, test-taking and note-taking skills. Social activities (i.e., lunch meetings with faculty and student peers) and small group discussions intended to develop professional relationships are included in the third domain. We will share the outcome of an NALC 2015 Program study that suggests that the NALC course equalized the odds for nursing school success for underrepresented nursing students.

## Panel Session 3

### Broadening Participation: The STEM Continuum

#### Broadening Participation in STEM: Paving the Critical Undergraduate to Graduate Pathway



**Evelyn S. Erenrich**  
Assistant Dean  
Graduate School-New Brunswick



**David I. Shreiber**  
Professor  
Biomedical Engineering  
School of Engineering  
Rutgers-New Brunswick

The STEM pathway, from K-12 through career, has several critical transition points, which especially challenge individuals from underrepresented, first generation college, and low socio-economic status (SES) groups. As a research university, we are particularly invested in paving the undergraduate to graduate transition. Thus, we have developed steppingstones to bridge this transition.

Our efforts at the undergraduate level focus on summer research experiences for students from diverse backgrounds. The RiSE (Research in Science and Engineering) at Rutgers summer program, sponsored by the Graduate School, hosts high-potential undergraduates from other schools to engage in research with matched faculty mentors. RiSE also provides an enabling infrastructure for National Science Foundation Research Experience for Undergraduates sites. RiSE/REUs have hosted 500 students over 16 years; 97% of alumni have pursued advanced degrees and/or been retained in the STEM workforce. The SUPER-Grad Fellowship Program provides institutional funding to support outstanding summer alumni who return to Rutgers for PhDs.



REU program cohort poses in front of the Biomedical Engineering building.

To promote retention of high-potential but underprepared PhD applicants, we have developed an articulated MS/PhD Bridge. The Bridge provides a flexible curriculum, mentoring, and financial support through all phases, including MS, facilitating participation of low SES students. Of 58 Fellows over 13 years, 90% were retained at Rutgers, an additional 5% transferred elsewhere to complete a graduate degree, and 100% remained in the STEM workforce.

Participation in multi-institutional consortia, including the Big Ten Academic Alliance, has enhanced success of our STEM programs and allowed us to pilot expansion to non-STEM, including humanities and humanistic social sciences.

**Panel Session 4**  
**Diversity and the Human Experience:**  
**The Critical Role of the Arts & Humanities**  
Room 115

**Moderator:**



**Anne Schaper Englot**  
Co-Director, Express Newark  
Advisor to the Chancellor for Arts and Engagement  
Professor of Practice, Architecture and Humanities  
Arts, Culture & Media Department  
Rutgers–Newark

**History, Memory and Performance**



**Jeffrey Friedman**  
Associate Professor  
Department of Dance  
Director of the MFA Dance Program  
Mason Gross School of the Arts  
Rutgers-New Brunswick

History, Memory and Performance are intrinsically intertwined. How does recording a dialog, in the form of oral history interviews, reflect, refract and enact lived experience? Where can one find movement in the core of interviewing practice? Can this exploration of movement emerge into a philosophy, a poetics, an aesthetic of oral history and frame a conceptual perspective on embodiment? Discussion will include the outcome of a qualitative study of oral history interviews of members of a professional dance company.

## Panel Session 4

### Diversity and the Human Experience: The Critical Role of the Arts & Humanities

Room 115

#### And They Lynched Him on a Tree: Musical Motives, Meaning, and Moving Forward



#### Brandon Williams

Assistant Professor  
Choral Music and Choral Music Education, Department of Music  
Mason Gross School of the Arts, Rutgers-New Brunswick

William Grant Still and Catharine Garrison Chapin broke new ground by creating *And They Lynched Him on a Tree* (1940), the first piece of concert music that protests lynching. This dramatic choral work for orchestra and racially divided choirs was well-received at its premiere, but the provocative title, intense subject matter, and atypical vocal forces have rendered it a less than desirable piece for performance. I present the historical and social context in which *And They*

*Lynched Him on a Tree* was composed; dissect the musical motives; provide suggestions that address some inherent performance and programming challenges; and discuss the impact this work had on performers and audience members in my recital presentation. A study of this kind helps us learn from our sordid past and reflect on the present. The recent high-profile police shooting deaths of unarmed Black males have fueled a revival of readings of anti-lynching plays that were written in the early 1900s. The message of *And They Lynched Him on a Tree* is particularly resonant in today's sensitive climate of race relations, social injustice, heated election rhetoric, and perceived police brutality.

#### Diversity in the Archival Record: The Institute of Jazz Studies Archives Fellowship



#### Adriana Cuervo

Associate Director  
Institute of Jazz Studies  
Rutgers-Newark



#### Elizabeth Surles

Archivist  
Institute of Jazz Studies  
Rutgers-Newark

The Institute of Jazz Studies (IJS) started the Jazz Archives Fellows program in 2012 with two purposes in mind. First, the program focuses on improving diversity in the archives profession. Second, it provides a meaningful professional development opportunity for archivists in the early stages of their careers and for students in graduate programs who intend to become archivists. In addition, the IJS benefits directly from the fellows' work in arranging and describing archival materials. This session is a case study of the Fellowship with a focus on program design, values, and applying the lessons learned as we move forward.

## Panel Session 5

### The Role of Research in Advancing Diverse & Inclusive Learning Environments

#### Moderator



**Kavitha Ramsamy**  
Assistant Professor  
Africana Studies  
School of Arts and Sciences  
Rutgers-New Brunswick

#### Student Sensitivity to the Positive Feedback Bias



**Kent Harber**  
Professor and Graduate Director, Psychology  
Newark College of Arts and Sciences, Rutgers-Newark

Positive Feedback Bias (PFB) occurs when white instructors supply more praise and less criticism to minority learners than to white learners. My previous research shows this bias to be robust, reliable, and widespread. Are students sensitive to the positive bias? A series of studies investigated this question. This session will focus on the method of the study, the implementation and the results. Conclusion of the study: African American and white students might chronically receive race-specific feedback, and consequently interpret the meaning of feedback differently. If so, minority students—who receive positively biased feedback—may be chronically misled about their own performances.

#### Diverse Learning Environments: A Campus Climate Study on Cultivating an Inclusive Student Experience



**Dayna Weintraub**  
Director of Student Affairs  
Research and Assessment  
Office of the Vice Chancellor  
for Student Affairs  
Rutgers-New Brunswick



**Zaneta Rago-Craft**  
Director, Center for  
Social Justice Education  
and LGBT Communities  
Rutgers-New Brunswick

As a result of the work of the Committee on Enslaved and Disenfranchised Populations and the Task Force on Inclusion and Community Values, the Chancellor has commissioned a formal assessment of our campus climate lead by the Division of Student Affairs. Student Affairs has administered a national survey, the Diverse Learning Environments (DLE), to undergraduate students who entered prior to Summer 2016. Developed by the Higher Education Research Institute (HERI) at the University of California, Los Angeles (UCLA), the DLE captures student perceptions regarding institutional practices, academic environments, student support services, and co-curricular diversity activities as experienced with faculty, staff, and peers. In addition to exploring connections between environmental factors and student learning outcomes, we will be able to compare ourselves against peer institutions. We expect this baseline assessment to foster dialogue and renewed approaches regarding areas for improvement of the student experience at Rutgers-New Brunswick.

## Panel Session 5

### The Role of Research in Advancing Diverse & Inclusive Learning Environments

### Cultural Competency Model: Building Equitable and Inclusive Learning Environments



**Marta Esquilin**  
Associate Dean  
Honors Living-Learning Community  
Assistant Professor of Professional Practice  
American Studies Program  
Newark College of Arts and Sciences  
Rutgers-Newark

In an effort to fully realize our institutional mission to promote true democratic principles and engaged citizenship, we are developing a multi-layered approach to addressing issues of equity and inclusion at RU Newark. We hope to provide RU-Newark community members with the tools and skills necessary to transform their environments and to foster educational spaces in which all members of our diverse community can thrive. In order to accomplish this goal, cultural competency and the ability to work effectively with others across difference is crucial. Through a series of diversity and Intergroup Relations (IGR) dialogic competency models we will train three main campus constituents, students, faculty, and staff. We believe that any successful approach to comprehensively addressing issues related to equity and inclusion on campus must include all three of these groups working jointly. Few institutions have successfully engaged all three groups. This reality has hindered the impact of intergroup dialogue initiatives on college/university campuses, and ultimately the potential for long-lasting transformation. As such, the three different approaches in which dialogue will be central include: 1) Identity specific dialogue, 2) Inter-group dialogue, and 3) Education training and professional development.



## Panel Session 6

### Scarlet and Black: An Exploration of the African-American and Native American Experience at Rutgers University

#### Moderator



**Karen Stubaus**

Vice President for Academic Affairs and Administration  
Rutgers, The State University of New Jersey

#### Scarlet and Black Research Project: Untold Story of Disenfranchised Populations in the University's History



**Camilla Townsend**

Professor  
Department of History, SAS  
Rutgers-New Brunswick



**Shaun Armstead**

Doctoral Student  
Department of History, SAS  
Rutgers-New Brunswick



**Kaisha Esty**

Doctoral Student  
Department of History, SAS  
Rutgers-New Brunswick

The Scarlet and Black Project is a historical exploration of the experiences of two disenfranchised populations, African Americans and Native Americans, at Rutgers University. Its initial work begins with *Scarlet and Black, Volume 1: Slavery and Dispossession in Rutgers History*, which traces the university's early history, uncovering how the university benefited from the slave economy and how Rutgers came to own the land it inhabits.

Professor Camilla Townsend (History) will explain how undergraduate students were involved in researching the Lenape who lived in the area until the 1760s. History doctoral students Shaun Armstead and Kaisha Esty will discuss how they and their peers uncovered material about enslaved people in Rutgers' early history and about the role of the Morrill Act of 1862 in making Rutgers a major university—at the expense of the Native Americans whose land was sold to pay for the changes.

## Office of the Senior Vice President for Academic Affairs

We provide leadership for universitywide functions that support the academic enterprise at Rutgers University. Working within the structure created by the higher education restructuring legislation, we coordinate academic programs throughout Rutgers in conjunction with the provosts at Camden, Newark, New Brunswick and Rutgers Biomedical and Health Sciences.

The Senior Vice President is a key participant in fundraising and advancement initiatives, strategic planning, and resource allocation decisions. The Office of the Senior Vice President for Academic Affairs is charged with advancing the teaching, research, and service missions of Rutgers through the promotion of academic and programmatic excellence.

## Senior Vice President for Academic Affairs



**Professor Barbara A. Lee**, former dean of the School of Management and Labor Relations (SMLR) and Distinguished Professor of Human Resource Management, assumed the position of Senior Vice President for Academic Affairs (SVPAA) for Rutgers University on July 1, 2015.

Dr. Lee, who holds a Ph.D. in higher education administration from Ohio State University and a law degree from Georgetown University, has been a member of the Rutgers faculty since 1982 and teaches employment law and higher education law. She has authored or co-authored several books in her field, including *The Law of*

*Higher Education*, now in its 5th edition, *A Legal Guide for Student Affairs Professionals*, and *Academics in Court: The Consequences of Faculty Discrimination Litigation*, as well as over 100 articles on employment discrimination and higher education issues.

Dr. Lee has chaired the New Jersey Bar Association's Higher Education Committee and is a former member of the board of directors of the National Association of College and University Attorneys (NACUA). She is an elected member of the American Law Institute, chair of the editorial board of *The Journal of College & University Law* and a NACUA Fellow. The Alice Paul Institute awarded her its Alice Paul Equality Award in 2011 in recognition of her work on behalf of women in the workforce. Rutgers honored her in 2009 with the Daniel Gorenstein Award, for her excellence in scholarship and service to the university over a sustained period of time.

### Reporting Administrative Units & Committees

Centers for Global Advancement & International Affairs  
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Institute for Emergency Preparedness & Homeland Security  
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Office of Disability Services  
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Committee to Advance Our Common Purposes  
Executive Council on Assessment  
Promotion Review Committee

# Acknowledgments

## **Symposium Planning Committee:**

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