

CENTERS for  
EQUITY  
COMMUNITY  
& LEADERSHIP

**A Retrospective** 2017-2020  
STANFORD UNIVERSITY

## DESIGN CONCEPT

Improvisational quilts, designed in large part by the descendents of enslaved people in the isolated Black Southern community of Gee's Bend, Alabama, inspired the visual direction for both the ECL logo and this report. Like our Centers, this great quilting tradition serves as a symbol of community, collaboration, and innovation.



The Community Centers are the secret sauce that separates Stanford from the pack as the best university in the country! The Black House gave me the opportunity to lead and exposed me to the other Centers. Cross-cultural leadership opportunities in electoral organizing, social entrepreneurship, educational equity, and more, inform the work I do today!

– **Michael Tubbs**

B.A. & M.A. Policy, Organization,  
and Leadership Studies, Stanford 2012  
Founder, Mayors for a Guaranteed Income  
Fellow, Harvard Institute of Politics

---

**CENTERS FOR EQUITY,  
COMMUNITY, AND LEADERSHIP**

Visit our website at:  
<https://communitycenters.stanford.edu>

# ECL MISSION

Our mission is grounded in values of justice, equity, and belonging at Stanford and beyond. As educators, advocates, and thought leaders, we empower students to be bold collaborators and innovative leaders preparing them to navigate a complex world with the most vulnerable in mind.

*Seven Centers.  
One Goal. Distinct Approach.*

The Centers for Equity, Community, and Leadership is a unit within the division of Student Affairs (VPSA).

# TABLE OF CONTENTS

Letter of Introduction .....	4
Fabric of Our Centers .....	5
Across the Centers .....	6
<b>Our Pillars</b>	
Academic & Intellectual Engagement.....	8
Mental Health & Well-Being.....	14
Leadership Development.....	18
Alumni Engagement .....	22
Community & Belonging .....	25
<b>A Closer Look at the Centers</b>	
Asian American Activities Center (A <sup>3</sup> C) .....	28
Black Community Services Center (BCSC/The Black House) .....	32
El Centro Chicano y Latino (Centro) .....	36
The Markaz Resource Center (Markaz) .....	40
Native American Cultural Center (NACC) .....	44
Queer Student Resources (QSR) .....	48
Women's Community Center (WCC).....	52
Inspiration. Aspiration. Transformation. Graduation .....	56
Outside Engagements & Publications.....	60
References .....	64



Community Centers are extremely important 'collective cultural agents' on a college campus. They facilitate community, are a source of cultural validation, and ultimately, foster a sense of belonging for students they serve. Befitting Stanford's aspirations to be a liberal arts college within a robust research university, the Centers are simultaneously spaces of intellectual exchange where faculty, graduate students, and renown experts from across the world share their research, their art, and their ideas with students.

– **Dr. anthony lising antonio**

Associate Professor

Stanford Graduate School of Education

Associate Director

Stanford Institute for Higher Education Research (SIHER)

## LETTER OF INTRODUCTION

Welcome to our journey!

This Retrospective is a glimpse of the three academic years since Stanford's Community Centers organized into the Centers for Equity, Community, and Leadership (ECL). The words, graphics, and pictures represent the legacy, way-making, and consistent efforts of generations of students, staff, faculty, alumni, and donors. All have played a significant role in the Centers' birth, maturation, and influence.

Ages 52 to 8, the Centers were born out of student activism. For some, "activism" evokes the question, "Why don't our students like Stanford?" My answer, "Our students like Stanford, that's why they want Stanford to do better and be better." Akin to the colors throughout this Retrospective, ECL is part of a bold tapestry of campus units that have played a pivotal role in Stanford's history and evolution. Sometimes referred to as the "conscience of the University," these spaces have been consistent champions and advocates of inclusion, equity, and justice.

The Centers are where intellectual vitality and emotion collide. Our environments create honest and rich discourse for growth, development, and learning in the life of the student's mind, body, soul, and spirit. This holistic approach provides students space to bring their full selves to the conversation. Even though there is challenge and discomfort, the affirmation, community, and love keep them coming back.

This Retrospective underscores our impact on and commitment to the Stanford community. As student culture and populations shift and expand, the Centers continue to adapt and adjust with each generation. These pages honor and recognize the blood, sweat, and tears of our past and present, with hopeful and determined eyes on our future.

In truth, integrity, and solidarity,

Jan Barker Alexander (she/her)  
Assistant Vice Provost for Student Affairs &  
Executive Director, Centers for  
Equity, Community, and Leadership



# THE FABRIC OF OUR CENTERS

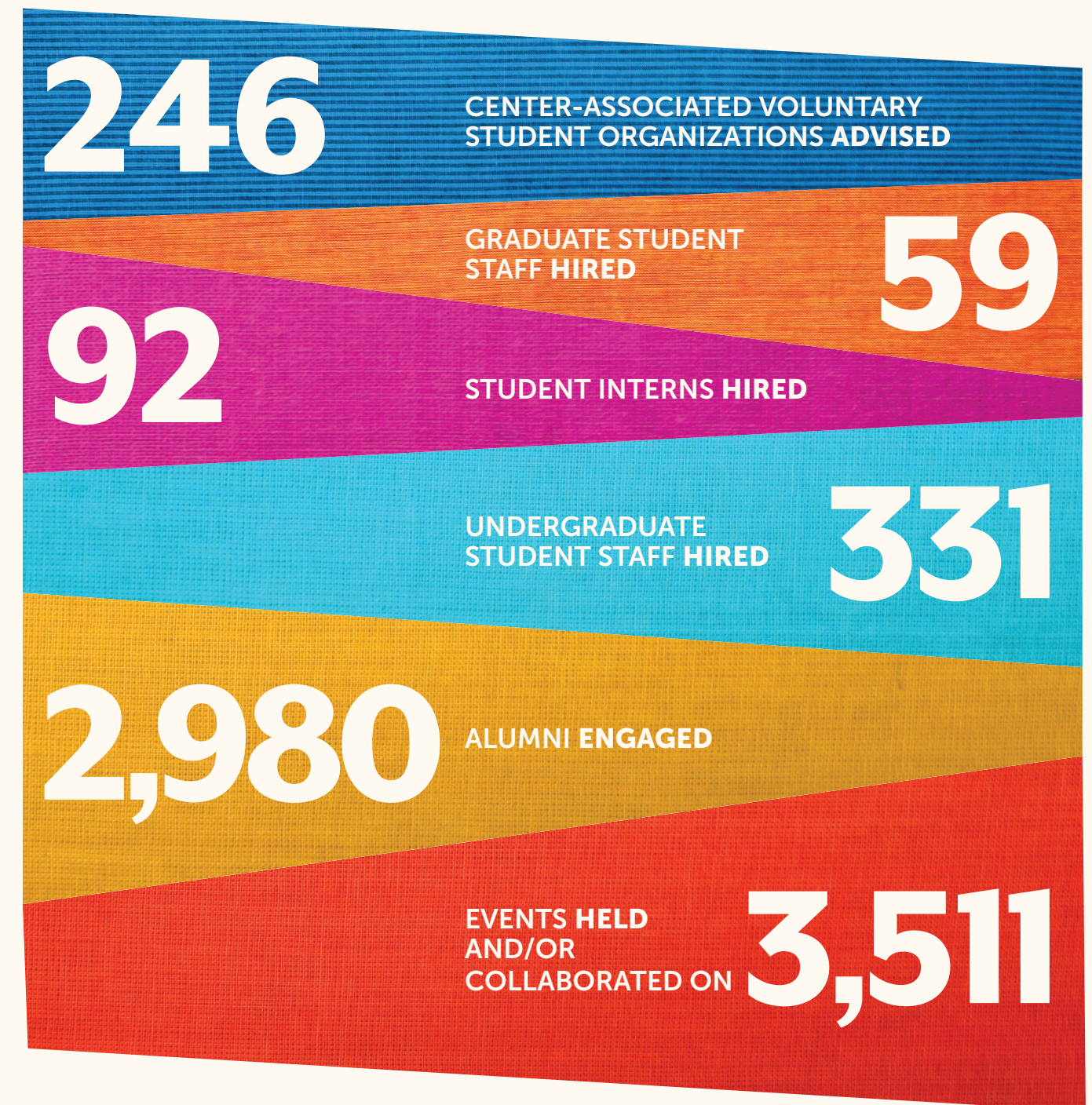
While they may appear as standalone pieces, our five pillars below are interwoven to create an ecosystem of holistic support for our students. Social Justice & Advocacy is centered in the quilt, as this is foundational to all that we do.

Our work is tied to understanding the past, that informs shaping the present, and which shepherds the permission to dream about the future. **Inspiration. Aspiration. Transformation.**



# ACROSS THE CENTERS

## THE CENTERS' STATS 2017-2020



## QUANTIFIABLE RESULTS

These data points speak to the scale and impact of the Centers on the lives of students and Stanford. However, numbers can only tell part of the story.

As educators and curators of experiences, we know some of the most impactful programs are attended by as few as ten students, exposure to a major that sparks passion can set a trajectory of success, and one pivotal conversation can save a life. While our impact cannot be easily quantified, this Retrospective adds valuable texture to the data.

### WHAT THE DATA SAYS

In late 2019, VPSA partnered with Stanford's Institutional Research and Decision Support and the USC Race and Equity Center to design a survey to measure the effectiveness and impact of the seven Community Centers. Undergraduate and graduate students were surveyed, one group connected to the Centers via documented engagement and another from a random sample of non-affiliated students from the larger student population. The survey found:

- **65%** of all undergraduate respondents indicated Community Centers were "slightly," "somewhat," or "very influential" on their decision to attend Stanford.
- **85%** of undergraduate responses indicated engaging with at least one Community Center on campus.
- **80%** of undergraduate responses indicated they have recommended Community Centers to other students.

“Community Centers are critical in ensuring we recruit and yield students who identify with their communities. For students, particularly but not exclusively from diverse populations, this engagement is key in their decisions to apply and, if admitted, attend an institution.

— Redrick Taylor III

Office of Undergraduate Admissions, 2019

# ACADEMIC & INTELLECTUAL ENGAGEMENT

Our Centers are vibrant hubs of book salons, faculty talks, and research presentations, as well as spontaneous discussions, debates, and creative expression. We support students' exploration and pursuit of their academic and intellectual aspirations. These programs, events, and experiences prepare them to solve real-world challenges with the most vulnerable in mind.

### THE MARKAZ RESOURCE CENTER CHAI CHATS

Students from across campus attend these events to learn and share their perspectives. Discussions involve the most pressing issues that face our society, challenge our beliefs, and lie at the intersection of our different identities. Featuring scholars, advocates, and more, previous themes include:

- **Wearing My Religion on My Sleeve** with Stanford legal scholar Zeba Huq
- **Scorched Earth: The Rohingya Crisis Explained** with Brad Adams, Asia Director at Human Rights Watch, and David Cohen, Director of the WSD Handa Center for Human Rights & International Justice at Stanford University
- **Embracing Your Authentic Self** with Hijabi social media influencer Leah Vernon
- **On the Road to Prison Abolition** with Believers Bail Out



## QUEER STUDENT RESOURCES THE QUEER ARTS INITIATIVE

Each year, Stanford Art faculty, graduate students, and guest artists facilitate quarterly and weekly workshops for students, providing hands-on, guided opportunities to create work in the fields of visual art / creative writing / performance / and more.



Associate Professor Terry Berlier working on the installation of the exhibition "Sounding Board."

“The sculpture workshop I held at QSR in winter quarter of 2020 was such a positive and rewarding experience for me as a faculty. I was able to connect with LBGQTQI students, offer informal mentorship about classes and life, as well as provide close contact with a campus professor and a graduate student. For students, it provided a space free to explore sculpture without the constraints or pressure of classroom grading and critique, sparked students' interest in exploring art classes outside of QSR, and introduced them to a network of artists.

– **Terry Berlier, M.F.A.**  
Associate Professor of  
Art Practice Sculpture  
Stanford University

## ASIAN AMERICAN ACTIVITIES CENTER A<sup>3</sup>C, ASIAN AMERICAN STUDIES, OKADA WORKSHOP SERIES

The A<sup>3</sup>C, the Asian American Studies Faculty Director, and Okada collaborate to develop and offer 4-6 annual workshops on topics spanning activism, art, identity, and racial justice.

Past topics include:

- **South Asian American Art, Activism and Cross-Racial Politics** with Professor Anantha Sudhakara, SF State, exploring how South Asian American activists are using art to challenge anti-Black racism and build cross racial solidarity within communities of color.
- **Logics and Poetics of Queer Diaspora: Trauma and the Optics of Affect** with Professor Yvonne Kwan, SF State, using the optic of affect to examine the connections between war, fear, displacement, and trauma. Dr. Kwan proposes a queering of trauma to examine trauma's ability to create collective cultures and identities.



“I now understand the differences between civic engagement and civic empowerment. I'm eager to get more involved!

– **A.C.**  
Stanford 2024

“My parents are apolitical about the election. The conversation today gave me insight on what they may have experienced as immigrants to this country.

– **L.F.**  
Stanford 2024

## PATHWAYS TO ACADEMIA

Research shows a racially and ethnically diverse faculty enhances student success (Llamas et al., 2021) and positively affects graduation rates for 'underrepresented minority' students of all races/ethnicities (Stout et al., 2018). The Centers continue to confront the impossible and reimagine a future in which our communities are represented in spaces where we have historically been excluded. **Project Pipeline** demonstrates our commitment to growing pathways for students to imagine themselves in the professoriate and effect change in the Academy.

### BLACK COMMUNITY SERVICES CENTER THE ERNEST HOUSTON JOHNSON SCHOLARS PROGRAM (EHJS)

EHJS is a two-quarter class for first-year students focused on building a community of scholars by exposing them to research, fellowships, internships, scholarships, and opportunities to network with faculty and alumni. Each academic year, up to 70 first-year students are assigned to mentorship groups with a BCSC Board of Directors member, Ph.D. or Professional school student, and an upperclass undergraduate.



EHJS was an incredible resource and experience that introduced me to opportunities in undergraduate research, self-advocacy practices, and public service, all of which impacted my academic and professional career. Working at a college access non-profit, I advocate for diversity within our leadership sectors. As a first-generation college student, I am thankful for the knowledge I gained as an EHJ Scholar, and benefit from it to this day.

— Ashlea Faith Haney

B.A.H., Stanford 2018, future graduate student  
Recruitment and Admissions Officer  
Leadership Enterprise for a Diverse America (LEDA)

## WOMEN'S COMMUNITY CENTER WOMEN IN STEM MENTORING PROGRAM

Since 2017, the WCC, in partnership with the Office of the Vice Provost for Graduate Education, has hosted this annual program to support students who hold gender marginalized identities in their academic pursuits and career aspirations specifically as it relates to science, technology, engineering, and math. It has been instrumental in helping students navigate environments such as classrooms, research labs, and field-based internships. This burgeoning program:

- Pairs up to 40 undergraduate students with a graduate student mentor
- Demystifies the graduate school application and selection process
- Creates a support system to alleviate stressors related to being a member of an underrepresented population in their respective fields

## NATIVE AMERICAN CULTURAL CENTER THE NACC FROSH FELLOWS PROGRAM

For two quarters, frosh participate in an academic research and writing experience facilitated by graduate student mentors, culminating in a peer-critiqued presentation at the annual Student Projects Accelerating and Reshaping Knowledge (SPARK) Research Forum. By participating, Native first-year students:

- Receive academic credit
- Are matched with Native graduate and professional school mentors
- Are well positioned for further research opportunities and graduate school

The vast majority of NACC Frosh Fellows alumni have pursued graduate and professional school degrees.



Native frosh shares his research at a SPARK Conference poster session.



Native Graduate Mentors in the Frosh Fellows Program host an annual SPARK Conference where frosh and other scholars share their research.

The Women's Community Center and Vice Provost of Graduate Education present the

## WOMEN IN STEM MENTORING PROGRAM

Interested in connecting with graduate mentors in STEM?

Questions mentors are here for:

- How do I apply to grad school?
- How to succeed in internship interviews?
- How do I connect with professors?
- How should I choose between academia and industry?
- What STEM means to me?
- How do I navigate career uncertainty during COVID-19?

Mentees Apply @ <https://bit.ly/wccstemmentoring2021>  
All gender marginalized folks are welcome to apply

APPLICATION DUE WED. 10/14 @ 11:59PM PST



## EL CENTRO CHICANO Y LATINO GRADUATE SCHOLARS-IN-RESIDENCE (GSR)

Founded in 1998, the GSR program provides Chicano/Latinx doctoral students with a vibrant intellectual community of peers and key resources to support their journey to degree completion. Our analysis shows that since the program's founding, the completion rate for GSRs who have had at least 7 years in their doctoral program is 90.2%, which is comparable and even a little higher than Stanford's rate of 83% overall completion rate for Ph.D. students who have spent similar time studying in their programs. This figure is remarkable, given that the population of El Centro's GSRs tend to come from first-generation college and/or low-income backgrounds who often experience significant obstacles to completing their degrees.



20th Anniversary GSR Reunion Symposium (January, 2020)

The Graduate Scholars receive:

- Stipend funding
- Opportunities to present their research
- A supportive, inter-disciplinary intellectual community
- Focused dissertation writing retreats
- Dedicated office space



El Centro was critical to my dissertation writing process. It provided the academic and moral support to think through my research and complete my dissertation while navigating the job market.

– **Dr. Maribel Santiago**  
Ph.D., Stanford 2015  
Assistant Professor, College of Education  
University of Washington

# MENTAL HEALTH & WELL-BEING

This pillar is an essential component of student success. Individually and collectively, our students engage with systems and have encounters that may cause added stress or burden on their mental health. Our Centers create community relevant programs, events, and support structures to meet students' needs as they navigate their Stanford experience.

## ASIAN AMERICAN ACTIVITIES CENTER iLIVE

A<sup>3</sup>C's iLive was created to address critical issues identified by the A<sup>3</sup>C's 2007 Asian American Health at Stanford Initiative. Exploring health and well-being topics relevant to Asian Americans including anxiety and perfectionism, queer and Asian identity, defining success and failure, and talking to family about mental health, iLive aims to:

- Introduce students to campus resources
- Dispel stigma related to help seeking
- Provide culturally informed counseling through CAPS at the A<sup>3</sup>C

THE 2018-19 ASIAN AMERICAN ACTIVITIES CENTER PRESENTS **iLIVE**

### ANXIETY AND PERFECTIONISM

**EVER GET ANXIOUS WHEN YOU CAN'T ACCOMPLISH ALL THE TASKS ON YOUR TO-DO LIST?**  
"Be the best!" - as Stanford students, it's a competitive mantra we've been told constantly. That notion may have helped get us here, but believing you have to be the best isn't a healthy pursuit of excellence.

**CONSTANTLY CONCERNED ABOUT EXAMS AND WHAT LIES AHEAD?**  
Aiming for excellence should be progressive, not impossible. Striving for perfection leaves a person frustrated, anxious, and overwhelmingly dissatisfied when the outcome doesn't go as envisioned. Join us to discuss with Vaden Staff Psychologist Oliver Lin '93, PhD on how to overcome the fear and frustration caused by perfectionism.

**DO YOU OFTEN FEEL LIKE YOUR EFFORTS AND ACCOMPLISHMENTS ARE NOT GOOD ENOUGH?**

**FEATURING**  
**Dr. Oliver Lin**  
Psychologist from Counseling and Psychological Services (CAPS)

**THURSDAY**  
**NOVEMBER 15, 2018**  
**5:30PM - 7:00PM**  
**A<sup>3</sup>C COUCHROOM**  
2ND FLOOR OLD UNION CLUBHOUSE

**DINNER PROVIDED**

**RSVP by Sunday, November 11, 2018**  
<https://goo.gl/forms/J2ctZc6ytrLKPJ6b2>

**WHAT IS iLIVE?**  
To succeed at Stanford and beyond, it is important to optimize both physical and mental health through healthy lifestyle choices and habits. The A<sup>3</sup>C iLive series aims to dispel misconceptions, increase awareness, and encourage dialogue about health and well-being topics relevant to Asian Americans, as well as to introduce students to resources on campus. Discussions are held confidentially in a small group setting.

For more information, please contact iLive coordinator: **Steven Doan**.

**STANFORDASC** **ASCSTANFORD.EDU**



In 2007, when I was starting to write my dissertation, the campus was shocked by the death of an Asian American female Ph.D. student. I saw many parallels between my life and hers. The pressure and drive to succeed is very much part of Asian cultures, and I wanted to help other students before they turned to suicide. I participated in an A<sup>3</sup>C research project to better understand how to address mental health and well-being issues in students. The findings led to programming such as the iLive Series. I feel proud of being part of this project that raised awareness of mental health concerns for Asian American students.

– **Dr. I-Chant Chiang**

Ph.D., Stanford 2008

Director, Centre for Educational Excellence

Curriculum and Instruction Division

Simon Fraser University, Canada

## QUEER STUDENT RESOURCES THE QT UMBRELLA ASSISTANCE FUND

QSR and the Weiland Health Initiative created this fund as a systemic way to address and support students' lived experience of being Non Binary/Trans/LGB/Queer.

Covers out of pocket co-pays for:

- Mental health counseling
- Gender affirming medical services
- Legal services
- Other legal documentation for students facing steep barriers to flourishing at Stanford

Also available to postdocs!



## WOMEN'S COMMUNITY CENTER COLLECTIVE LIBERATION SERIES

This 3-part series creates space and opportunities for students to learn about coalition building, wellness, and relevant skills for social justice movement building. The series invites artists and activists in conversation to share their stories and experiences working to bring about more just and liberated futures.



Interactive experiential learning workshop led by A-lan Holt, playwright, filmmaker, and Executive Director, Institute for Diversity in the Arts

## BLACK COMMUNITY SERVICES CENTER BLACK CAPS (COUNSELING AND PSYCHOLOGICAL SERVICES) PARTNERSHIP

In 2019, built upon an existing partnership between the BCSC and previous Black CAPS clinicians, the Sankofa Series was created to equip Black students with skills to identify race related stress. This six-week skills-based process group provides students tools to maintain wellness while navigating their unique contexts at Stanford and beyond.



“After graduating, I worked at the Black House. We identified an urgent need for mental health support as our community witnessed deaths, violence against Black people across national media, and wrestled with the impacts of racial trauma. Our staff’s relentless pursuit to recruit and enlist more Black clinicians at CAPS with expertise in racial trauma was crucial and inspiring. I witnessed this partnership reduce stigma of mental health care in our community, increase access to services, and profoundly impact our students’ experiences. It is one of the factors that has influenced my career in clinical social work.

– **Kadesia Woods, L.C.S.W.**  
B.A., Stanford 2014  
Staff Clinician

Framingham State University Counseling Center

# LEADERSHIP DEVELOPMENT

For decades, the Centers have been key in unlocking students’ potential as change agents. Our leadership development models prepare students for a range of diverse environments and contexts. Experiential-based curriculums provide growth in strategic thinking, nuanced communication skills, and negotiation techniques for complex and uncomfortable situations. Theory + Practice = Praxis

## ASIAN AMERICAN ACTIVITIES CENTER API LEADERS RETREATS

These crucial, quarterly events bring together the elected representatives from over 50 Asian American student organizations that utilize the A<sup>3</sup>C’s space and resources. The retreats provide students opportunities for collaboration and leadership training, as well as increased intra-community dialogue and interaction.



“It is largely because of the experiences in the A<sup>3</sup>C that I can answer, with sincerity, that I did indeed have a positive experience at Stanford. The Asian American Activities Center was the place where I learned deep in my bones that change was both possible and imperative.

– **Dr. Takeo Rivera**  
B.A., Stanford 2008, M.A., Stanford 2009  
Assistant Professor of English  
Boston University

## WOMEN'S COMMUNITY CENTER WCC INTERNSHIP PROGRAM

This annual program provides 12-14 students per year with in-depth, community-based experiential leadership training. The WCC initiated a partnership with Feminist, Gender, and Sexuality Studies to create a credit-bearing internship. Students organize their own internship projects, and have the opportunity to make meaningful contributions to campus life at Stanford. We strive to center the most marginalized and create programming, projects, and services that serve said populations – understanding that when the needs of the most vulnerable are met, everyone will be cared for.

WCC interns can enroll in FEMGEN 108A: Enacting Community Liberation. This class provides opportunities to:

- Engage in hands-on, immersive, community-based experiences
- Address issues of gender, identity, equity, and justice through a lens of intersectionality
- Practice community building focused on outreach, organizing, and community care
- Earn 1 unit per quarter
- Submit quarterly reflection assignments



“The WCC has fundamentally changed my experience at Stanford thus far. I am so grateful to have met the people I have through the WCC community. I had a difficult time transitioning my first year here, and after the rosy tint of being a new frosh wore off, working at the WCC was where I found my grounding. The directors ... are great examples of staff that make Stanford a warm, welcoming place for all community members. The WCC events are incredibly heartwarming, educational, inspiring, and challenge individuals and the University to be better.

– Jenna Jung  
Stanford 2022

## NATIVE AMERICAN CULTURAL CENTER STANFORD POWWOW

The Stanford American Indian Organization and the Stanford Powwow celebrated their 50th anniversaries during the 2020-21 academic year. The Stanford Powwow is the largest student-led event of its kind in the country and draws 30,000 visitors to campus each Mother's Day Weekend. For student leaders, this involves a year-long strategic planning agenda to manage and coordinate everything from security, facilities, and finances, to marketing, media, community relations, campus partnerships, and more.



NACC Graduating Seniors at Stanford Powwow

“I would not have succeeded at Stanford without the support of the NACC and the greater Native American community. Not only did it provide me a space to celebrate and share my Indigenous identity, the NACC also allowed me to grow in leadership and ambassadorship of Indian Affairs to the greater Stanford community and beyond. Today, I remain grateful to Stanford University and its Native American community as I continue to work for instrumental change in my tribal nations.

– Eldred D. Lesensee  
Pueblo of Jemez / Zuni  
B.A., Stanford 2014

## BLACK COMMUNITY SERVICES CENTER THE BLACK RECRUITMENT AND ORIENTATION COMMITTEE (BROC)

Established in 1976, BROC was the first Stanford student community organization to focus on exposing and recruiting students from a particular racial/ethnic identity group to Stanford. BROC Coordinators gain valuable leadership experience for future roles in the Black Student Union, BCSC, student government, academic organizations, and more. Working directly with BCSC professional staff, they facilitate programs and interactions that impacted their own decision to choose this vibrant, inclusive, tight-knit Black community. These programs include:



2018 BROC Community Coordinators welcome prospective students!

- **Admit Weekend:** After being admitted, prospective students visit campus, envision their future at Stanford, and BROC seals the deal for them to say “yes!”
- **New Student Orientation:** A multi-day experience for first-year students to lay a foundation of belonging, inclusion, community, and fun!
- **The Big/Lil Sib program:** First-year students are matched with upperclass students who provide mentorship and advice about navigating Stanford. Whether talking to alums from the '70s or to more recent years, their “Sib Families” have stood the test of time.



Being a BROC Coordinator helped me grow as a leader. I became more organized, communicative, and attentive to my team and community needs. Uncomfortable moments were essential for my development in conflict resolution. I am extremely grateful for my experience and would not trade it for anything!

– **Daryn Rockett**  
Stanford 2023



I chose Stanford, because of BROC!

– **Stanford Alums 1976-2020 and counting!**

# ALUMNI ENGAGEMENT

Alumni are a cherished and important thread of the Centers’ work. Their involvement ranges from event speaking, to student mentoring, career exposure, life advice, and more. Spontaneous visits from alumni are a staple in our spaces. Their continued engagement is a testament to the power of deeply meaningful and transformative experiences in our communities.

## THE MARKAZ RESOURCE CENTER 2017 PROFESSIONAL PREPARATION SUMMIT

This summit strengthened professional networks among Stanford alumni and current students. Leading Bay Area alumni discussed their career paths and offered advice about finding work after graduation. The event featured a tech panel, a networking session, and a panel on careers in humanitarian work, government, public education, and academia. A breakout session also matched alumni and students for year-long mentorship opportunities.

The all-day summit featured speakers such as:

- Omar Tawakol of Cisco, and founder/CEO of Workfit/Voicea, M.S. Computer Science, Stanford 1996
- Sumbal Ali-Karamal, award-winning author, B.A., Stanford 1985
- Nida Atshan of TechWadi
- Elizabeth Kvitashvili, humanitarian response veteran



Promo flyer for The Markaz’s first ever professional mentoring event

## NATIVE AMERICAN CULTURAL CENTER "50 FOR 50" SERIES OF ALUMNI SPOTLIGHTS

In this series, Shoney Blake (B.A., Stanford 2006), then Resident Fellow at Muwekma-Tah-Ruk, hosted weekly interviews with 50 inspiring alumni leading up to the 50th Anniversaries of the Stanford American Indian Organization and Stanford Powwow. This exceptional archive of Native alumni wisdom will be incorporated into a larger NACC Oral History project.



Native Alumni at Powwow, 2018

Notable Native Alumni include:

- **Stephanie Fryberg, M.A. Psychology, Stanford 2000, Ph.D., Stanford 2003 / Tulalip**
  - University Diversity and Social Transformation Professor of Psychology, University of Michigan
  - Testified before U.S. Senate Committee on Indian Affairs on "Stolen Identities: The impact of racist stereotypes on Indigenous peoples"
  - Presented "Transforming Teaching and Learning About American Indians" at the Smithsonian National Museum of the American Indians' Seminars and Symposia Program
- **Neil J. Hannahs, B.A., Stanford 1973, M.A. Education, Stanford 1974 / Native Hawaiian**
  - Founder and CEO of Ho'okele Strategies LLC, a consulting enterprise to support leaders working to restore values of Hawaiian worldview
  - Co-founder of First Nations Futures Programs with Stanford Woods Institute for the Environment and tribal organizations in Alaska and Aotearoa
  - Past Director of Kamehameha Schools Lands Assets Division responsible for a portfolio of 358,000 acres of agricultural and conservation lands
- **Hilary Tompkins, J.D., Stanford 1996 / Navajo**
  - Past Solicitor for the U.S. Department of the Interior
  - Past Chief Legal Counsel to New Mexico Governor
  - Partner in the Global Regulatory group at Hogan Lovells US LLP
- **W. Richard West, J.D., Stanford 1971 / Southern Cheyenne**
  - President and CEO of the Autry Museum of the American West
  - Founding Director of the Smithsonian Institution's National Museum of the American Indian
  - Past member of the Board of Trustees, Stanford University

## BLACK COMMUNITY SERVICES CENTER BCSC NETWORKING IN ACTION (NIA) SERIES

This newly created program is dedicated to providing spaces for sustained engagement, innovation, scholarship, and community building among Black graduate students and Stanford alumni. Featured alumni speakers included:

- Felicia Gilbert, B.A., Stanford 2003, M.A. Sociology, Stanford 2004
- Jayson Mayden, M.S. General Management, Stanford 2011
- Dr. Raquell Rall, B.A., Stanford 2004
- Dr. Holly Pope, Ph.D. Education, Stanford 2017

## EL CENTRO CHICANO Y LATINO 2018 ALUMNI EVENT SERIES

The Latinx community is one of the most invisible in the United States in terms of political, economic, and/or cultural representation. In 2018, El Centro hosted an event series to change the narrative and right the inaccuracies in the depiction of the Latinx community in the U.S. and at Stanford.

The series included events such as:

- **Latinidad Unfiltered: Representation, Misrepresentation, and Politics:** Discussed electoral and cultural political representation of Latinos/as, encouraged attendees to do more and take action based on their beliefs and values. Featured panelists included:
  - Christy Haubegger, J.D., Stanford 1992, Creative Artists Agency and founder of *Latina Magazine*
  - Amanda Renteria, B.A.H., Stanford 1996, former candidate for Governor of California
  - Ana Navarro, CNN commentator and Republican Strategist
- **Latino-phobia:** A scholarly discussion on bias against the community. Featuring:
  - Dr. Leo Chavez, Ph.D., Stanford 1982, Professor of Anthropology, UC Irvine
  - Dr. Lori Flores, Ph.D., Stanford 2011, Associate Professor of History, Stony Brook University
  - Dr. Otto Santa Ana, Professor Emeritus, Chicana/o and Central American Studies, UCLA
- **Book Salons at Casa Zapata and El Centro:** The Struggles of Identity, Education, and Agency in the Lives of Undocumented Students. Featuring:
  - Dr. Aurora Chang, Ed.M., Stanford 1996, Associate Professor in Higher Education at Loyola University and National Center for Faculty Diversity and Development Liaison and Coach

# COMMUNITY & BELONGING

As Community Centers, we create spaces where students feel they can be their full and authentic selves. Students are seen and heard, their perspectives and experiences are valued, and they become embedded in a network of relationships that set them up for success at and beyond Stanford.

## QUEER STUDENT RESOURCES QSR AFFINITY GROUPS

These groups build community for students from marginalized and underserved populations, providing support, fostering connections, and helping them navigate Stanford:

- **Blk QTs:** Hosts events that center and celebrate the intersectional experiences of Black students who are LGBTQIA+
- **Grad Community @ QSR:** Offers regular activities for queer, trans, non-binary, and gender-questioning grad students and postdocs
- **QTPOC Kickback:** Creates regular kickbacks for queer and trans people of color
- **Queer Salam:** A space for queer folks who currently identify or have identified with the Islamic faith and/or community
- **REFUGE: Queerness, Spirituality & Religion:** A multi-faceted program for all LGBTQIA+ members of the Stanford community who are on a spiritual and/or religious path
- **Trans&:** Offers regular meetups for trans, non-binary, and gender-questioning students



## THE MARKAZ RESOURCE CENTER AFTERNOON CHAI

This program, not to be confused with Chai Chat, is a weekly social hour for students, staff, and faculty to gather while enjoying tea, sweets, and snacks. Student staff rotate hosting the event and picking a special theme or activity to guide conversation. A hub for connection, low-stakes socialization, and rejuvenation, community members have found these weekly gatherings crucial to their well-being and belonging at Stanford.



The Markaz represents everything that is powerful and beautiful about community, with dedicated people who pour their energy and hearts into supporting students. Before joining the Markaz, I didn't have anywhere I could be my full self and have nurturing conversations about home, belonging, struggle, and purpose. The Markaz has taught me the importance of community, and there is no university in the United States that has been able to establish a similar space for Muslim/MENA students on their campus.

– Manar Barsi  
Stanford 2022

## **NATIVE AMERICAN CULTURAL CENTER THE STANFORD NATIVE IMMERSION PROGRAM (SNIP)**

SNIP is an off-site 6-day retreat before the start of school for first-year Native students. For more than three decades, professional and student staff have created a resource-filled experience that prepares new students to transition to college and empowers strong bonds of friendship, community, and support. Campus partners join the program to welcome new students.



SNIP 2020

## **EL CENTRO CHICANO Y LATINO CAFECITO HOUR AT EL CENTRO**

Now in its 10th year of life, Cafecito has become an increasingly powerful community-building space and intentional mental health and wellness intervention. It provides extensive mentorship opportunities across student generations and is a place where faculty, staff, career and academic advisors, alumni, and more are able to connect with students and the community at large.



In Fall 2010, Cafecito started with about 25+ attendees. Now? It hosts 100-150+ attendees on a weekly basis.





By providing a space for students to grapple with thorny questions about identity, race, and class, the A<sup>3</sup>C and its fellow community centers are able to develop leaders with a more mature, sophisticated understanding of how to work with diverse communities. In an age of unprecedented globalization, the need to negotiate diversity has never been more urgent. I am thankful for everything the A<sup>3</sup>C has taught me, as it has enabled me to pursue a rich set of leadership experiences—without which I would have never, among other things, won the Truman, Marshall, and Rhodes Scholarships while I was at Stanford. One of our university’s great strengths is its diversity, but if we are to take full advantage of the opportunity this presents, we must continue to invest in community centers such as the A<sup>3</sup>C.

— **Daniel Shih**  
B.A., Stanford 2010

# ASIAN AMERICAN ACTIVITIES CENTER

## LETTER FROM ASIAN AMERICAN ACTIVITIES CENTER

Greetings,

Since the founding of the Asian American Activities Center (A<sup>3</sup>C) in 1972, the Asian and Asian American community has grown and become increasingly more diverse and complex. The 2010 census identified immigrants from Burma, Bangladesh, and Pakistan as among the fastest growing Asian populations in the United States. We are now seeing the number of Burmese, Bangladeshi, and Pakistani students increase at Stanford. The A<sup>3</sup>C is constantly adapting and changing to meet the needs of a community that continues to grow and evolve.

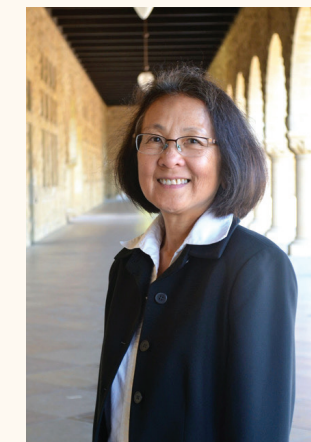
The mission of the Center remains focused on building community and providing a safe space where students are affirmed in all their identities and in their belief that they belong at Stanford. This is especially true for our most marginalized students who may be underrepresented, come from under-resourced high schools, or be the first in their families to attend college. Essential A<sup>3</sup>C programs focus on mental health and well-being, leadership and identity development, Asian American history, and racial justice.

A<sup>3</sup>C builds a supportive community of students, faculty, alumni, and staff that fosters greater awareness and understanding of the Asian experience in America. This has been especially critical given the increased anti-Asian racism connected to the COVID pandemic.

A<sup>3</sup>C also works to educate campus colleagues, offices, and departments about the experiences and backgrounds of our students in order to help colleagues provide more culturally appropriate guidance and advising. We are committed to continuing our efforts to build a community that empowers our students to succeed and thrive.

Cindy Ng, Jerald Adamos, and Latana Thaviseth

## STAFF



**Cindy Ng**  
(she/her)  
Associate Dean of Students  
& Scott J.J. Hsu Director



**Jerald Adamos, Ed.D.**  
(he/him)  
Assistant Dean of Students  
& Associate Director



**Latana Thaviseth, M.A.**  
(she/her)  
Assistant Director

## THEORY + PRACTICE = PRAXIS

In "On the Utility of Asian Critical (AsianCrit) Theory in the Field of Education," Iftikar & Museus (2018) note, "despite the powerful influence of race and racism on the experiences and outcomes of Asian Americans in US education, coherent conceptual frameworks specifically focused on delineating how White supremacy shapes the lives of this population are difficult to find. The AsianCrit framework, grounded in Critical Race Theory (CRT) and the experiences and voices of Asian Americans, can begin filling this gap" (p. 935). "This body of scholarship," they later state, "has highlighted how the model minority myth has been used as a tool of racial oppression (Chang, 1993; Museus & Kiang, 2009; Teranishi, 2010), dominant groups have utilized Asian Americans as a wedge in political debates (e.g. Affirmative Action) (Park & Liu, 2014; Poon & Sihite, 2016), and intersecting forms of oppression shape the experiences of Asian Americans (Buenavista & Chen, 2013)" (p. 939).

In addition to the AsianCrit framework, A<sup>3</sup>C's work is guided by the Culturally Engaging Campus Environment (CECE) (Museus, 2014) model from the The National Institute for Transformation and Equity. The CECE model focuses on the following indicators of campus environments that are relevant to the cultural backgrounds and communities of diverse college students: cultural familiarity, culturally relevant knowledge, cultural community service, meaningful cross-cultural engagement, and cultural validation.

## HIGHLIGHT

### A<sup>3</sup>C EVENT SERIES AGAINST ANTI-ASIAN RACISM

The COVID pandemic resulted in sharp increases in anti-Asian racism, including acts of violence against individuals and communities. In collaboration with faculty and alumni, the A<sup>3</sup>C responded with a series of events, that included:

- **Racism & Resistance: Roundtable on Asian American Experiences in the Pandemic**
- **A screening of the PBS documentary series *Asian Americans***, followed by a faculty panel discussion.





At 15, I joined a lab and program at Emory that exposed under-represented minorities with low-income backgrounds to molecular biology. At 18, the Department Chair told me I had what it takes to be a physician scientist.

At Stanford, experiences with microaggressions in my science courses and working under someone who seemed to take joy in chipping away my confidence and passion for biology led to overwhelming anxiety and imposter syndrome.

Broken and ready to give up on my dream, the Black House listened and supported me in ways my department wasn't prepared or trained to. They connected me to alumni mentors in, and unconventional paths to, science and medicine. I began to see my background as an asset and reconnected with my goals to improve health outcomes for underserved and minoritized communities and train the next generation of Black doctors. Today, I'm a 7th year University of Chicago M.D./Ph.D. student because the Black House didn't let me give up on myself. I am forever thankful!

—William Wagstaff  
B.A., Stanford 2012

# BLACK COMMUNITY SERVICES CENTER

## LETTER FROM THE BLACK COMMUNITY SERVICES CENTER

Greetings!

Since its founding in 1969, the Black Community Services Center, affectionately known as the Black House, has focused on the holistic development of students. Our sustained commitment to promoting academic excellence and the empowerment of the Black Diaspora has created a legacy of scholars, leaders, and agents of social change that have impacted Stanford, the nation, and the world.

The past three academic years have been a whirlwind! As one of the oldest Community/Cultural Centers in the country, in 2019, we commemorated our 50th Anniversary at Stanford. We also successfully pivoted to virtual learning, programming, and community building due to COVID-19, and have continued to create spaces of healing as we all process the multiple public deaths of Black bodies and the uprisings that followed.

Looking to the future, which includes hiring a new Assistant Director, we will continue to be transformative in our practice, innovative in our approach, and steadfast in our commitment to advocacy for our students and community. As our Black Diaspora becomes more diverse, our work with faculty, staff, and alumni will prepare students to navigate a complex and complicated world. Personally, our identities as Black, womyn, first-generation college graduates, and educators inform our work and preparations for the return to campus. In this transition, as always, we recognize the intersecting and various identities our students hold. We know it is critical to provide them the support and tools to not only survive, but thrive at Stanford and beyond.

In Community,

Rosalind Conerly & Dom Johnson

## STAFF



**Rosalind Conerly, Ed.D.**  
(she/her)  
Associate Dean of Students &  
Karr Family Director



**Domanique Johnson, M.S.W., L.C.S.W.**  
(she/they)  
Assistant Dean of Students  
& Associate Director

## THEORY + PRACTICE = PRAXIS

“The history of culture centers is rooted in a struggle for students to hold institutions of higher education accountable. They made a host of demands to ensure that their experiences were represented and supported in the cultural, academic, and social contexts of the university. [Black Cultural Centers] have existed on college campuses dating back to the Black student movement of the late 1960s and early 1970s. They served as the impetus for the establishment of multicultural centers and culture centers representing various racial/ethnic populations.”

– Dr. Lori Patton

*Culture Centers in Higher Education:  
Perspectives on Identity, Theory, and Practice* (2010, p. xiv)

Several theoretical frameworks guide our practice in the BCSC. Black Racial Identity Development Theory (Cross, 1995) is essential in understanding and identifying where Black students are in terms of their racial group membership as they experience Stanford. The Community Cultural Wealth Model (Yosso, 2005) reinforces the cultural capital that our Black students bring to Stanford, situating their capital as assets instead of deficits. Lastly the 5 point cultural center framework (Jenkins, 2008) creates meaning and strategy to the programs, initiatives, and informal interactions taking place in the Center.

## HIGHLIGHT INTELLECTUAL ROUNDTABLE SERIES

This long-standing series gives the community an opportunity to discuss, debate, critique, and explore concepts and topics relevant to the Black Diaspora. Faculty, staff, or students typically begin with a presentation to lay a foundation for the dialogue.

Past IR topics include:

- The Black Vote
- Cancel Culture
- Palestine and Black Lives
- The Kavanaugh Hearings
- Building Black Wealth
- Stanford Police Relations and the Black Community





El Centro is the heart and soul of the Stanford Chicano and Latino community. It is a place where cultural understanding, shared values, and common experiences are celebrated and our community is united in pursuit of peace, justice, and equality. The Center is a safe and nurturing space where generations of students have found the inspiration and support to work beyond personal achievement and seek progress and prosperity for our communities. Centro staff foster volunteerism, student initiative, creativity, and a community of service that enhances the lives of all students. The opportunities, friendships, and lessons gained at El Centro influence our world view and give us greater confidence in our own ability to change the world. Prospective Stanford Chicano and Latino students must be given the opportunity to share in El Centro's history and be a part of our gran comunidad!

**—Alma Medina**

B.S., Stanford 1992, J.D., Stanford 1995

# EL CENTRO CHICANO Y LATINO



## LETTER FROM EL CENTRO CHICANO & LATINO

Welcome to our comunidad!

El Centro Chicano y Latino engages in community and fosters belonging and excellence with grace and love. Our work is informed by a mission of enhancing the academic enterprise, promoting inclusion and equity, and empowering students to thrive. We deeply engage in supporting our Undocumented/DACAmented students, both Latinx and non-Latinx, helping to promote resources across the university.

Like us on the professional staff, many of our students identify as FLI (first gen/low income). The students who helped establish El Centro saw their education at Stanford as one that would help them give back to their families and home communities. This legacy of excellence, service, and justice continues today. We are now also inspired by the engagement of students who are the children and grandchildren of alums who helped build our community at Stanford.

Our Latinx community encompasses multiple intersectional identities and experiences. A commitment to honoring this diversity informs the way we build and develop community. It is not surprising that a third of the students who find their "home with El Centro" are those who identify as non-Latinx and come from every experience represented at Stanford.

El Centro responded to the COVID pandemic by pivoting to a virtual environment for academic and social support, with a focus on mental health and wellness, and cross-community collaboration for justice and equity. Our virtual efforts made it possible for increased alumni engagement with El Centro and Stanford during this unprecedented time. El Centro exists wherever our students and community live and we welcome you to join our beautiful comunidad!

In Love and Solidarity,

Elvira Prieto, Margaret Sena, and Jacob Velasquez

## STAFF



**Elvira Prieto, Ed.M.**  
(she/her)  
Associate Dean of Students & Director



**Margaret Sena, Ph.D.**  
(she/her)  
Assistant Dean of Students & Associate Director, Graduate Student Engagement



**Jacob Velasquez, M.A.**  
(he/him)  
Assistant Director

## THEORY + PRACTICE = PRAXIS

"Latina/o/x culture centers have provided a unique and empowering space for Latina/o/x students to experience college life. A culture center is often the only space on campus to offer a holistic learning experience allowing Latina/o/x students to explore racial/ethnic identity development and engage in social justice activism, political education, community outreach, academic mentoring and support, leadership development, social and professional networking, and alumni outreach. Within cultural communities, each of these activities have an impact on a student's sense of belonging while strengthening the student's leadership skills and academic self-confidence."

– Dr. Adele Lozano

*Latina/o Culture Centers: Providing a Sense of Belonging and Promoting Student Success (2010)*

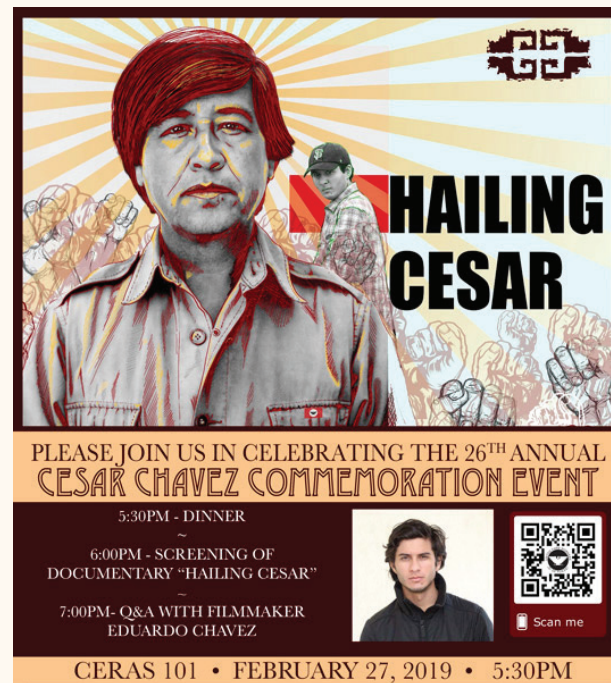
## HIGHLIGHT

### EL CENTRO SOCIAL JUSTICE COMMEMORATION

This annual event, started in 1993, commemorates the life and death of labor organizer and social justice advocate César Chávez. This cultural celebration highlights his work with the United Farm Workers Movement and brings Stanford and local community members together to experience amazing artists, performers, and/or speakers.

Past years' events include:

- A film screening and talk with César Chávez's grandson (2019)
- A performance and conversation with Chicago-based quintet, Dos Santos (2020)



# THE MARKAZ RESOURCE CENTER



While rare among university support centers in the nation, the Markaz Resource Center is of tremendous value not only for Muslim identifying students, but also for non-Muslims. The social and intellectual engagement for the Stanford community is exceptional. Markaz offers the direction post-secondary institutions should take toward providing a gold-standard of institutional support for students, future leaders, and the community.

**–Dr. Darnell Cole**  
Faculty and Co-Director  
Center for Education, Identity and Social Justice  
University of Southern California (USC)

## LETTER FROM THE MARKAZ RESOURCE CENTER

Welcome!

Since opening its doors in 2013, the Markaz has supported a vibrant community of students who identify with or are interested in Muslim experiences. We focus on intentional community building, leadership development, and advocacy to address the evolving academic, social, cultural, and wellness needs of our intersectional and transnational student community.

Our programming spans a variety of themes: cultural celebrations, intellectual discussions, entrepreneurship panels, artistic workshops and skill-building, anti-Islamophobia trainings, and community social hours. The strength and connectedness of our community was even more evident during COVID, when our staff and students adapted to the digital shift with creativity and ease. We launched the Digital Markaz ([www.digitalmarkaz.org](http://www.digitalmarkaz.org)) with virtual events and collaborative projects that engaged students from all over the world.

Looking ahead, we are excited about the Muslim Mental Health Initiative (MMHI), a student-led research project that addresses the mental health needs of Stanford's Muslim community. We're also thrilled to partner with the Abbasi Program for a student fellowship, with BEAM, Stanford Career Education, to develop alumni engagement and mentorship, and with the Transforming Learning Accelerator at the Graduate School of Education (GSE) to innovate community building. For the long-term, we are working on developing our ten-year strategy, which will further our mission of engaging students in a plurality of experiences that help them thrive at Stanford and beyond.

We hope you can visit us soon in our physical space – we would love to tell you more about our work over some warm chai!

In community,

Abiya Ahmed & Cassie Garcia

## STAFF



**Abiya Ahmed, Ph.D.**  
Stanford 2021  
(she/her)  
Associate Dean of Students  
& Director



**Cassie Garcia, M.A.**  
(she/her)  
Associate Director

## THEORY + PRACTICE = PRAXIS

Our work is grounded in the principle that a religious and spiritual identity, or an association with or exploration of one, is a critical aspect of students' college experience (Astin et al., 2005, Patel, 2007). Muslim students, in particular, span a diverse range of religious, ethnic/racial, gender, and class identities, and form a population that can be subject to marginalization at any time (Ahmadi & Cole, 2020). The implication for student affairs professionals is that helping students engage these identities can have a positive effect on students' educational outcomes and college experience (Kocet & Stewart, 2011; Cole & Ahmadi, 2016). Our Center is a model for how such engagement can be done while embracing intersectionality and empowering all students.

## HIGHLIGHT

### STRONGER TOGETHER: A COMMUNITY RESPONSE TO ISLAMOPHOBIA

This initiative aims to proactively combat Islamophobia and has been an ongoing component of the Markaz's work since 2018. The project includes workshops curated and facilitated by Stanford graduate students for the broader Stanford community.

These interactive trainings are designed to:

- Offer Muslim students strategies and tools to navigate xenophobic interactions and microaggressions
- Provide allies with beginner's knowledge of Islam and the overall Muslim experience at Stanford
- Help develop necessary skills to recognize and disrupt Islamophobia in various professional and campus settings



Graduate Coordinator Michael Mohsen leads "Standing in Solidarity," an Anti-Islamophobia Workshop for students. (November 2018)





The NACC is an indispensable part of the Native community at Stanford, for students, staff, and faculty alike. It is a place to connect socially and intellectually, a hub of Native life at Stanford. For the students in particular, it is a home away from home, a sanctuary from the academic life at Stanford, a place where they will be understood, accepted, and won't be expected to explain themselves, their family, their heritage, or their culture. In recent years, it has become a more inclusive place, welcoming indigenous students from many parts of the world who discover that they share many things in common, despite their disparate origins. Over the years, it has been my touchstone at the University, a place where I feel most welcome. From the very beginning, it was one of the reasons that I decided to join the Stanford faculty and has been at various times, one of the reasons that I have decided to remain at Stanford.

**–Dr. C. Matthew Snipp**

Burnet C. and Mildred Finley Wohlford Professor of Humanities and Sciences in the Department of Sociology  
Stanford University

**NATIVE AMERICAN CULTURAL CENTER**

**LETTER FROM THE NATIVE AMERICAN CULTURAL CENTER**

Welcome to the NACC!

Our mission is to champion Indigenous excellence, foster leadership development, and promote wellness. NACC anchors events, programs, lectures, performances, meetings, and conversations around Native issues. It is a place to learn, to grow, to relax, to celebrate, to meet friends, to find support, to get advice, and to nurture community. It is a welcoming place.

We align with the Stanford American Indian Organization (SAIO), the umbrella organization for more than 20 exciting and active Native student organizations, including American Indians in Science and Engineering (AISES), The Diné Club, Natives in Medicine or Pre-Law, and Hui o Na Moku, among others. Engagement – a little or a lot – is invited, and all are welcome. Fall 2020 marked SAIO's 50th Anniversary, so we have much to celebrate together.

We host the largest student-run Powwow in the country, drawing 30,000 visitors each Mother's Day Weekend. 2021 marks the 50th year of Powwow, around which we build a bounty of learning activities and celebrations honoring this unique Stanford legacy. Together, with our fabulous alumni, we are already planning for the next 50 years, including the first Native Alumni Summit in 2022.

NACC staff are here to champion the Native student experience at Stanford and uplift Indigenous voices and issues in the Stanford story. All are welcome to be part of this exciting journey. Please join us!

Best,

Karen Biestman, Denni Dianne Woodward, and Greg Graves

**STAFF**



**Karen Biestman, J.D.**  
(she/her)  
Associate Dean of Students & Director, and Lecturer, Native American Studies



**Denni Dianne Woodward**  
(she/her)  
Assistant Dean of Students & Associate Director



**Greg Graves**  
(he/him)  
Assistant Dean of Students & Associate Director

## THEORY + PRACTICE = PRAXIS

Decolonizing the academy starts with a “critical consciousness, an awakening from the slumber of hegemony, and the realization that action has to occur” according to Linda Tuhiwai Smith in *Decolonizing Methodologies: Research and Indigenous Peoples* (2010, p. 201). This is followed by re-imagining Indigenous ways of knowing and being, “drawing upon a different epistemology and unleashing the creative spirit. This condition is what enables an alternative vision; it fuels the dreams of alternative possibilities” (p. 201). As different ideas and events come together, opportunities and movements are created which reflect the “multiple positions, spaces, discourses, languages, histories, textures and worldviews” that are being contested, reframed and celebrated (p. 201).

## HIGHLIGHT SERRA RENAMING

In October 2019, thanks to years of education and leadership by Native students, staff, and allied administrators, three Stanford landmarks bearing the name of Junipero Serra were renamed to address the harm that Native students experience brought on by colonization and Serra’s role in California specifically. For future generations, Carolyn Attneave House, Sally Ride House, and Jane Stanford Way will honor women leaders in Stanford’s history. Attneave was the first Native American woman to earn a doctoral degree in Psychology. This campaign has heightened awareness of other potentially harmful names and labels impacting others on the Stanford Campus and beyond.



Serra Renaming Ceremony



# QUEER STUDENT RESOURCES



The belonging created by QSR's programming has been an anchor for many students in these uncertain times: the one place in their lives where they can gather with others and feel affirmed, safe and seen – especially now during the pandemic, as many students have returned home to families who are not always affirming of their gender/sexual identities. One of the true strengths of this programming is the crucial leadership development opportunities for student staff, who get to create meaningful and resonant projects for themselves and their peers, learning and growing through direct experience with guidance from QSR professional staff.

–**Inge Hansen, Psy.D.; Deb Schneider, L.C.S.W.;**  
**Marissa Floro, Ph.D.**  
Weiland Health Initiative

## LETTER FROM QUEER STUDENT RESOURCES

Welcome to QSR!

We three QSR directors treasure the opportunity to work directly in partnership with Stanford students; it means the world to us to be able to contribute in significant ways to their learning and formation. We collaborate with a team of trusted partners on campus, in local LGBTQIA+ communities and beyond, with the shared aims of promoting mental health and wellness in campus community settings, developing new models for integrative queer learning and helping key decision makers at Stanford learn how to become more adept at listening to, honoring and acting responsibly on student experiences and insights.

We offer a range of programming, including affinity groups for Black queer and trans students, queer and trans people of color, and students who currently identify or have identified with the Islamic faith and/or community; spaces for community healing, artistic practice, and dreaming of radically different futures; collaborative groups celebrating the intersections of faith and LGBTQIA+ identity; events educating allies and fostering community space for trans people and, in partnership with the Weiland Health Initiative, financial support and tools helping queer, trans, and nonbinary students survive and, ideally, flourish.

QSR has begun to flower in earnest, but we're really just getting started. Our work changes every year because our students change every year. We continually refine and rework QSR's offerings to remain intentional, meaningful, and relevant and to meet the needs of students. We strive to create space for student and community growth, creativity, and flowering. Thank you for joining us on this journey.

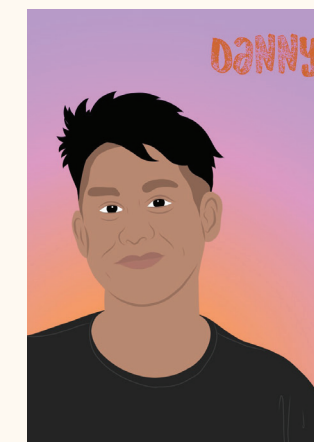
In community,

Taylor, Danny, and Ben

## STAFF



**Benjamin Davidson, Ph.D.**  
(any pronouns)  
Associate Dean of Students  
& Director



**Danny Alvarez**  
(they/them)  
Associate Director



**Taylor J. Hodges**  
(they/them)  
Assistant Director

## THEORY + PRACTICE = PRAXIS

The purpose of our Center is to help our students live better lives, not only by surviving at Stanford (and beyond) — but also through the cultivation of well-being, creativity, and joy.

At QSR we aim to put student experiences at the center of all we do and to prioritize the most marginalized. We value fluidity and flexibility in our work, changing our methods, styles, and content to align with our best understanding of our students' needs and priorities.

We search for the most creative ways to work through and beyond all established institutional norms and structures, pushing the boundaries of what's expected or possible. We recognize that students have incredibly diverse needs, desires and aims, and see our role as nourishing and supporting them, as individuals and as collectives, in their work of imagining and creating their futures.

## HIGHLIGHT

### GENDER LIBERATION AND AWARENESS MONTH (GLAM)

One of QSR's newer initiatives, this month-long series of events is a collaboration with student groups, departments, faculty, and folks from the Bay Area and beyond. This month of events is only possible because of the collective nature of the programming.

Previous programs include:

- Name and gender change workshops
- Discussions about prison abolition
- Trans activist history lessons



The poster features a background of a black and white photograph of a forest floor with sunlight filtering through the trees. The text is arranged in several colored boxes: a white box at the top right with the event title, a pink box with event details, a purple box with the main theme, a light purple box with a description, a yellow box with social media info, and a bottom section with logos and a cartoon character.

**Trans Histories @QSpot**

**Free Food! Interactive stuff!**  
MONDAY 4/29 • Fire Truck House, 2nd Fl • 6:15-7:45pm

**Learn about Stanford's role in trans history, Bay Area trans activists, the origins of ball culture, & more**

Join Maxe Crandall's Trans Studies class for an open format experience about trans histories

Lotus Thai, pop-up booths, free zine, time-web, and conversation about gender variance across time and place

IG @queerstudentresources

DROP BY ANY TIME  
6:30 WELCOME SPEECH

**QSR** **GLAM** 



The WCC has provided a welcoming space for students to combine their academic, personal, and political growth at Stanford. I have held or co-hosted several well-attended workshops there to provide interdisciplinary perspectives on gender, race, and politics. The programming at the Center has enriched my classes by providing guest speakers I can list on my syllabi as extra-credit events; students write short papers relating the speaker to our course themes and readings.

The WCC plays a critical role on campus. I've known quite a few of the student staff members who have come of age through the mentorship of the outstanding Center staff. I am impressed by the seriousness with which they approach the mission of creating a community that is open to all, embracing the intersecting identities of students and their varying perspectives on gender, race, and sexuality. Stanford should be very proud of this institution!

**—Dr. Estelle Freedman**

Edgar E. Robinson Professor in U.S. History  
Stanford University

# WOMEN'S COMMUNITY CENTER



## LETTER FROM WOMEN'S COMMUNITY CENTER

Greetings!

The Stanford Women's Community Center (WCC) is a space for students to explore, find connection and support, and understand issues around gender, equity, identity, and justice. We approach this work collectively, in partnership with students, to uplift and center the most historically marginalized among us, as we recognize that gender equity is only possible with the realization of racial justice and the end of all forms of oppression. Our programming and services are inclusive and focused on the needs of all gender marginalized people.

We take pride in our ability to adapt to and reflect the changing interests and needs of students over time while offering consistent programs and support. Some key programs include: the Gender, Equity, and Justice Summit, the WCC/VPGE STEM Mentoring Program, the Collective Liberation series, and the Feminist Narratives podcast and zine. We invite students of all genders, identities, and backgrounds to participate in our programs and engage with the WCC.

The WCC continues to support students in the quest for justice and liberation through a wide array of creative and interactive community-based programs focused on both the individual and community. We aim to foster holistic wellness by addressing the impact of subtle and overt -isms (i.e., experiences that are a product of racism, sexism, classism, ableism, etc.) both in and outside of the classroom. Staying grounded in our mission, the WCC focuses on care, connection, and community. We aim to empower students to create programs and opportunities that envision a more just and equitable society.

In solidarity and community,

Faith Kazmi, Alicia Lewis, and Dejah Carter

## STAFF



**Faith Kazmi, Ed.D.**  
(she/her)  
Associate Dean of Students  
& Director



**Alicia Lewis, M.S.W.**  
(she/her)  
Assistant Dean of Students  
& Associate Director



**Dejah Carter, M.Ed.**  
(she/her)  
Assistant Director

## THEORY + PRACTICE = PRAXIS

“The struggle against patriarchy and racism must be substantively robust and inextricably intertwined.”

– Kimberlé Crenshaw, J.D.  
(2015)

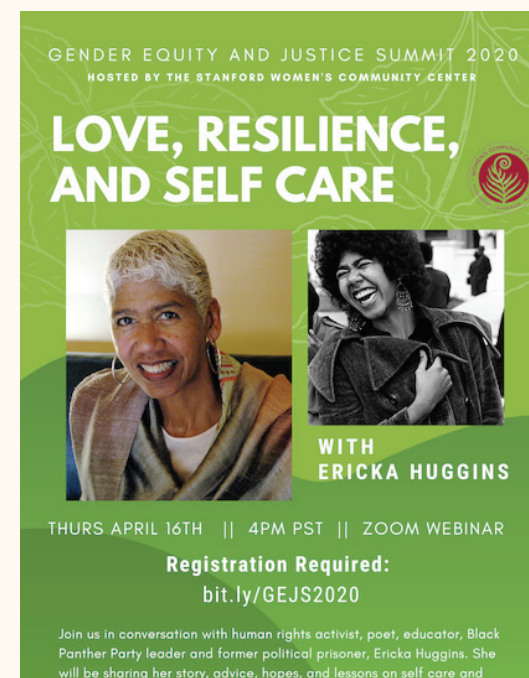
Kimberlé Crenshaw’s work on intersectionality (1989, 1991) undergirds the mission and approach of the WCC. It is the framework by which we can contextualize and begin to address layered levels of oppression. Crenshaw’s work allows us to examine marginalization that occurs within already marginalized communities as a product of overlapping identities with particular attention paid to racial dynamics. Intersectionality is a critical framework from which the WCC operates to create an inclusive environment for change. It identifies specific factors that compound negative experiences for some and allow the staff to critically examine the way in which we approach decolonizing the space. Additionally, the WCC’s work is informed by adrienne maree brown’s work, *Emergent Strategy* (2017). She defines it as “how we intentionally change in ways that grow our capacity to embody the just and liberated worlds we long for.”

## HIGHLIGHT GENDER, EQUITY, AND JUSTICE SUMMIT

This annual summit is a major Spring quarter campus event led by student coordinator(s) that engages students, faculty, staff, alumni, and the larger community focused on addressing issues of gender, equity, and justice.

The Summit features:

- Keynote Speakers, like A-lan Holt, Flor Bermudez, and Amy Climer (2018), Favianna Rodriguez and Danica Roem (2019), Ericka Huggins (2020), and Dominique Jackson (2021)
- Alumni and mentor roundtables
- Panels/Workshops on various topics including creativity, intersectionality, social justice, trans-rights, engaging in activism, and more



The WCC hosted Human Rights Activist and Black Panther Party leader Ericka Huggins as the keynote speaker for the Gender, Equity, and Justice Summit in April 2020.

# INSPIRATION. ASPIRATION. TRANSFORMATION. GRADUATION.

## NUESTRA GRADUACIÓN (CHICANX/LATINX GRADUATION) EL CENTRO CHICANO Y LATINO

Since before El Centro’s founding in 1978, this event has celebrated the accomplishments of our graduating students and their families. This incredibly powerful and inspiring celebration provides our community an opportunity to honor the contributions and sacrifices of parents and loved ones who are integral to the success of our students, many of whom are the first in their families to attend college and/or come from low-income communities. In recent years, participation has included 100+ graduating students completing undergraduate and/or graduate degrees, with 700+ of our participants’ guests, family, and friends in attendance. As our community has grown, it is inspiring to see the children, grandchildren, and extended family of our alumni participating in this celebration of excellence and community.





## **BLACK GRADUATION CELEBRATION BLACK COMMUNITY SERVICES CENTER**

This annual event commemorates the many achievements of Stanford's graduating undergraduate, graduate, and professional school students across Stanford's seven schools. Black Grad celebrates a long tradition of Black scholarship, culture, and history at Stanford. Over the past 45+ years, this event, created out of protest, has grown in attendance to more than 1,500 family, friends, faculty, staff, and alumni.

An integral part of the ceremony includes a family member joining their graduate on stage to place a Kente Cloth around their shoulders when their name and degree are called. This acknowledges the graduate's achievements are made possible by the support of family, friends, and loved ones. The Kente Cloth originates from the Asante (Ashanti) people of Ghana in West Africa. This part of the ceremony symbolizes the "passing of the torch" and reverently recognizes the contributions and sacrifices of our ancestors, on whose shoulders we continue to stand in pursuit of liberation, justice, and excellence.



## **NATIVE GRADUATION NATIVE AMERICAN CULTURAL CENTER**

This event dates back almost 50 years to the earliest days of the Stanford American Indian Organization. Native Graduation is centered on students, families, and Community. The event begins with a large community dinner and is followed by a ceremony where each graduate and their families are invited to speak. NACC staff bestow a traditional Pendleton blanket on each graduating student. This includes undergraduates, co-term students, graduate and professional school students across Stanford's seven schools. The event is both photographed and filmed and becomes a treasured keepsake. Since its early days, originally hosted in Muwekma, then moved to the Old Union Clubhouse Ballroom, to Elliott Program Center, and now in Ricker Dining Center and Courtyard, Native Graduation has grown with the average attendance now 300.

## ASIAN AMERICAN GRADUATION CELEBRATION ASIAN AMERICAN ACTIVITIES CENTER

This celebration brings together families and friends to recognize the achievements of our graduating students. This dinner event is one of the few ceremonies where parents and families are honored and recognized for their contributions to the success of the graduate. Each graduate and family are called to the stage during Senior Roll Call as the emcees share the student's fondest memories and thank yous. The ceremony ends with a class photo.



# OUTSIDE ENGAGEMENT & PUBLICATIONS

The work of ECL staff is not limited to Stanford. In 2018, ECL hosted the inaugural Ivy Plus Conference for Cultural/Community Centers, attended by 18 institutions. As leaders in this work, our staff are involved at a national and international level. Below are some of our staff's presentations, publications, awards, and appointments in the last three years.

Our pillars guide our work on campus, in our communities, and outside of Stanford. These principles are rooted in our commitment to social justice in all aspects of our lives. We are fortunate to collaborate with scholars, colleagues, and students all over the world to broaden our impact wherever possible.

## ACADEMIC & INTELLECTUAL ENGAGEMENT

### PUBLICATIONS:

Carter, D. (2020). Neoliberalism in higher education and its effects on marginalized students. In A. Palko, S. Sapra, and J. Wagman (Eds.), *Feminist Responses to Neoliberalization of the University: From Surviving to Thriving* (pp. 19-30). Lexington Books.

### PRESENTATIONS:

Conerly, R. (2019). *Culturally responsive education through the lens of a scholar practitioner* [Keynote presentation]. Black Doctoral Network Conference.

Conerly, R., Irving, M., Oseguera, T., (2020). *Education in a Covid-19 world: How are colleges meeting the needs of current students?* [Webinar]. USC Rossier School of Education.

Mac, J., Thaviseth, L., Na, V., & Yi, V. (2019). *Homemaking: Building a SEAAster Scholars Collective* [Panel workshop]. 2019 Southeast Asia Resource Action Center Moving Mountains Conference, Fresno, CA, United States.

## MENTAL HEALTH AND WELL-BEING

### PUBLICATIONS:

Davidson, B. (2019). Revolt! (Act I). *European Journal of Psychoanalysis*.  
<https://www.journal-psychoanalysis.eu/revolt-part-1-2/>



Davidson, B. (2020). Revolt! (Act II). *European Journal of Psychoanalysis*.  
<https://www.journal-psychoanalysis.eu/revolt-part-2/>

Davidson, B. (2021). Mnemo, Mama. *European Journal of Psychoanalysis*.  
<https://www.journal-psychoanalysis.eu/mnemo-mama/>

Jenkins, T. S., Conerly, R., Hypolite, L., and Patton, L. D. (2021). The Campus Underground Railroad: Strategies of resistance, care and courage within university cultural centers. In B. C. Williams, D. D. Squire, and F. A. Tuitt (Eds.), *Plantation Politics and Campus Rebellions: Power, Diversity, and the Emancipatory Struggle in Higher Education*. State University of New York Press, Albany.

### PRESENTATIONS:

Conerly, R., Wozny, T. (2020). *Mental health preservation for team management* [Conference session]. ZiM Digi Con: Selfcare Sundays.

## LEADERSHIP DEVELOPMENT

### PUBLICATIONS:

Adamos, J. L. (2019). *Splinters from the Bamboo Ceiling: Understanding the experiences of Asian American men in higher education leadership*. (Doctoral dissertation, University of San Francisco).

Conerly, R., Butler, M. (2020). Who's going to mentor us? Black women administrators and our leadership journeys. In D. Cobb-Roberts, and T. R. Esnard (Eds.), *Mentoring as Critically Engaged Praxis: Storying the Lives and Contributions of Black Women Administrators* (pp. 47-66). Information Age Publishing, Inc.

### PRESENTATIONS:

Baszile, D., & Johnson, D. (2019). *The house of resistance and the undercommons: Black women's academic leadership as insurgent fugitively* [Symposium]. NWSA Annual Conference, San Francisco, CA, United States.

Biestman, K. (2018, 2019, 2020). *Peacemaking at Stanford: Lessons for rising college presidents* [Presentation]. Executive Leadership Academy, UC Berkeley Goldman School of Public Policy, Berkeley, CA, United States.

Conerly, R., Vela, W., Rodriguez, K., Cruz, C. (2020 postponed due to COVID-19, 2019, 2018), *Repositioning cultural centers to better leverage our social capital* [1 day Pre-Conference Institute]. National Conference on Race and Ethnicity in Higher Education.

Conerly, R., Butler, M., Davis, A. (2020 postponed due to COVID-19). *Empowerment strategies to encourage, motivate, and sustain advisors*. National Academic Advising Association (NACADA) International Conference.

Kazmi, F., Lee, S., & Regalado, J. (2018). Faculty for the New Professional Institute [two day pre-conference workshop]. National Association of Student Personnel Administrators Western Regional Conference, Sacramento, CA, United States.

## COMMUNITY ENGAGEMENT

### PUBLICATIONS:

Ahmed, A., & Garcia C. (2020). Chapter 8: A home away from home: Community countering challenges. In S. Ahmadi, and D. Cole (Eds.), *Islamophobia in Higher Education: Combating Discrimination and Creating Understanding*. Stylus Publishing.

Chan, J., Nguyen, M., Thaviseth, L., Chang, M.J. (2021). Forced migration and forged memories: Acts of remembrance and identity development among Southeast Asian American college students. In F. A. Bonner, R. M. Banda, S. L. Smith, and A. F. Marbley (Eds.), *Square Pegs and Round Holes: Alternative Approaches to Diverse College Student Development Theory*. Stylus Publishing.

Conerly, R. D. (2017). *Campus change agents: Examining the experiences of cultural center scholar practitioners at a Predominantly White Institution* (Doctoral dissertation, University of Southern California).

Johnson, D. (2020). *For us, by us...through us: A brief history of the undergraduate Africana community at Tufts university and the impact of the Africana center from 1973-2019* (Master's Thesis, Tufts University). ProQuest Dissertations Publishing.

Yi, V., Thaviseth, L., Na, V. (Forthcoming). Voicing names, naming voices: (Reclamation by Southeast Asian American womxn in Higher Education [Book chapter in preparation]. In *Facilitating Identity and Oppression Conversations Using Stories of Our Names* (working title).

### PRESENTATIONS:

Adamos, J. L., Hanson, M., Garcia, P., & Masuda, D. (2017). *Real talk: Tools for creating intergroup dialogue with colleagues, students, and beyond* [Conference session]. National Association of Student Personnel Administrators Multicultural Institute, New Orleans, LA, United States.

Biestman, K. (2018). *Peacemaking at Stanford* [Conference presentation]. Native American Philanthropy Conference, Santa Ana, NM, United States.

Biestman, K. (2019). *Peacemaking at Stanford: Conflict resolution in the Academy* [Conference presentation]. National Association of Community and Restorative Justice, Denver, CO, United States.

Biestman, K. (2020). *Indigenous peacemaking as a framework for conflict resolution in renaming* [Panel member]. Murals and Monument Panel, University of Chicago, Chicago, Illinois, United States.

Biestman, K. (2020). *University peacemaking partnerships* [Moderator, and Conference Planning Committee Member]. National Peacemaking Colloquium: Out of the Box and Into the Circle, New Mexico Center for Law and Poverty, Albuquerque, NM, United States.

Carden, K., Johnson, D., & Bynoe, N. (2018) *Activists, advocates, and professionals: Working to eradicate sexual violence and institutional racism within the university* [Symposium]. NWSA Annual Conference, Atlanta, GA, United States.

Chan, J., & Thaviseth, L. (2019). *Collective memories and acts of remembrance: Rethinking student identity development* [Paper presentation]. 2019 Annual Meeting of the American College Personnel Association, Boston, MA, United States.

Squire, D.D., Tuitt, F., Okello, W.K., Abad, M.N., Conerly, R., Hypolite, L., Jenkins, T.S., Mobley, S.D., Owen, C.N., Solomon II, S.L. (2018, Nov.). "There were no beds given to slaves...": *Disrupting plantation politics in search of the Woke Academy* [Symposium]. Annual meeting of the Association for the Study of Higher Education, Tampa, FL, United States.

Hanson, M., & Kazmi, F. (2017). *Feminist narratives: Creating space for current evolving programs at the Stanford Women's Community Center: a workshop on intersectionality* [Conference session]. National Association of Student Personnel Administrators Western Regional Conference, Waikiki, HI, United States.

Nguyen, M. & Thaviseth, L. (2019). *Collective memories and acts of remembrance: Rethinking student identity development* [Paper presentation]. 2019 Annual Meeting of the National Association of Student Personnel Administrators, Los Angeles, CA, United States.

Woodward, D. (2020). *Bridging community and campus memory: An integrative model for heritage*. [Conference session]. American Alliance of Museums Annual Meeting & Museum Expo, San Francisco, CA, United States.

Yi, V., Na, V. S. & Thaviseth, L. (2020 cancelled due to Covid 19). *Voicing names, naming voices: (Re)clamation by Southeast Asian American womxn in higher education* [Symposium]. AERA Annual Meeting, San Francisco, CA.

#### **SERVICE:**

Cindy Ng appointed to Gates Scholarship Advisory Council

Rosalind Conerly appointed to advisory board of ZiM, a beauty tech start up focused on health, wellness and beauty education for BIPOC consumers

Alicia Lewis appointed by the President of the University of San Francisco to serve on the USF University Council on Diversity and Equity

Greg Graves appointed as the 2021 Indigenous Advisor to the American College Personnel Association National Convention Steering Team

Karen Biestman serves as the Vice Chair, Board of Directors, California Indian Museum and Cultural Center, Santa Rosa, CA; Founding Faculty Fellow and Board Member, Executive Leadership Academy, UC Berkeley Goldman School of Public Policy; and the Sierra Nevada University Board of Directors, Incline Village, NV

#### **AWARDS:**

Elvira Prieto, Ed.M.:

- Margaret Ann Fidler Award for Distinguished Service in Student Affairs, Stanford University, 2018

Cindy Ng:

- Amy J. Blue Award, Stanford University, 2020

Karen Biestman, J.D.:

- Anne Medicine Outstanding Mentorship Award, 2018
- Innovative Practice Award for Peacemaking, 2020

# REFERENCES

Ahmadi, S., & Cole, D. (2020). *Islamophobia in higher education: Combating discrimination and creating understanding*. Stylus Publishing.

Astin, A. W., Astin, H. S., Lindholm, J. A., Bryant, A. N., Calderone, S., & Szelényi, K. (2005). The spiritual life of college students: A national study of college students' search for meaning and purpose. *UCLA Higher Education Research Institute*.

Brown, A. M. (2017). *Emergent Strategy: Shaping change, changing worlds*. AK Press.

Buenavista, T. L., & Chen, A. (2013). Intersections and crossroads: A counter-story of an undocumented Pinay college student. In S. D. Museus, D. C. Maramba, and R. Teranishi (Eds.), *The Misrepresented Minority: New Insights on Asian Americans and Pacific Islanders, and Their Implications for Higher Education* (pp. 198-212). Stylus Publishing.

Chang, R. S. (1993). Toward an Asian American legal scholarship: Critical race theory, post-structuralism, and narrative space. *Calif. L. Rev.* 81, 1241-1322.

Cole, D., & Ahmadi, S. (2016). Reconsidering campus diversity: An examination of Muslim students' experiences. *The Journal of Higher Education* 81(2), 121-139. <https://doi.org/10.1080/00221546.2010.11779045>

Crenshaw, K. W. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum* 1989(8), 139-167. <https://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8>

Crenshaw, K. W. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241-1299. <https://doi.org/10.2307/1229039>

Crenshaw, K. W. (2015, July 8). *The Charleston imperative: Why feminism and antiracism must be linked*. Huffington Post. [https://www.huffpost.com/entry/the-charleston-imperative\\_b\\_7757996](https://www.huffpost.com/entry/the-charleston-imperative_b_7757996)

Cross, W. E., Jr. (1995). The psychology of nigrescence: Revising the Cross model. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.), *Handbook of Multicultural Counseling* (pp. 93-122). Sage Publications, Inc.

Iftikar, J. S., & Museus, S. D. (2018). On the utility of Asian Critical (AsianCrit) Theory in the field of Education. *International Journal of Qualitative Studies in Education* 31(10), 935-949. <https://doi.org/10.1080/09518398.2018.1522008>

- Jenkins, T. S. (2008). The Five-Point Plan: A practical framework for campus cultural centers. *About Campus* 13(2), 25-28. <https://doi.org/10.1002/abc.249>
- Kocet, M. M., & Steward, D. L. (2011). The role of student affairs in promoting religious and secular pluralism and interfaith cooperation. *Journal of College and Character* 12(1), 1-10. <https://doi.org/10.2202/1940-1639.1762>
- Llamas, J. D., Nguyen, K., & Tran, A. G. T. T. (2021). The case for greater faculty diversity: Examining the educational impacts of student-faculty racial/ ethnic match. *Race Ethnicity and Education* 24(3), 375-391. <https://doi.org/10.1080/13613324.2019.1679759>
- Lozano, A. (2010). Latina/o culture centers: Providing a sense of belonging and promoting student success. In L. D. Patton (Ed.), *Culture centers in higher education: Perspectives on identity, theory, and practice* (pp. 3-25). Stylus Publishing.
- Museus, S. D. (2014). The Culturally Engaging Campus Environments (CECE) model: A new theory of college success among racially diverse student populations. In M. B. Paulsen (Ed.), *Higher Education: Handbook of Theory and Research* (pp. 189-227). Springer. [https://doi.org/10.1007/978-94-017-8005-6\\_5](https://doi.org/10.1007/978-94-017-8005-6_5)
- Museus, S. D., & Kiang, P. N. (2009). The model minority myth and how it contributes to the invisible minority reality in higher education research. In S. D. Museus (Ed.), *Conducting research on Asian Americans in higher education: New Directions for Institutional Research* (no. 142) (pp. 5-15). Jossey-Bass.
- Museus, S. D., Zhang, D., & Kim, M. J. (2016). Developing and evaluating the Culturally Engaging Campus Environments (CECE) scale: An examination of content and construct validity. *Research in Higher Education* 57(6), 768-793. <https://doi.org/10.1007/s11162-015-9405-8>
- Park, J. J., & Liu, A. (2014). Interest convergence or divergence?: A critical race analysis of Asian Americans, meritocracy, and critical mass in the Affirmative Action debate. *The Journal of Higher Education* 85(1), 36-64. <https://doi.org/10.1080/00221546.2014.11777318>
- Patton, L. D. (Ed.). (2010). *Culture centers in higher education: Perspectives on identity, theory, and practice*. Stylus Publishing.
- Poon, O., & Sihite, E. U. (2016). 23. Racial anxieties, uncertainties, and misinformation: A complex picture of Asian Americans and selective college admissions. In M. Zhou and A. C. Ocampo (Eds.), *Contemporary Asian America* (3rd ed., pp. 508-528). New York University Press. <https://doi.org/10.18574/9781479849994-028>
- Smith, L. T. (2010). *Decolonizing methodologies: Research and Indigenous peoples* (2nd ed.). Otago University Press.

Stout, R., Archie, C., Cross, D., & Carman, C. A. (2018). The relationship between faculty diversity and graduation rates in higher education. *Intercultural Education* 29(3), 399-417. <https://doi.org/10.1080/14675986.2018.1437997>

Teranishi, R. T. (2010). *Asians in the Ivory Tower: Dilemmas of Racial Inequality in American Higher Education*. Teachers College Press.

Yosso, T. J. (2006). Whose culture has capital? A Critical Race Theory discussion of community cultural wealth. *Race Ethnicity and Education* 8(1), 69-91. <https://doi.org/10.1080/1361332052000341006>

## SPECIAL THANKS

Abundant thanks and love to former and current Community Center professional and student staff, faculty, administrators, alumni, and donors for creating an unshakable foundation and cultivating vibrant, resilient communities of care and excellence. A special thank you to Jordan Gray, Ed.M. (B.A., Stanford 2013), ECL Project Manager, for his dedication to shepherding this labor of love to the end. A special shoutout to Reena Karia and Christopher Trout of The Grass Agency for their patience, care, and dedication to ensuring this publication is fire!



Stanford | Centers for Equity,  
Community, and Leadership