

DESCRIPTION OF CONCURRENT SESSIONS

Thursday, April 12, 2018 (9:30-10:30)

A1

Early Career Rise-Up Blueprint

This workshop will help students and early career professionals to develop their blueprint for rising up, with career goal setting, self-assessment, action plans, methods to navigate environmental and political climates within their institutions and in higher education holistically. Strategies and tools for enhancing confidence, visibility, and influence will be provided. Attendees will also discuss scenarios related to AAPIs at workplace and learn to develop courageous responses.

- Anita N. Lee, D.P.E., Professor, Health Sciences, Eastern Connecticut State University
- Anna Y. Ni, Ph.D., Associate Professor, Public Administration, California State University, San Bernardino

A2

Ethnic Studies as Freirian Pedagogy: Filipina/o/x American Studies Examples of Praxis

This session applies Freire's notion of critical praxis to the educational experiences of Filipina/o Americans. Panelists present research that utilizes collective theory, action, and reflection in order to bring the overlooked and misconstrued experiences of Filipina/o Americans to the forefront of educational discourse. Specifically, we will present critical qualitative research that explore the implementation and creation of: 1) historically responsive pedagogy; 2) critical performance pedagogy; 3) an ethnic studies praxis story plot; and 4) ethnic studies at the elementary school level. The research presented offers new perspectives on holistic social justice for under-represented students and their communities.

- Allyson Tintiangco-Cubales, Ph.D., Professor and Founder and Director of Pin@y Educational Partnership (PEP), San Francisco State University
- Roderick Daus-Magbual, Ed.D., Director, Instructor and Coordinator, Skyline College
- Arlene Daus-Magbual, Ed.D., Interim Assistant Dean AAPI Student Services, Skyline College
- Edward R. Curammeng, Ph.D., Assistant Professor, Skyline College

A3

Creating Space from Within through Ethnic Organizations and Sustained Community Advocacy: A Case Study from Asian Pacific American Systemwide Alliance (APASA) at UC Berkeley

Staff organizations for APIAs strive to provide an inclusive space where APIA identifying community members can find solidarity in shared racial identity, learn about current issues and how those issues affect broader APIA communities, and engage in professional development. Four steering committee

members from UC Berkeley's Asian Pacific American Systemwide Alliance (APASA), now in its 35th year, share their experience and hold space for participants to dialogue around best practices to build and sustain communities on their respective campuses. The resilience we build within and across our workplace communities is critical piece of our collective survival.

- James Kato, MEd, Violence Prevention & Education Program Coordinator, University of California, Berkeley
- Kristine Lee, MA, Associate Director of Admissions, University of California, Berkeley
- Darlene Mergillano, MS, College Adviser, Letters & Science, University of California, Berkeley
- Jean Nguyen, MA, College Adviser, Letters & Science, University of California, Berkeley

A4

Rise Together! Supporting Students Every Step of the Way

The North Orange County Allied and other Health Careers Opportunity Program is designed as a pipeline model. NOCA - HCOP aims to increase the pipeline of underrepresented Latinos, Pacific Islanders, Southeast Asians, and other underserved, first generation college students into the professions of communicative disorders, counseling, occupational therapy, public health, physical therapy, and social work. Learn about how the program supports students every step of the way through the collaboration of community based organizations, high school districts and institutions of higher education. Join in an interactive presentation featuring a student's testimonial and a discussion honoring cultural backgrounds and identity.

- Jody Cajudo, Program Coordinator II, OCAPICA (Orange County Asian & Pacific Islander Community Alliance)
- Anna Salazar Capinpin, Program Coordinator, California State University, Fullerton
- Brittany Nguyen, Student Representative, California State University, Fullerton

A5

Building Community for 1st Generation Community College Students

Student engagement is integrated through each of the programs at the Intercultural Resource Center (IRC) to promote involvement, critical dialogue, and community building. The panel presentation highlights the way the IRC programming provides opportunities for student engagement. Student panelists will lead participants through "Story Series" to create a space for critical dialogue to develop community and student agency. There is unfinished business in rising up.

- Louise Fonua, Leadership Coordinator, Coastline Community College
- Hung Nguyen, Undergraduate Student, Coastline Community College
- Fraser Tauaivale, Undergraduate Student, Coastline Community College
- Marisa Flores, Undergraduate Student, Coastline Community College

A6

Navigating Higher Education as Pacific Islander Students and Alumni

The Pacific Islands' Student Association has supported and developed student leaders at UCLA since 1987. However, Pacific Islander (PI) students are significantly underrepresented—our largest cohort has consisted of only 45 PI students—and they continue to struggle navigating higher education institutions. Through testimonies from current students and alumni, this workshop highlights how student-initiated activism cultivates PI student leaders. This workshop also considers the importance of PI faculty and university staff in the formation of a strong PI community that leads to increased admittance, matriculation, and leadership development of PI students.

- Live Maluia, Project Coordinator, Pacific Islanders Education & Retention, University of California, Los Angeles
- Karla Blessing Thomas, President of Pacific Islands' Student Association, University of California, Los Angeles
- Papu Togafau, Outreach Coordinator, Pacific Islands' Student Association, University of California, Los Angeles

A7

AANAPISI Learning Community – Strengthening Partnerships (Roundtable Discussion)

This session will build on the discussions from the AANAPISI Pre-Conference sessions where AANAPISI professionals discussed best practices and ways to strengthen our AANAPISI Learning Community. We will discuss AANAPISI best practices, identify problems that need to be addressed within our respective AANAPISI programs/institutions, and develop a plan for organizing online learning community meetings with the goal of providing all AANAPISI professionals with a space for dialogue, support, and feedback. Participants will have the opportunity to break up into small groups with other AANAPISI professionals who have similar grant objectives and/or focus areas.

- Omar Murillo, Ed.D., Program Director, AANAPISI, Mission College

A8

Elevate Your API Voice to be Heard: Tips for Empowered Impromptu Speaking

We know it's time for our collective voices to RISE-UP. In doing so, expose and equip yourself with certain strategies to help convey your message. APIDAs (Asian Pacific Islander Desi Americans) are stereotyped as quiet, soft-spoken, timid, uninspiring, and even silent individuals. Why such characteristics may be true for you, it doesn't have to be your norm. Whether you are in a discussion, contributing at meetings, or even presenting yourself in general, gain tips and strategies to help empower your voice to RISE-UP so that you can communicate your truth to settle any UNFINISHED BUSINESS.

- Edwin Tiongson, MA, Communication Studies Faculty / Project Director, Irvine Valley College

A9

Rise Up! Move Up and Lead

If AAPIs are to be equal partners in the equity, inclusion and access conversations in higher education, a new and critical mass of AAPI leaders needs to advance. Now is the time for AAPI professionals and faculty to Rise Up and accept the challenge of leadership. Participants who are thinking about and preparing for professional growth will learn from two seasoned leaders who have taken risks, moved out, and moved up.

- Nancy Wada-McKee, Ed.D., Vice President for Student Life, California State University, Los Angeles
- Samuel H. Bersola, Ph.D., Asst. Vice Provost of Graduate Education, University of California, Los Angeles

Thursday, April 12, 2018 (10:45-11:45)

B1

Policy-making through the lens of Asian American Trustees

Policy decisions for California Community Colleges are made by the Board of Governors and local Boards of Trustees. Of the 72 college districts in California, currently there is a handful of APIs serving on several local Boards of Trustees and only one Asian American serves on the Board of Governors (BOG). This panel of Trustees and BOG member will share insights on policy issues pertinent to Asian Pacific Americans in the community colleges. Through interactive dialogues, participants will engage with panelists on the narrative surrounding equity, inclusion and access, specifically exploring ideas and suggestions to better serve the APA population.

- Man Phan, Ed.D., Member, Board of Governors & College Professor, Cosumnes River College
- Linda Wah, Member, Board of Trustees, Pasadena City College
- Gilbert Wong, Member, Board of Trustees, Foothill-De Anza Community College District

B2

Ecological Factors in Hmong American Educational Success

Sacramento State serves one of the largest Hmong student populations in the nation. At Sacramento State, 1,038 students identify as Hmong, making them the second largest Asian subgroup on campus. Through an engaging session, this information rich presentation will provide the audience a much-needed report of Hmong students' perception of how a healthy community, family and institutional support structures positively impact their educational journey using numeric and narrative data extracted from a pilot study and dissertation research. Parent perceptions are also included.

- Chao Vang, Ed.D., Executive Coordinator, Full Circle Project
Adjunct Professor, Department of Ethnic Studies, California State University, Sacramento

B3

How are you doing? No...Really: Cultural considerations and strategies for supporting AAPI students in distress

What kinds of concerns have students come to you with for help? Have you ever felt uncomfortable or had difficulties in offering support? In our various roles in higher education, striving for advocacy and social justice can feel overwhelming in our current political climate. In light of the stigma against mental health services, research demonstrates that Asian American /Pacific Islanders are one of the least likely groups of people to seek treatment. By identifying common signs of psychological distress, practical ways to respond to students, and self-care strategies to continue to feel empowered in our roles, this panel presentation highlights the resiliency we have within us to Rise Up.

- Mary Ann Takemoto, Ph.D., Associate Vice President of Student Affairs, California State University, Long Beach
- Diane Hayashino, Ph.D., Training Director/Staff Psychologist, California State University, Long Beach
- Lesley Graves, Ph.D., Staff Psychologist, California State University, Long Beach
- Gene "Gin" Ano, Ph.D., Psychology Faculty, California State University, Long Beach

B4

Exploration, Community & Advising/Mentoring Asian Pacific Islander Desi (APID) Students

Research shows that students who engage in self and career exploration, and feel a strong sense of belonging on their campuses, tend to be more satisfied in their major selection (Brown & Rivas, 1994). This may save students time to graduation as it solidifies their decision. However, what are the implications for Asian Pacific Islander Desi (APID) students? As APIDs may not fall into the same "risk buckets" as other students of color, they may still face high academic risk related to societal expectations. Higher Ed professionals working with APIDs who better understand the lived experiences of their students may be more strategic in assisting them in navigating their academic, personal and professional goals. Using Critical Race Theory (CRT) as a framework, this presentation will explore more intentional approaches to improve support for APIDs that help students answer, "What is my passion?" (Yosso et al.).

- Alisa Carithers, MA, Undeclared Academic Advisor, California State University, Los Angeles
- Minh-Triet Dao, Undergraduate Student, California State University, Los Angeles

B5

Decolonizing Ourselves: Calling Upon the Ancestors to Recover Our Cultural Heritages

How is your cultural self intertwined with your leadership? While many of us draw upon our families, upbringings, and cultural experiences, there is much that has been covered up through the ages, particularly because of assimilation, Westernization, and colonization. This workshop will help participants to share and explore tools for learning about ourselves and our cultural heritages, as well as ways of making meaning and applying those learnings to our lives and leadership. Discussion will include

genealogical research about our ancestors, travel to our homelands, heritage language learning, and reading and learning about our cultural histories.

- Shigeru Nic Sakurai, Acting Director, LGBT Equity Center, University of Maryland, College Park

B6

Education = Resistance

This presentation will contextualize experiences of Pacific Islander college students who participated in a week-long leadership development program focused on culture, identity, community, leadership, and advocacy known as "PILOT". It will highlight an overview of the program, the outcomes, assessment results, and impact of the program. As a post-project base initiative called, "Forward Movement Projects," we will also then cover one post involvement project initiated by three alumni and how they created spaces for other Pacific Islander students in their higher education institution based on the impact of the PILOT program. Several major themes of this presentation are Pacific Islanders in higher education, research, assessment, community organizing, & non-profit work.

- LooLoo Amante, Graduate Student, University of Southern California

B7

Addressing Burnout & Navigating Self-Preservation

As Asian Americans and Pacific Islanders in higher education, we carry the weight of holding multiple responsibilities and roles. Finding balance between our personal and professional identities is challenging, as in the process we also serve as advocates for our communities and seek to make an impact. Practicing self-preservation is an act that often comes last for many AAPI, making experiencing burnout a very real reality. In this workshop the presenters will share their narratives of being new AAPI professionals in higher education, the spaces they navigate and strategies for practicing self-preservation so we may continue to rise up.

- Marietess Masulit, MEd, College to Career Pathways Coordinator & Lecturer, Ethnic Studies, California State University, Sacramento
- Jennifer Yang, MS, Counselor & Lecturer, Ethnic Studies, California State University, Sacramento
- Varaxy Yi, MLIS, Lecturer, Ethnic Studies, California State University, Sacramento

B8

Women in Executive Leadership Positions: Overcoming Challenges of Race, Gender, Equity and Inclusion

This workshop is designed to support and prepare women for leadership positions in higher education. Join Dr. Jannett Jackson, the first African-American Chancellor for the Chabot-Las Positas Community College District, and Dr. Lori P. Adrian, President of Coastline Community College, who is one of the very few Filipina Presidents in Higher Education. The CEOs will share as an analogy for all women of color.

This will be an interactive presentation to have a dialog sister to sister, and the impact of equity and inclusion in today's political environment. All APAHE participants are invited to attend.

- Jannett N. Jackson, Ph.D., Chancellor, Chabot-Las Positas Community College District
- Lori P. Adrian, Ph.D., President, Coastline Community College

B9

The Unfinished Business of Sexual Violence/Silence for AANAPISI Womxn Students

This interactive, multimedia panel features digital stories by Asian American Studies undergraduates at UMass Boston which illustrate critical school/family/community contexts for their experiences of sexual violence and silence. Co-produced in the AsAmSt 370 Asian American Media Literacy course with Prof. Shirley Tang's teaching team in Fall 2016 – one year before the viral #MeToo phenomenon rose up within mainstream cultural/political institutions in the US – these powerful, personal stories from AANAPISI women students with Vietnamese, Nepalese, and Khmer American backgrounds, demand attention, respect, and change.

- Kim Soun Ty, MS, Instructor, Asian American Studies Program, University of Massachusetts, Boston
- Darlene Dao, Undergraduate Student, University of Massachusetts, Boston
- Parmita Gurung, Undergraduate Student, University of Massachusetts, Boston
- Ammany Ty, Undergraduate Student, University of Massachusetts, Boston
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- John DeGuzman, MA, Lecturer, Ethnic Studies, California State University, Sacramento

Thursday, April 12, 2018 (1:30-2:30)

C1

Unfinished Business: If we are retaining students, who is retaining me?

In the hustle of higher education, University administrators continue to make changes in how they recruit, retain and support underrepresented students. One of those strategies includes hiring staff and faculty that have affinity and shared identities with students. So we pose the question, who is retaining the professional staff? In this presentation we will share our journey of how and why the Asian American Pacific Islander Desi - Faculty/Staff Association at the University of Minnesota was visioned and developed. Join us in sharing retention strategies for professional staff and what would you like to see in the future.

- Theresa "Terri" Luna, MS, Residence Director, University of Minnesota, Twin Cities
- Cassandra L. Silveira, MPH, RD, Assistant Extension Professor, University of Minnesota, Twin Cities

C2

Being Bold: Opportunities for Political and Leadership Development of South Asian Youth in this National Climate

What does it look like to build a generation of progressive, politically active, South Asian American organizers and leaders? This session seeks to share opportunities for political and leadership development of South Asian students, and spark discussion on practices for community engagement. Particular focus will be given to Bay Area Solidarity Summer (a project of Alliance of South Asians Taking Action) and the UC Davis Middle Eastern & South Asian Leadership Retreat.

- Jinni Pradhan, Ph.D., Middle Eastern and South Asian Student Affairs Officer, University of California, Davis
- Kriti Garg, Graduate Student, Stanford University, Bay Area Solidarity Summer/Alliance of South Asians Taking Action

C3

Fesili, Faito’o, Fanohge: Pacific Islander Women in Academia

The journey of being Pacific Islander in academia presents a multitude of challenges, and the process of navigation brings forth intentional storytelling and frameworks that decolonize education towards equity and social justice. This panel explores the research of four Oceanic women and their experiences in higher education, through the critical understanding of Fesili (to ask | Samoan), Faito’o (to heal and be healed | Tongan), and Fanohge (to rise | Chamorro). It seeks to serve and (re)claim academic spaces and connections, with the purpose of creating visibility in relation to Oceania’s politicized relationship with the United States.

- Stevie Merino, Graduate Student, California State University, Long Beach
- Levalasi Loi-On, Graduate Student, San Francisco State University
- Melissa Aliu, Graduate Student, San Francisco State University
- Michaela Ruiz, Graduate Student, San Francisco State University

C4

Working with Student Activists as a Young Professional

Entering the field of student affairs as a young professional can come with a lot of questions and questioning: particularly, “are you down enough for the students?” This session will explore the fears and fun of being a young #SAPro, including some best practices on working with student activists. Graduate students & new professionals are invited to this interactive space to reflect on their own experiences, ideas, questions, and goals, and engage in an group strategizing session around identifying their own scholar-activism, coping with imposter syndrome, supporting student activists, and navigating power dynamics.

- Kristian Marie Lirio Ocampo, MA, Community Advisor for Retention, University of California, Davis

C5

Serve the People!: Lessons from 49 years of Community Service Learning, Partnerships & Leadership Through Asian American Studies at San Francisco State University

This panel will discuss pedagogical and political lessons from 49 years of the nation's 1st Asian American Studies Department at SF State University. Panelists will highlight examples of our approaches to community service learning, leadership development and partnering with community organizations. We will describe our struggles to bridge the 'town vs gown' divide for the university and our communities through establishing stable funding for projects, coordinating political advocacy, expanding representation in public policy making and the media, providing direct services, and building structures to support faculty, reinvigorate teaching, and advance community work through the academy.

- Eric Mar, J.D., Assistant Professor, San Francisco State University
- Russell Jeung, Ph.D., Professor and Chair, Asian American Studies, SF State University, San Francisco State University
- Wei Ming Dariotis, Ph.D., Associate Professor, San Francisco State University

C6

Student-Initiated Governance in Higher Education

Through a panel of current Southeast Asian student leaders, we present a model of student-initiated governance that has successfully expanded the retention and access efforts of Southeast Asian students at UCLA for over 20 years. We focus on the model's advantages in areas of student development and actualizing social change, including development of crucial advocacy skills and a sense of community investment and autonomy. We also address potential challenges that may arise with this model, including academic difficulty and high turnover rates of student leadership.

- Pimlada Tantiwuttipong, Southeast Asian Campus Learning Education and Retention Project Coordinator, University of California, Los Angeles
- Evelyn Tran, Higher Opportunity Program for Education Project Coordinator, University of California, Los Angeles
- Lenh Voong, Vietnamese Student Union President, University of California, Los Angeles

C7

Individual Papers

1) The Pedagogy and Practice of Collaboration: Curriculum Building and Alignment Between Bunker Hill Community College and the Asian American Civic Association of Boston, MA

This paper presentation provides a case study in developing collaborative approaches and practices between educators and members of community organizations. Questions that will be addressed are: What are the goals of each institution to provide the best possible services to its students/clients? What are some practical examples and ways to have a reciprocal model of collaboration between institutions of higher education with community-based organizations?

- Nina Ha, Ph.D., Instructor, Bunker Hill Community College

2) Asian American and Pacific Islander Community College Students' Perceived Effects of an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI)-funded Program

The Asian American and Native American Pacific Islander Serving-Institution (AANAPISI) program is an important step toward supporting Asian American and Pacific Islander (AAPI) students. Using Tinto's (1993) social and academic integration as frameworks, this study examines students' perceived effects of the AANAPISI program at a community college. Results show a positive impact of the program on students' social and academic integration through the support they receive from peers and staff from the AANAPISI program, leading to increased involvement both on campus and in their own communities.

- Victoria Kim, MEd, Graduate Student Researcher, University of California, Los Angeles

C8

Rising Up to Lean In and Break the Bamboo Ceiling

Learn how Asian and Pacific Islander (API) women are rising up to break the bamboo ceiling! Many are familiar with Sheryl Sandberg's best-selling book, Lean In. While Sandberg addresses gender challenges in the workplace, race is rarely discussed. Our panel will pick up where Sandberg leaves off, and discuss how API women can lean in by using mentoring and networking. Attendees will have an opportunity to network with others and reflect upon how they can rise up. Our distinguished panel of a school board member, professor, higher education administrator, and executive coach will provide their strategies so that API women can rise up!

- LeAnn Fong-Batkin, Ed.D., Education Administrator, California Department of Education
- Caroline S. Turner, Ph.D., Professor, Doctorate in Educational Leadership, California State University, Sacramento
- Christine C. Iijima Hall, Ph.D., Retired Higher Education Administrator and Professional Coach, California State University, Sacramento
- Jackie Thu-Huong Wong, MSW, School Board Vice President, California State University, Sacramento

C9

Intergenerational Conversation about Our Dreams for Education, Career, and Social Justice

Los Angeles Harbor College's APASS (Asian Pacific American Student Success) program will discuss findings from our student and family workshops around creating an Intergenerational Conversation about Our Dreams for Education, Career, and Social Justice. The goal of these workshops is to acknowledge and address the "unfinished business" of generational conflicts that impede student

success. In our student population, these conflicts often manifest as pressures to contribute to family finances while in school and to pursue career paths that serve the family's financial goals, sometimes at the expense of the student's personal aspirations and the pursuit of social justice community-wide.

- Karen Amano-Tompkins, MA, English Instructor and APASS Faculty Co-Coordinator, Los Angeles Harbor College
- Christian Lozada, MFA, English Instructor and APASS Faculty Co-Coordinator, Los Angeles Harbor College
- Kim Briann Soria, President of APASS Student Club, Los Angeles Harbor College

C POSTERS

2nd Floor Atrium

Undergraduate Research: The UNLV AANAPISI Program

During the summer of 2017 various participants from the AANAPISI (Asian American Native American Pacific Islander Serving Institution) program at the University of Nevada, conducted research. These students were from a variety of disciplines. Here, six of the students will present their research findings in poster format.

- Camille Catelo, Undergraduate Student, University of Nevada, Las Vegas
- Lina Chan, Undergraduate Student, University of Nevada, Las Vegas
- Sean Paulo Medina, Undergraduate Student, University of Nevada, Las Vegas
- Kristen Melendez, Undergraduate Student, University of Nevada, Las Vegas
- Tyrus Rafael, Undergraduate Student, University of Nevada, Las Vegas
- Tanya Ricasa, Undergraduate Student, University of Nevada, Las Vegas

Thursday, April 12, 2018 (2:45-3:45)

D1

Courageous Conversations and Karma

Topic or area of discussion: We ask the question, What makes a person an Asian? Is it Race? Place of Origin? Or Values? In this workshop, we will discuss the importance of values. Values drive karma, karma creates results, and they are related. Cultivating karma in higher education is an important tool for everyone to have, as we know that the memory in higher education is very long, which leads one to ensure to build, create, and cultivate karma in higher education so as not to burn any bridges. Cultivating good karma in higher education could lead one to ensure a long trajectory career in higher education should one desire.

- Dr. Ka Vang, Ed.D., Associate Director of McNair Program, University of Wisconsin, Eau Claire
- Dr. Gyanesh Lama, Ph.D., Assistant Professor, California State University, Fresno

D2

Performance Activism: Taking a Programmatic Approach to "Rising Up"

Leaders for a Lifetime (L4L) is a performance activism program for Hmong high school through college age youth. Currently in its 20th year, L4L teaches performance activism through the content of leadership and culture so that students can create and perform original performance activism pieces in the form of drama, comedy, video, museum exhibits, and historical reenactments on campus and in the broader community. All performance pieces educate the public, while transforming the L4L students into confident leaders with positive self-views as scholars and Hmong Americans. The public nature of the activism pieces helps the campus environment see the broader need for access, inclusion and equity more clearly. This session presents a full spectrum of activism projects with tips for getting started.

- Mai Kue Her, Assist. Director, Leaders for a Lifetime, California State University, Chico
- Kelley Lee, Mentor, Leaders for a Lifetime, California State University, Chico

D3

Effective Strategies to Facilitate Personal Wellness

Geotology is the study of laughter and its effects on the human body from psychological and physiological perspectives. Recognizing that prioritizing professional and leadership development can affect the health and well-being of oneself and others, this interactive workshop will explore strategies to facilitate wellness through the integration of humor and laughter in our professional and personal lives. By becoming healthful and stronger individuals, we can rise up to our best selves and capabilities. Join us in laughing together!

- Jody H. Hironaka-Juteau, Ed.D., Dean, College of Health and Human Services, California State University, Fresno
- Janet Hironaka, Ed.D., Retired educator and volunteer hospital clown,

D4

Sacramento State Hmong Women Rising as One to Reclaim Their Identities

Due to cultural barriers, gender expectations, and social factors, many Hmong women in higher education experience challenges that affect their educational journeys. As a result, a group of Hmong women at California State University, Sacramento (CSUS), have come together to discuss their experiences to coordinate an event for CSUS Hmong women students to unite and share their stories as a way to build community and create change. The panel presentation focuses on the panelists' narratives and how they plan a one-day summit to inspire and motivate Hmong women students at CSUS to become leaders on campus and in the community.

- Jennifer Yang, MEd, Full Circle Project and Educational Opportunity Program Counselor, California State University, Sacramento
- Pa Vue, MA, Coordinator of Writing Center, California State University, Chico
- Susan Chang, Full Circle Project Graduate Lead Mentor, California State University, Sacramento

D5

If You Build It, They Will Come.

In this workshop, we share a case study describing how the California State University, Long Beach (CSULB) addressed challenges faced by Cambodian and Pacific Islander students through the Journey to Success (JTS) initiative. More specifically, we will examine the roles and responsibilities of higher education administrators in identifying underserved AAPI ethnic groups to improve college access and success; exploring outreach programs that are culturally distinctive; building and sustaining culturally responsive community partnerships that facilitate reciprocal learning; seeking external funding to support targeted programs; and to create an inclusive campus environment that addresses challenges faced by underserved AAPI students.

- Simon Kim, Ph.D., Associate Vice President for Research and Sponsored Programs, California State University, Long Beach
- Mary Ann Takemoto, Ph.D., Associate Vice President for Student Affairs, California State University, Long Beach
- Art Medina, EOPS Access and Retention Advisor, California State University, Long Beach

D6

The Impact of Multicultural Gender Collectives on AAPI Student Leadership Development

In the political climate of Trump's presidency and the social climate of the #metoo Movement, it is critical for Asian American and Pacific Islander (AAPI) men and women to build allyship amongst each other and with non-AAPI communities. AAPI's often face racially specific gender stereotypes that create barriers to leadership, including misconceptions of quietness, submissiveness, and apathy. Through a panel of professionals and student leaders, we discuss how multicultural gender collectives challenge misconceptions of AAPI student leadership and help develop AAPI leaders who are more equipped to engage in diverse settings.

- Layhannara Tep, Undergraduate Retention Advisor, University of California, Los Angeles
- Dennis Santiago, Community Service Advisor, University of California, Los Angeles

D7

Connecting AANAPISI Students, Communities, and Campus/Curricular Resources for Student Success: A Collaboration Between Bunker Hill Community College and UMass Boston

This interactive panel highlights specific examples of AANAPISI-centered collaboration between the two largest public higher education institutions in Boston: Bunker Hill Community College and UMass Boston. Student presenters from UMass Boston and faculty leaders from Bunker Hill Community College will share examples of Asian American Studies curricular and classroom connections, AANAPISI student development pathways between institutions, and reflections on educational leadership for low-income Asian American students from immigrant/refugee families and communities.

- Aurora Bautista, Ph.D., Professor, Department of Behavioral Sciences and Leader, AANAPISI Initiative, Bunker Hill Community College
- Hang Phan, Undergraduate Student, University of Massachusetts, Boston
- Brittany Tong, Undergraduate Student, University of Massachusetts, Boston
- Theresa Tran, Undergraduate Student, University of Massachusetts, Boston
- Sam Ho, Undergraduate Student, University of Massachusetts, Boston
- Juan Vistro, Undergraduate Student, University of Massachusetts, Boston

D8

Seize the Moments: The Intersection of Leadership Behaviors, Body Language and Situational Awareness

There will be a plethora of opportunities to advance within higher education as more Baby Boomers retire in the next decade. Those who aspire to a successful leader at the highest levels not only need to understand how their nonverbal communication impact perceptions, they also need to be very mindful and choose behaviors that allow them to be the most influential. The purpose of this workshop is to discuss situational awareness, learn how to move from unconscious behavior to conscious behavior, and share powerful body language tips. Participants are encouraged to engage in conversations about what worked for them.

- Geisce Ly, Ph.D., Dean, Downtown Campus, Civic Center Campus and School of Business, Fashion & Hospitality, City College of San Francisco
- Elaine Reodica, MA, Assistant Vice President, Piper Jaffray

D9

Unfinished Business: Developing an Advocacy and Research Agenda on APIs in Higher Education

While many Asian American and Pacific Island populations continue to increase their presence in specific segments, advocacy and research relevant to APIs in higher education remains unfinished. Presenters will share current research; facilitate the growth of an advocacy, research and professional development agenda; and initiate a network of APAHE colleagues interested in furthering this agenda moving forward.

- Rich Shintaku, Ph.D., Director of Diversity and Inclusion, University of California, Davis
- Jinni Pradham, Ph.D., Middle Eastern and South Asian Student Affairs Officer, University of California, Davis
- Paula Hoang, MA, Orientation Family Program Coordinator, University of California, Davis

Friday, April 13, 2018 (10:30-11:30)

E1

"Full Circle Project/College to Career Readiness (FCP/C2C) Template for Success"

Title: "Full Circle Project/College to Career Readiness (FCP/C2C) Template for Success"

The Full Circle Project: College to Career Pathways (FCP/C2C) aims to increase graduation rates for low-income and first-generation Asian American and Pacific Islander and other high-need students transferring from community college to Sacramento State. FCP/C2C provides solid cohort-based learning communities, a new Career to College certificate program into the curriculum, and will develop student leaders and peer mentors through the Career Ambassador Program. This panel presentation will highlight the successes of our new transfer learning communities that serve over 200 students.

- Timothy P. Fong, Ph.D., Professor of Ethnic Studies and Director of the Full Circle Project, California State University, Sacramento
- Jennifer Yang, MA, EOP/FCP Counselor, California State University, Sacramento
- Marietess Masulit, MA, College to Career Pathways Coordinator, California State University, Sacramento
- Bernard Reyes, MA, Transfer Learning Communities Coordinator, California State University, Sacramento

E2

Get Your MentorShip Together

The Full Circle Project (FCP) Mentor Program helps target second year students excel as they decide on who they want to become. While other mentor programs focus on only first year students' retention rates, FCP Mentor Program focuses holistically on the mentees and mentors to provide a student centered approach. In this session, panelist will talk about their experience as a mentor or mentee within the program. FCP Mentor Program has implemented an impactful family structure that consist of two co-mentors and three to five mentees within one family.

- Susan Vang, Graduate Lead Mentor, California State University, Sacramento
- Jessica Vang, Undergraduate Lead Mentor, California State University, Sacramento

E3

So....What Are You? Constructing a multiracial identity within the larger API narrative

The multiracial experience is not a new phenomenon; however, the opportunity to have open and meaningful conversations about multiracial identity is still necessary. Intersectionality continues to be a topic that illustrates the varied and unique experiences of individuals when they attempt to find home in dedicated spaces that they do not completely fit in. While we continue to strive for inclusive and equitable spaces for historically marginalized populations, it is important to recognize the unique position this poses on multiracial individuals. Attendees will draw connections across their own

intersectionality, multiracial history, and statistics regarding the growing population of multiracial Americans. This presentation will prompt attendees to recognize the multiracial family within the Asian American communities.

- Sinclaire Tirona, Coordinator of Testing and Academic Proctoring Services, MiraCosta College
- Tina Helmstreit, Coordinator of Student Success, MiraCosta College

E4

Converting Personal Challenges to be an Effective Leader: The Wisdom of Tenderness

Can kindness, compassion, and generosity be fundamental values of an organization? If so, how can these values be developed, nurtured, and institutionalized? This session explores the parallels between raising a special needs child and leading with kindness, compassion, and generosity.

- Frank Kobayashi, Ed.D., Associate Vice President of Workforce Development, American River College

E5

Uncovering Southeast Asia: A View of the Cambodian, Hmong, and Vietnamese Experience

This interactive presentation will provide participants with an introduction to Cambodian, Vietnamese, and Hmong cultures; culture and the impact of being refugees will frame the importance of continuing the advocate for data disaggregation. The presentation will include enrollment, income, and achievement data from San Joaquin Delta College, as well as highlight the efforts of faculty and staff to include southeast Asian students in the conversation about support and equitable achievement.

- Hong Pham, MA, Student Success and Support Program Manager, San Joaquin Delta College
- Choua Vue, Student Programs Specialist, San Joaquin Delta College
- Serey Vann, MS, Student Programs Specialist, San Joaquin Delta College

E6

Creating Our Own Spaces: Navigating Transracial Asian American Adoptee Identity On College Campuses

Transracial adoptees (TRAs) are left out of identity development conversations. Unique lived experiences of Asian American transracial adoptees complicates identity development for students adopted into White families. This workshop examines the unique experiences of Asian American TRAs through the lens of student experiences and student-developed programming designed to support Asian American TRAs. Participants will have the opportunity to discuss research opportunities and ways non-adoptee professionals can support Asian American TRAs.

- Willa Kurland, Outreach and Events Coordinator, South Seattle College, Seattle University
- Christopher Pheneger, Student Director, Southeast Asians Furthering Education (SAFE), University of California, Davis

E7

“We Rise by Lifting Others”: Advocacy, Mentorship, and Justice-Minded Curriculum through Mana – a Native Hawaiian Pacific Islander (NHPI) Learning Community

The Mana Program at MiraCosta College is an Academic Success & Equity Program that is specifically tailored to support the unique history, culture, and experiences of Native Hawaiian Pacific Islander (NHPI) students. Promising practices in the areas of mentoring, leadership, curriculum building, and family education will be explored. This session will also highlight the significance of intrusive support and student empowerment through justice-minded curriculum/pedagogy. Workshop attendees will engage in dialogue and exchange innovative strategies on how to build a foundation of collective identity and shared responsibility within learning communities.

- Cristine Sidela, MS, Coordinator, Academic Success & Equity Programs and Associate Counselor, MiraCosta College
- Jade Hidle, Ph.D., Faculty/Professor, Letters Department, MiraCosta College
- Sean Davis, MA, Faculty, MiraCosta College
- Preston Faraimo, MA, Student Service Specialist, MiraCosta College

E8

Speed Networking: Rising Up and Rising Together

We look to share our experiences as Asian Pacific Islander (API) professionals seeking support and spaces as we work to better understand the growing diversity within the API community. Through facilitated questions, we will engage in discourse that addresses the changing political landscape and its effects on our community. With a focus on the intersecting identities of our community and the wealth of knowledge and experience they bring to the table, we will explore best practices on how to support one another as diverse API professionals. Using a speed networking format, participants will be asked to share their experiences navigating their professional roles in higher education, creating and building networks within our respective communities, and exploring best practices to rise up.

- Nau Taufalele, Graduate Student, California State University, Fullerton
- Christine Tran, Undergraduate Counselor, University of California, Irvine
- Shannen Allado, Certification Coordinator, University of California, Irvine
- Justin Lising, Graduate Student, University of California, Irvine
- Alexis Tai, Graduate Student, University of California, Irvine

E9

Now You See Me: Reframing Asian American leadership as womxn, femmes, and trans folx

This workshop aims to explore historical and contemporary contexts that allow us to recognize the cultural and generational exploitation and marginalization of Asian American womxn, femme, and trans folx. We seek to address the absence and erasure of conversations about gender and their dynamics within Asian American communities and provide an Asian American feminist framework to navigate leadership spaces that is rooted in love, equity, and community.

- Sudha Shrestha (she/hers), MA, Resident Director, University of California, Berkeley
- Em Huang (they/them), MA, Resident Director, University of California, Berkeley

Friday, April 13, 2018 (11:45-12:45)

F1

Building Resiliency: Learning Skills Needed to Persist Through Academic Struggles and Challenges

This panel highlights UMass Boston's AANAPISI-funded student support program, the Asian American Student Success Program (AASSP). Unlike many traditional academic support programs that measure success using traditional markers of positive academic outcomes, such as average GPA, AASSP represents a unique approach to student development and success using a holistic model centered on building leadership skills such as relational management and self-advocacy to support students in the face of academic and personal challenges. In doing so, AASSP creates a safe space and sense of belonging that can be crucial in supporting students to persist and graduate.

- Pratna Kem, Critical Reading & Writing Coordinator, University of Massachusetts, Boston
- Sara Boxell, MA, Program Coordinator, University of Massachusetts, Boston
- Karen Chi, Student Outreach Coordinator, University of Massachusetts, Boston
- Helen Ngo, Office Assistant, University of Massachusetts, Boston

F2

Decolonizing My Mind: Reclaiming My Racial/Ethnic Identity

A panel of three Asian American women explore how colonization impacts perceptions of racial/ethnic identity, creating feelings of "racial/ethnic imposter syndrome." The panelists share their personal narratives and strategies to facilitate a discussion on naming, claiming, challenging, and reclaiming one's racial/ethnic identity. This is a call to "rise up" for those seeking a more intimate, informed, and positive relationship with their racial/ethnic identity and community - a learning process requiring self-compassion.

- Diane Hayashino, Ph.D., University Counseling Center Psychologist/Lecturer, California State University, Long Beach
- Mai-Thi Pham, Graduate Student, California State University, Long Beach
- Paula Votendahl, Graduate Student, California State University, Long Beach

F3

Stray from the Yellow Brick Road: Dismantling the Model Minority Myth for Asian American College Students

Suicide, substance abuse...could these be the detrimental outcomes of the Model Minority Myth paced on APIA students in our colleges and universities? Research shows that APIA college students are vulnerable to the psychological distress resulting from the pressures of the model minority stereotype,

and in turn, are at increased risk for substance abuse and suicidality. During this presentation, we will discuss the use of psychoeducational groups to help dismantle the myth in favor of improved mental health outcomes for APIA students. A sample curriculum outline is shared as a guideline for initiating a psychoeducational group at your institution.

- Rosa Tsay Jacobs, MA, Graduate student & program coordinator of JADE (Joint Advocates on Disordered Eating), California State University, Northridge
- Steven Wang, Graduate student & program coordinator of The BLUES Project, California State University, Northridge

F4

Intergenerational Trauma and Leadership Success: Equity-Based Counternarratives of Power, Strength, and Hope

Intergenerational trauma (IT) adversely affects students and higher education professionals, amplifying feelings of incompatibility/inability to succeed. Stereotype threat, invalidation, constant microaggressions, and Post Traumatic Slave Syndrome (deGruy, 2005) leave individuals besieged with messages of inadequacy. Equity-based approaches grounded in critical theory will be presented and will illuminate how IT decreases when valuing, not abrogating, individual narratives. Tying this pedagogy to learning leads to healing and success. Strategies and approaches can be used in leadership development programs for the Asian American community including students and higher education professionals, and in creating culturally competent curriculum/classroom strategies.

- Tracy Pascua Dea, Ph.D., Assistant Vice Provost for Student Success, Saint Mary's College of California
- Gloria Aquino Sosa, Ph.D., Associate Professor and Chief Diversity Officer, Saint Mary's College of California

F5

The Unheard Voices: Fijians In California

Pacific Islander Studies has largely included Native Hawaiians, Samoans, Micronesians, and Tongans in the United States. An important Pacific Islander group that has not been studied is the Fijians. But with the lack of information on Fijian culture and society this may not change. Fijian students can create a role for themselves in higher education to provide this information. Using their own perspectives, narratives, and cultural experiences, they can take the role of leadership and provide higher education with the necessary tools that it may need to equip itself with to properly deliver the topic of Fijian culture and society.

- Gregory Yee Mark, Ph.D., Professor, Ethnic Studies, Director Asian American Studies, California State University, Sacramento
- Mitieli Gonemaituba, Undergraduate Student, California State University, Sacramento
- Edmari Guterrez, Undergraduate Student, California State University, Sacramento
- Jonathan Singh, Undergraduate Student, California State University, Sacramento

- Darsha Naidu, Undergraduate Student, California State University, Sacramento
- Shayal Sharma, Undergraduate Student, California State University, Sacramento

F6

Finding purpose for college and career advancement amidst cultural conflicts: Southeast Asian women's journeys unfold

Two studies are presented to understand the ways in which Asian American women negotiate their professional and personal lives at different stages. Lee's research titled, "Career advancement experiences of Southeast Asian women leaders in California Community Colleges" and Xiong's research titled, "Negotiating two cultural worlds: The development of career aspirations" found similar themes concerning cultural practices, identity questions, turning points, and recipes for success. This session urges participants to become aware of the challenges that minority women face and the support structures needed for them to achieve professionally.

- Soua Lee, MSW, Career Counselor, California State University, Stanislaus
- Luangchee Xiong, MA, Academic & College Counselor, California State University, Stanislaus

F7

Rise UP: Us

Initially, a joint cross-collaboration with Mission College and UMass Boston through the AANAPISI supplemental federal grant, the Arise Program has continued the process of digital storytelling in-house, with API students in their second AANAPISI award cycle. Past and current Arise students share their stories to provide context to the obstacles community college students struggle with while pursuing their higher education.

- Kare'l Lokeni, MSW, Educational Advisor, Mt. San Antonio College
- Aida Cuenza-Uvas, MS, Director, Mt. San Antonio College
- P. Tutasi Asuega, Program Specialist, Mt. San Antonio College
- Eddie Lee, Ed.D., Counselor/Faculty, Mt. San Antonio College

F8

A Sanctuary Campus: Creating a Safe and Supportive Environment for All Students Irrespective of Immigration Status

The election of current President Donald Trump has resulted in great concern and uncertainty for the estimated 11 million undocumented immigrants who reside in this country, including the estimated 750,000 immigrants who have benefited directly from Deferred Action for Childhood Arrivals ("DACA"). This concern and uncertainty stems partly from the immigration policy positions taken by President Trump.

- Meredith Brown, J.D., Partner, Atkinson, Andelson, Loya, Ruud & Romo

F9

Positioning Yourself in the Field of Student Affairs: The Impact of Involvement and Giving Back to Our Community

As we continue with “Unfinished Business-Rise Up” to demystify the Model Minority Myth, students are rediscovering their identities, voices, and passions in advocating for support of our underserved AAPI/APIDA communities. Through the CSU Asian American Pacific Islander Initiative (CSU AAPI), several campuses have been working collaboratively to reach, educate, and mentor a new generation of AAPI student affairs professionals. This panel presentation will provide a road map on how to become a student affairs professional through first-hand accounts of participants’ experiences, focusing on their involvements in Asian & Pacific Islander Student Centers, undocumented student services, EOP, and academic programs that helped position themselves in the field and ultimately rise up!

- Thavery Lay-Bounpraseuth, MS, Coordinator, Asian & Pacific Islander Student Center (APISC), California State Polytechnic University, Pomona
- Alisa (Li) Carithers, MA, Academic Advisor, Undeclared, California State University, Los Angeles
- Art Medina, MA, Access & Retention Advisor, EOP, California State University, Los Angeles
- Mike Manalo-Pedro, Coordinator, Undocumented Student Services, California State University, Los Angeles

F POSTERS

2nd Floor Atrium

Indigenizing Asians in America: An Unfinished Business

Asian Americans are perceived largely as Asians in America, and not Asian Americans. Such public perception has significant impact on the social mobility of the Asian Americans into leadership positions. This poster presentation will highlight some of the factors that contribute to such public perception, and offer policy implications for moving forward.

- Gyanesh Lama, Ph.D., Assistant Professor, California State University, Fresno

Assessing Hmong High School Students’ Admission Process

This poster presentation provides a comprehensive picture of Hmong students’ college application process using the institutional data derived from a midsized university located in the Central Valley, CA. In this region, Hmong Americans are the largest Asian American ethnic group, making up more than 30% of the region’s Asian American population. More descriptive information on individual background, academic qualifications, and application behaviors could help identify the areas of service needs and facilitate the discussions of how the university could outreach to Hmong high school students and help them through the college application process.

- Yoshiko Takahashi, Ph.D., Associate Professor, California State University, Fresno

Friday, April 13, 2018 (2:30-3:30)

G1

Becoming Culturally Relevant and Responsive: Using PAR to Inform Critical Approaches in Education

This session focuses on the development of three innovative research methodologies known as “Coordinator Participatory Action Research” (CPAR); “Teacher Participatory Action Research” (TPAR); and Youth Participatory Action Research (YPAR) developed and implemented in an Ethnic Studies pipeline called Pin@y Educational Partnerships (PEP). CPAR, TPAR and YPAR are methods informed by critical pedagogy, qualitative inquiry, and community responsive pedagogy. Building on this year’s conference theme, this panel demonstrates engaged social justice research across the educational pipeline. Through our action research, we offer ways that educators, teachers, and students together can work towards transformative change in their schools and communities.

- Arlene Daus-Magbual, Ed.D., Interim Assistant Dean of Students- AAPI Student Services, San Francisco State University
- Allyson Tintiangco-Cubales, Ph.D., Professor in Asian American Studies and Founder and Director of Pin@y Educational Partnerships (PEP), San Francisco State University
- Roderick Daus-Magbual, Ed.D., Director, San Francisco State University
- Angelica Faustino, MA, Teacher and Coordinator for Pin@y Educational Partnerships (PEP), San Francisco State University

G2

Rising Up to the Challenge: Overcoming Obstacles and Strategies to Establishing Yourself in Community College

Navigating your career path in a two-year institution can be confusing and daunting. Community and technical colleges are fantastic places to work, but staff positions lack API representation. Learn from the panelists about rising to the occasion towards various career opportunities in community colleges, what it's like to work at a two-year institution, and how to get your foot in the door and establish yourself in a community college. Panelists will focus on the hurdles facing Asian Pacific Americans entering in community college workplaces and is open to all conference attendees.

- Kevin K Nguyen, Graduate Student, California State University, Long Beach
- Theresa Tsao, Program Specialist, Santiago Canyon College
- Sophia Le, Student Services Specialist, Santiago Canyon College

G3

Individual Papers

1) **Supporting Pacific Islander Student Success in Higher Education through Culturally Sustaining Leadership**

Students with Pacific Islander (PI) heritage have among the lowest bachelor attainment rates with four-year degrees at only 15%. This is an individual paper presentation that highlights narratives of PI student experiences at Asian American Native American Pacific Islander Serving Institutions (AANAPISI). The qualitative study will present data collected from seven focus groups at AANAPISI designated community colleges and four-year universities in Hawaii and the San Francisco Bay Area. This workshop will focus on dynamic tensions PI students experience in higher education settings and identify recommendations on how leaders at AANAPISI institutions can better support PI students' academic goals.

- Nancy Martinsen, Ed.D., Asian Pacific American Student Success Coordinator, California State University, East Bay

2) **APIs: A Pretty Strong Suit of People**

As API students start college either in their hometown, or thousands of miles away, on-campus involvement with a group that relates to them is critical. Involvement becomes a key factor in their retention and graduation, which is important, not just to the student and their family, but their home community as it increases the community's voice in the dominant society. This session will discuss how we in higher education can better support our students in making lasting connections to student organizations or mentors that will help them achieve their goals.

- Emily Borthwick-Wong, Ed.D., Assistant Director, Northern Arizona University

G4

Hip Hop Pedagogy and K.R.E.A.M.: Knowledge Rules Everything Around Me

When we think about traditional notions of student engagement, we think about activities that appeal to singular ways of knowing, doing, and being. Hip-Hop pedagogy is a way of connecting with students to promote coalition building and holistic student development. In this session, we will discuss about the Hip-Hop's brief history, significance and contributions of APIs, and provide a space to engage that applies Hip-Hop pedagogy for solidarity building amongst APIs and non-API students of color. It is a space to brainstorm more ideas for implementation on campus. We encourage participants to share knowledge and be in community.

- Ian Zamora, MEd, Graduate Student, University of San Francisco
- Leland Simpliciano, MS, APASS Counselor/Coordinator, Los Angeles Harbor College

G5

Finding our (API)phany: Student-Led Initiatives as a Means of (Re)Writing the AAPI Narrative on College Campuses

In the context of the current political climate, it is necessary to center and elevate student voices in the AAPI community and the issues they face in higher education. This panel examines (API)phany, a student-led workshop series, at San Diego State University as a case study. The series has generated an impact on developing socio-political consciousness, cultivating solidarity amongst students and faculty/staff, and challenging inequitable institutional practices. To address “unfinished business”, this panel aims to develop strategies to support student-led initiatives - as fellow students, faculty/staff, and administrators - in the fight for social justice in academic institutions.

- Kathy Nguyen, Graduate student, San Diego State University
- Arnelle Sambile, Assistant Residence Director, University of Vermont
- Brianna (Brie) Hornig, Undergraduate student organizer, University of Vermont

G6

Do It Through the ‘Gram: Social Media and Asian Pacific Islander Desi American (APIDA) Identity Development

As social media is increasingly prevalent to the lives of college students, it is essential to examine the ways in which it contributes to racial identity development, particularly for Asian Pacific Islander Desi American (APIDA) students. Through analyzing online content on various platforms, this workshop will explore how APIDA college students experience race on social networking sites in ways that contribute to their understanding of their racial identities and lived experiences both online and offline.

- Juliana (Juju) Wong, Graduate Coordinator, Asian American & Pacific Islander Student Involvement and Advocacy, University of Maryland, College Park

G7

Arise Program: Leadership and Academic Progress, the Unfinished Business of Student Development

The Arise Program at Mt. SAC, funded by the AANAPISI federal grant, engages in student development programming to address leadership and academic progress. As compared to universities, community colleges have more limited opportunity to have students explore their leadership capacity while focusing on their academic responsibilities. Through our annual Leadership Retreat and ASAP! efforts, we observe the concept of "knowing when to lead and when to follow" as the unfinished business of supporting student development among student affairs professionals.

- Aida Cuenza-Uvas, MS, Director, Arise Program (AANAPISI), Mt. San Antonio College
- Kare'i Lokeni, MS, Educational Advisor, Mt. San Antonio College
- Lisa DiDonato, MA, Educational Research Assessment Analyst, Mt. San Antonio College
- Tutasi Asuega-Matavao, Program Specialist, Mt. San Antonio College

G8

Beyond Solidarity: Advocacy, Positionality, and Privilege

Join us for an interactive workshop that pushes us beyond solidarity and challenges us to consider our ability to advocate, strategically utilize our positionality, and leverage our privilege in the API community. Will we defend or retreat when we observe injustices right in front of us? What are the skills needed in our community to combat these issues? Through this workshop, we will engage and critically analyze different experiences to come up with strategies and skills to support each other and those in other communities while living in our current national climate.

- Jade Agua, MPA, Director, Cross-Cultural Center, University of California, Irvine
- Kathy Dong, Office Manager, Cross-Cultural Center / Graduate Student, CSULB SDHE, University of California, Irvine
- Aliya Karmali, J.D., Attorney rep. harassment survivors, Institute for Good Gov. and Inclusion

G9

“Sexual Harassment in Higher Ed: Confronting AAPIs’ Unfinished Business”

Sexual harassment has long been part of the unfinished business in higher education that has blocked social justice, gender equity and career pathways for many AAPIs. A distinctive feature of these sexual harassment cases is the abuse of power and privilege by some faculty and administrators. AAPI women graduate students, junior staff and early-career professionals can face acute vulnerability as targets of sexual harassment. Where do we go from here? How can we build better campus environments for preventing and handling sexual harassment cases? The presenters share practical insights as researchers, administrators and lawyers working on these issues.

- William Kidder, J.D., Int. Associate VP & Title IX Coordinator, California State University, Sonoma
- Loan K. Le, Ph.D., President, Institute for Good Gov. and Inclusion
- Arabelle Malinis, Esq., J.D., Attorney rep. harassment survivors, Institute for Good Gov. and Inclusion

Friday, April 13, 2018 (3:45-4:45)

H1

Returning to the Why: Self-Preservation as Political Warfare for Filipinx American Educator-Activists in These Times

Audre Lorde affirms: “Caring for [one’s self] is not self-indulgence, it is self-preservation, and that is an act of political warfare.” What does it look like for Filipinx American educator-activists to collectively resist this political climate by tending to our holistic wellness in order to revive our sense of purpose (to return to the “why”)? This panel will explore strategies of self/collective-preservation -- from the precarious position of adjunct faculty to the paradoxical position of tenure-track -- as we work to thrive in an institution in which we were never meant to survive.

- Lily Ann B. Villaraza, Ph.D., Chair of Philippine Studies Dept, City College of San Francisco
- Erick Aragon, MA, Counselor/Coordinator, De Anza College
- Melissa-Ann Nievera-Lozano, Ph.D., Adjunct Professor, De Anza College

H2

Bringing Cambodian Americans Into the Conversation: Rising Up Together

Because of the model minority stereotype, the struggles of Southeast Asian Americans to participate in higher education remain hidden. Cambodians in particular are largely absent from the broader narrative of the Asian American experience, and in keeping with the theme of this conference, hugely underrepresented in higher education. This panel is comprised of four Cambodian American women who, in different ways, strive to bring the many stories of Cambodians to light. The speakers, each of whom has had the benefit of higher education, will share their strategies on how they engage in discourse with Cambodian communities, with the goal of enabling these communities to “rise up.”

- Christine Su, Ph.D., International Retention Specialist, College of San Mateo
- Ratha Kim, MPA, Founder, Samaki Project
- Olary Yim, Community Campaign Organizer, Samaki Project
- Variny Yim, Author, Samaki Project

H3

Queering Student Autonomy: Beyond Diversity and Equality Initiatives

Queer and trans people have been caring for and mobilizing our communities throughout many instances in history. This workshop dives into the brilliance of queer and trans people leading movements and sustaining their communities, and we will strategize how we can cultivate a sense of visionary autonomy for queer and trans students who are resiliently existing and organizing in (and not for) higher education. The presenter will give an overview of an example shown by UC Davis’s Student Recruitment and Retention Center and discuss ways to create opportunities for ourselves in bringing about autonomy beyond tokenism, diversity, and equality work.

- Austin Tarumoto, Identity Development Coordinator of BRIDGE: Pilipinx Outreach and Retention, University of California, Davis

H4

From The Ground Up: Building Culturally Relevant and Responsive Faculty and Student Learning Communities

Addressing the needs of Asian and Pacific Islander (API) students at the postsecondary level of education are masked by a multitude of racial stereotypes such as: the model minority myth. Due to this popular perception, along with the lumping of ethnic groups into one racial category, Asian and Pacific American student issues have been overlooked. The dangers of this media-created “whiz-kid” image, Pacific Islander students perceived as gangsters, athletes, and non-existent in college and universities, and the

racial homogenization of Asian American students have concealed the needs of these students. This panel discusses the challenges, approaches, and practices of AAPI faculty and student learning communities at San Francisco State University.

- Arlene Daus-Magbual, Ed.D., Interim Assistant Dean of Students- AAPI Student Services, San Francisco State University
- Kerri Ann Borja, MA, Lecturer, San Francisco State University
- Levalasi Loi-On, ASPIRE Coordinator, San Francisco State University
- Gwen Agustin, Ed.D., Educational Psychologist, San Francisco State University

H5

Student Alumni Inspiring Leadership (S.A.I.L); Creating a culturally relevant and community oriented approach to Asian American/Pacific Islander Mentorship

How do you create a professional development program with Asian American Studies sensibilities? Come learn how organizers addressed institutional limitations and student needs, to develop an alumni mentor program, geared to cultivate critical dialogue on issues affecting the Asian American/Pacific Islander community. Presenters will share information about the program's structure, curriculum, and lessons learned.

- Nancy I. Kim, MA, Managing Director, Resource Centers, University of California, Santa Cruz
- Collette Quach, Lead Intern, Asian American/Pacific Islander Resource Center, Skyline College
- Andrea Min, Lead Intern, Asian American/Pacific Islander Resource Center, Skyline College

H6

#PinayScholars: Resisting Assimilation as Scholar Practitioners in Educational Spaces

Where do you see Pinays working on your college campus? In a field dominated by white womxn, and where Pilipinx representation is still missing in many Asian American spaces, Pinays in student affairs face unique challenges of being both visible & invisible. This session is a brief symposium of Pinay scholar-practitioners and their work in education. As #PinayScholars, they resist assimilation & marginalization in educational spaces by exploring radical self-love, positive identity awareness, and storytelling. Their stories (kuwento) give us lessons of leadership through the lens of critical peminism, and their work calls on us as a community to amplify their voices, as well as engage young Pinay scholars in the opportunity to resist & rise up in this field.

- Kristian Marie Lirio Ocampo, MA, Community Advisor for Retention, University of California, Davis
- Katherine J. Parpana, MA, Academic Counselor, University of California, Davis

H7

Student Engagement Wrap Up

This workshop is tailored for student attendees. Come process what you have experienced today, and at this conference. Explore what to do moving forward with the relationships and contacts that you have established. Be ready to discuss your take-aways and strategize ideas of what to implement at your various institutions or in your soon-to-be professional careers.

- Billy Lo, APAHE Planning Committee member and Coordinator, EOP First Year Experience, California State University, Chico

H8

#metoo! What Public Employers Need to Know About Sexual Harassment

With new allegations of sexual harassment, sexual misconduct, and sexual assault making headlines almost daily, workplace harassment is getting more attention in the media. Combine the media attention with the growth of the #MeToo movement, and it is not surprising that employers are experiencing an uptick in complaints from employees and that harassment lawsuits are on the rise. While some of these complaints may involve recent harassment, more and more are alleging conduct which goes back years. With renewed attention on harassment, now is the time for education professionals to review and update policies so that if an allegation ever comes across their desks, they can handle it promptly, fairly and impartially. This session will focus on what public employers should do in the event they receive a report of harassment from an employee and discuss practical steps employers should take now to minimize risk going forward, including best practices for harassment prevention.

- Meredith Brown, J.D., Partner, Atkinson, Andelson, Loya, Ruud & Romo
- Guy A. Bryant, J.D., Partner, Atkinson, Andelson, Loya, Ruud & Romo
- Laura Benson, Educational Consultant, Atkinson, Andelson, Loya, Ruud & Romo

H9

"Other": Screening and Discussion of Short Documentary

Where do Asian Pacific Americans currently fit into the discourse around race in our current political reality? And how do we have difficult discussions around race in our classrooms and our campuses? The short documentary "Other" by Peter Trinh (shown at both Boston and Austin Asian American Film Festivals in 2017) explores issues revolving around the historical and continuing "other-ness" of APAs through interviews and commentary from a cross-section of the community that demonstrate that awareness and vigilance are needed now more than ever. Participants will have the opportunity to engage in the conversation around race and learn how they can bring that discourse back to their college campuses. Following film screening, a Q and A session, discussion of themes, and ways in which to hold conversations on race will be led by the filmmaker and James Nguyen, one of the subjects interviewed in the film.

- James Nguyen, J.D., Faculty in Political Science and Intercultural Studies, De Anza College
- Peter Trinh, Filmmaker