INCLUSIVE EXCELLENCE SYMPOSIUM 2019

DISRUPT
CHALLENGING TOPICS | CRITICAL THINKING
INTENTIONAL CONVERSATIONS ABOUT DIVERSITY AND INCLUSION

WEDNESDAY, OCTOBER 30, 2019
ECCLES CONFERENCE CENTER, USU
8:30 AM - 4:30 PM

Aggies THINK CARE ACT

Presented by the Office of the President, with contributions from Academic and Instructional Services, Inclusion Center, College of Humanities and Social Sciences, Department of Psychology, and Office of the Vice President for Student Affairs
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 9:00 am</td>
<td><strong>DOORS OPEN</strong></td>
<td>Auditorium</td>
</tr>
<tr>
<td></td>
<td>Coffee and light refreshments</td>
<td></td>
</tr>
<tr>
<td>9:00 – 9:15 am</td>
<td><strong>WELCOME</strong></td>
<td>Auditorium</td>
</tr>
<tr>
<td></td>
<td>Eri Bentley, Chair of Aggies Think Care Act</td>
<td></td>
</tr>
<tr>
<td>9:15 – 9:30 am</td>
<td><strong>OPENING ADDRESS</strong></td>
<td>Auditorium</td>
</tr>
<tr>
<td></td>
<td>President Noelle Cockett</td>
<td></td>
</tr>
<tr>
<td>9:30 – 10:15 am</td>
<td><strong>KEYNOTE ADDRESS</strong></td>
<td>Auditorium</td>
</tr>
<tr>
<td></td>
<td>How to Be Less Stupid About Race: On Racism, White Supremacy and the Racial Divide</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Crystal Fleming</td>
<td></td>
</tr>
<tr>
<td>10:30 – 11:20 am</td>
<td><strong>FIRST BREAKOUT SESSION</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disrupting Barriers to Inclusive Education Practices</td>
<td>Rooms 201/203</td>
</tr>
<tr>
<td></td>
<td>Amy Debruler and Dennis Kohler</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LGBTQA+ 101</td>
<td>Room 205</td>
</tr>
<tr>
<td></td>
<td>Macy Marin Keith</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Addiction: Community Empowerment &amp; Engagement Through Ethnography and Storytelling</td>
<td>Room 207</td>
</tr>
<tr>
<td></td>
<td>Randy Williams, Sandra Sulzer, and Michelle Chapoose</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disability and Diversity: The Politics of Being Disabled in America</td>
<td>Rooms 303/305 (Aggiecast)</td>
</tr>
<tr>
<td></td>
<td>Matthew Wappett and Sachin Pavithran</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q and A with Crystal Fleming</td>
<td>Rooms 307/309</td>
</tr>
<tr>
<td></td>
<td>(moderated by Christy Glass)</td>
<td></td>
</tr>
<tr>
<td>11:30 – 12:20 pm</td>
<td><strong>SECOND BREAKOUT SESSION</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tracking Cultural Competence Outcomes</td>
<td>Rooms 201/203</td>
</tr>
<tr>
<td></td>
<td>Melanie Domenech Rodríguez, Maria de la Caridad Alvarez, and Elizabeth Tish Hicks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pursuing and Embodying Inclusivity in Research</td>
<td>Room 205</td>
</tr>
<tr>
<td></td>
<td>Kristin Searle, Colby Tofel-Grehl, and Andrea Hawkman</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enhancing Your Classroom &amp; Campus by Utilizing Veteran Students’ Specialized Skills and Abilities</td>
<td>Room 207</td>
</tr>
<tr>
<td></td>
<td>Tony Flores and Mike Nelson</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Session Title</td>
<td>Speaker(s)</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>12:30 – 1:20 pm</td>
<td><strong>POSTER PRESENTATION</strong></td>
<td></td>
</tr>
<tr>
<td>12:30 – 1:20 pm</td>
<td><strong>LUNCH</strong></td>
<td></td>
</tr>
<tr>
<td>1:30 – 2:20 pm</td>
<td><strong>THIRD BREAKOUT SESSION</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Disrupt Division through Intentional Connection</strong></td>
<td><em>Nubia Peña, Utah Office of Multicultural Affairs</em></td>
</tr>
<tr>
<td></td>
<td><strong>Being an Effective Ally to Marginalized Communities</strong></td>
<td><em>Schvalla Rivera, Southern Utah University</em></td>
</tr>
<tr>
<td></td>
<td><strong>Teaching Multilingual Students: Perspectives and Strategies</strong></td>
<td><em>Ekaterina Arshavskaya and Donna Brown</em></td>
</tr>
<tr>
<td></td>
<td><strong>Gender 101: Supporting Gender Diverse Students at USU</strong></td>
<td><em>Kathryn Sperry and Erin Hofmann</em></td>
</tr>
<tr>
<td></td>
<td><strong>Decentering Whiteness: Radical Inclusion in Teaching and Research</strong></td>
<td><em>Guadalupe Marquez-Velarde, Marisela Martinez-Cola, Mario Suárez, and Cana Uluak Itchuaqiyaq</em></td>
</tr>
<tr>
<td>2:30 – 3:20 pm</td>
<td>FOURTH BREAKOUT SESSIONS</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Racially Engaged Pedagogy: Empowering Black and Brown Voices in the Classroom</strong>&lt;br&gt;Cree Taylor</td>
<td>Rooms 201/203</td>
<td></td>
</tr>
<tr>
<td><strong>Implicit Bias Disruption: Creating More Inclusive Interactions and Spaces</strong>&lt;br&gt;Emmalee Fishburn and Ugo Ezeh</td>
<td>Room 205</td>
<td></td>
</tr>
<tr>
<td><strong>Introducing the Center for Intersectional Gender Studies &amp; Research</strong>&lt;br&gt;Christy Glass</td>
<td>Room 207</td>
<td></td>
</tr>
<tr>
<td><strong>The Latinx Imperative: Latinx First-Generation Students in Higher Education</strong>&lt;br&gt;Chris González</td>
<td>Rooms 303/305 (Aggiecast)</td>
<td></td>
</tr>
<tr>
<td><strong>Disrupted Lives: Discovering Yourself Through Artful AutoEthnography</strong>&lt;br&gt;Mehmet Soyer (presenter)</td>
<td>Rooms 307/309</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3:30 – 4:20 pm</th>
<th>FIFTH BREAKOUT SESSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interfaith Ally Training on Campus: Updates and Next Steps</strong>&lt;br&gt;Bonnie Glass-Coffin</td>
<td>Rooms 201/203</td>
</tr>
<tr>
<td><strong>Making Invisible Disability Visible</strong>&lt;br&gt;Storee Powell</td>
<td>Room 205</td>
</tr>
<tr>
<td><strong>Beyond Compliance: What Faculty Members Need to Know about USU’s Non-discrimination Policies and Best Practices for Preventing Discrimination in the Classroom</strong>&lt;br&gt;Alison Adams-Perlac</td>
<td>Room 207</td>
</tr>
<tr>
<td><strong>A Framework for Productive Disruption: the 4Rs of Disruption</strong>&lt;br&gt;Avery Edenfield, Jared Colton, Rylish Moeller, and Rebecca Walton</td>
<td>Rooms 303/305 (Aggiecast)</td>
</tr>
<tr>
<td><strong>MESAS Program for Native Student Success</strong>&lt;br&gt;Melissa Teehee and Al Savitzky</td>
<td>Rooms 307/309</td>
</tr>
</tbody>
</table>
Crystal Marie Fleming, Ph.D. is an author, public intellectual, and expert on white supremacy and global racism. She is an associate professor of sociology at Stony Brook University with affiliations in the Department of Africana Studies and Women’s, Gender and Sexuality Studies. Fleming is the author of two books: the critically-acclaimed *How to Be Less Stupid About Race: On Racism, White Supremacy and the Racial Divide* and *Resurrecting Slavery: Racial Legacies and White Supremacy in France*.

Fleming completed her M.A. (2007) and Ph.D. (2011) in sociology at Harvard University, where she was the recipient of the Derek Bok Award for excellence in teaching. Prior to her graduate work at Harvard, she earned degrees in French and sociology (with honors) at Wellesley College in 2004, where she graduated magna cum laude.

An outspoken advocate for people of color, black women and girls, and the LGBTQIA community, Fleming frequently speaks and writes on topics related to racial justice, gender, sexuality, and activism.
Accessibility and Inclusion

**Mobility**
The most accessible entrance to the Eccles Conference Center is located on the west side of the building. Each room has wheelchair accessible seating areas and the building is equipped with an elevator. If sitting for a long duration creates physical discomfort, attendees are invited to stand or move around as needed.

**Hearing**
If you requested an American Sign Language interpreter during online registration, we will connect you with your interpreter at the registration booth. Assistive listening devices will be available at the registration desk upon request. Keynote presentations in the auditorium will be delivered through the sound system. Breakout sessions will not use microphones and a sound system in order to prevent noise contamination between rooms.

**Vision**
If presenters have materials to distribute, you can access electronic versions by going to the symposium website. Please note not all presenters submitted the electronic materials, and links are attached to each program title.

**Gender Identity**
We encourage you to choose a pronoun button that is right for you and wear it throughout the day. The two single-stall restrooms on the third floor are designated as all-gender restrooms for the symposium. Restrooms on the main floor and basement floor are separated as men’s and women’s.

**Nursing**
Room 313 (top floor) is designated as a nursing room and is accessible throughout the day.

**Religion and Spirituality**
Room 311 (top floor) is designated as a reflection room for prayer, meditation, and contemplation on the task of inclusion. Everyone is invited into this space, regardless of religious or spiritual beliefs. This space is created in collaboration with the USU Interfaith Initiative.
KEYNOTE ADDRESS  9:30 – 10:15 am / Auditorium

How to Be Less Stupid About Race: On Racism, White Supremacy and the Racial Divide
Crystal Fleming

Combining no-holds-barred social critique, humorous personal anecdotes, and analysis of the latest interdisciplinary scholarship on systemic racism, sociologist Crystal M. Fleming provides a fresh, accessible, and irreverent take on everything that’s wrong with our “national conversation about race.” Drawing upon critical race theory, as well as her own experiences as a queer black millennial college professor and researcher, Fleming unveils how systemic racism exposes us all to racial ignorance—and provides a road map for transforming our knowledge into concrete social change. (source: Beacon Press)

FIRST BREAKOUT SESSIONS  10:30 – 11:20 am

Rooms 201/203
Disrupting Barriers to Inclusive Education Practices
Amy Debruler and Dennis Kohler

This session will engage students, staff, and faculty in an interdisciplinary training to break down barriers in inclusive education practices. As a community we can empower students with disabilities through the use of reflection and discussion. We will explore evidence-based teaching strategies and discuss how to implement these practices at Utah State University.

Room 205
LGBTQA+ 101
Macy Marin Keith

Learn the basics of LGBTQA+ identities and their unique struggles in this safe-space seminar. We will define sex-assigned-at-birth, gender identity, gender expression, and sexual orientation followed by an experiential activity and discussion. This seminar is open to all. Come with questions, leave better equipped to help the LGBTQA+ community.

Room 207
Addiction: Community Empowerment & Engagement Through Ethnography and Storytelling
Randy Williams, Sandra Sulzer, and Michelle Chapoose

This presentation includes an interactive panel discussion about community-driven oral history and storytelling efforts. Presenters discuss archival autonomy, participatory engaged community building and tribal storytelling practices. Conversations about drug use frequently invoke stereotypes and stigma, stemming from the belief that substance use is the result of a moral failing. This attitude has the disquieting effect of frequently excluding entire populations from care and resources; this is particularly true for Native American
populations. To this end, the Informing the National Narrative: Stories of Utah’s Opioid Crisis Project will ask those most affected to share stories about their own, or a loved one’s, substance use.

Rooms 303/305 (Aggiecast)
**Disability and Diversity: The Politics of Being Disabled in America**
*Matthew Wappett and Sachin Pavithran*

This presentation will cover the importance of recognizing disability as a key element of diversity in American culture. The presenters will discuss the fluid nature of disability identity and the ways in which individuals with disabilities navigate issues of intersectionality with other aspects of their identity, and ways in which individuals with disabilities can support and amplify diversity initiatives in higher education and communities.

Rooms 307/309
**Q and A with Crystal Fleming** *(moderated by Christy Glass)*

In this session, you will have the opportunity to dive deeper into the topics Dr. Fleming discusses in How to Be Less Stupid About Race, and ask the author questions.

**SECOND BREAKOUT SESSIONS  11:30 am – 12:20 pm**

Rooms 201/203
**Tracking Cultural Competence Outcomes**
*Melanie Domenech Rodríguez, Maria de la Caridad Alvarez, and Elizabeth Tish Hicks*

These pedagogical strategies fundamentally disrupt the status quo. By engaging students transparently, employees have the ability to model some fundamental skills in cultural competence (e.g., collegiality, openness). The data gathered to date suggest that grades are not affected by the degree of attitude shift. We measure their attitudes, but they chose if/how to shift them, which is consistent with liberatory practices in psychotherapy and social justice movements. The strategies used in class move the teacher from the role of Sage on the Stage, or even the Guide on the Side, to Ready Mentor. A Ready Mentor creates the structures to invite students into learning spaces and relies on students’ autonomy and interest to calibrate their engagement with the learning process.

Room 205
**Pursuing and Embodying Inclusivity in Research**
*Kristin Searle, Colby Tofel-Grehl, and Andrea Hawkman*

This panel presentation highlights the work being done by the CHAOS Learning Lab to work with communities across the state, including K-12 practitioners, informal learning practitioners, rural communities, LGBTQA+ youth, and indigenous communities. It demonstrates how to think, care, and act in research settings by working with communities.
Room 207
Enhancing Your Classroom & Campus by Utilizing Veteran Students’ Specialized Skills and Abilities
Tony Flores and Mike Nelson

This presentation will provide information about the skills and life experiences that veteran and service members develop through military service. These unique skills and experiences often encourage resilience and success both for themselves and their community and classmates. We will investigate ways to develop rapport with veteran and service member students and how these skills can enhance your classroom and community.

Room 303/305 (Aggiecast)
Strengthening Institutional Practices to Support Native American Student Experiences at USU
Jim Dandy

This session will provide cultural and traditional insights into establishing a respectful learning environment for Native American students and how to create a positive connection between the student and faculty, administration, and staff. Dandy will share his personal experiences towards academic excellence from the home to higher learning institutions.

Room 307/309
All Lives Matter but Not All of Them Belong: Understanding the Psychology of Exclusionary Behavior as a Precursor to Implementing Effective Strategies to Create Inclusive Cultures
James Morales

Session participants will explore the drivers behind exclusionary behavior, including the four main functions of exclusion and its consequences and outcomes. Attendees will also participate in a discussion about creating and implementing strategies to combat exclusionary behavior with the goal of creating more inclusive environments.

12:30 – 1:20 pm
POSTER PRESENTATION - Second floor lobby
LUNCH - If you pre-registered, please pick up a box lunch in the lobby.
Despite unparalleled opportunities for connection through online platforms and social media, people are, in critical ways, as divided and isolated as they have ever been. This division is further fueled by our nation’s climate and history around race, class, politics, religion, sex, and gender identity and many other ways in which we have remained separate. This loss of community has serious implications because it promotes that difference is not welcomed, homogeneity is preferred, and meaningful connection across the divide is unnecessary. In order to disrupt this division and create welcoming spaces where safety and belonging abound, we must redefine what community means to us, what we want inclusive community to look like, and then work toward getting there through intentional connection.

This presentation will discuss how individuals can become an ally. Issues with allyship: true allyship and performative allyship, as well as strategies to advocate within out-group communities and various privileged communities.

In this session, we will discuss the process of intercultural learning that both students and teachers who teach multilingual students go through. We will learn about ways to reach out to and use the strengths of multilingual students and share ways of promoting intercultural learning in a diverse classroom. We will end by examining several case studies involving multilingual students in your classroom and brainstorm the best strategies to respond to them.

This breakout session aims to inform students and faculty about terminology surrounding gender diversity and the importance of pronouns. We will engage participants in an activity to develop empathy for gender-diverse individuals navigating college life. Understanding the perspectives of gender-diverse students helps instructors both demonstrate empathy and encourage it in our students.
Decentering Whiteness: Radical Inclusion in Teaching and Research
Guadalupe Marquez-Velarde, Marisela Martinez-Cola, Mario Suárez, and Cana Uluak Itchuaqiyaq

Join this interactive workshop to learn how to decenter traditional knowledge structures while engaging multiple marginalized and underrepresented (MMU) scholarship. Learn how to make MMU scholarship accessible and how to engage and cite it appropriately in your research. We will discuss the importance of diversifying methodology to amplify insurgent voices.

FOURTH BREAKOUT SESSION 2:30 – 3:20 pm

Racially Engaged Pedagogy: Empowering Black and Brown Voices in the Classroom
Cree Taylor

This program will invite instructors to engage with students of color by welcoming difficult discussions about race and privilege in their classrooms. By focusing on empowering students of color to speak about their experiences and encouraging white students to participate in racial dialogues – no matter how uncomfortable – teachers and instructors will cultivate an environment where all students feel welcomed, valued, and respected. This program will discuss the importance of race talk in the classroom, provide participants with best practices to engage students in race talk, and allow participants to practice some of these strategies in small groups.

Implicit Bias Disruption: Creating More Inclusive Interactions and Spaces
Emmalee Fishburn and Ugo Ezeh

Implicit biases influence our attitudes, beliefs, choices, and behaviors, often without our awareness. This interactive training will utilize small and large group discussions and personal reflection activities to teach participants how to recognize some of their implicit biases and provide them with strategies for addressing them.

Introducing the Center for Intersectional Gender Studies & Research
Christy Glass

This session will review (1) the process the Gender Studies Taskforce used to solicit feedback from USU stakeholders; (2) the new vision for gender programming at USU proposed by the taskforce; and (3) next steps for building intersectional and inclusive research, teaching, and outreach programs at USU.
First generation students have become an understandably vital demographic for the future of institutions of higher learning. However, as often happens with “newly-discovered” student demographic blocs, there is an overgeneralization that states all first-generation students arise and are situated within the same kinds of contexts. This assumption could not be further from the truth. As the Latinx demographic surges (18% nationally; 14% in Utah; 12% in Cache Valley), it is imperative that higher education, generally, and the university community, specifically, understands and appreciates more fully these contexts that pertain to Latinx students in particular. This talk will lay out the stakes and provide a plan for engaging with our Latinx students now and in the years to come.

Panelists: Sophie Hancey, Allie Tomlinson, Angelia Klein, and Nanyal Rout
Panelists will deliver their autoethnographies using an arts-based research approach. They share their recollections regarding their disrupted moments and how they navigate intersectional cultures, barriers, privileges, and imposed expectations. Panelists will discuss topics including bullying, abuse, conversion therapy, age expectations, gender identity, stereotypes, race, and religious oppression.

This stand-alone program was developed on-site and has been offered at Utah State University since 2015. Participants will be able to experience a “speed-faithing” activity, which is a key part of the training program. We will then brainstorm together next steps for increasing sustainability of this occasionally-offered training.

Invisible disability brings on not only the struggles of the disability itself, but also the burden of having to prove disability to others, the microaggressions of toxic positivity culture, and inaccessible public spaces. But an accessible, welcoming environment can be cultivated in any place with empathy and the right guiding principles.
Room 207
**Beyond Compliance: What Faculty Members Need to Know about USU’s Non-discrimination Policies and Best Practices for Preventing Discrimination in the Classroom**  
*Alison Adams-Perlac*

This workshop reviews USU’s non-discrimination policies as they apply in the classroom and provides best practices for faculty members.

Rooms 303/305 (Aggiecast)
**A Framework for Productive Disruption: the 4Rs of Disruption**  
*Avery Edenfield, Jared Colton, Rylish Moeller, and Rebecca Walton*

This workshop introduces participants to a framework for action called the 4Rs, which can help participants engage in productive disruption that fosters inclusivity. In addition to equipping participants with this framework, we share five stories of productive disruption to illustrate the 4Rs in action: how to use them and what kinds of outcomes may result.

Rooms 307/309
**MESAS Program for Native Student Success**  
*Melissa Teehee and Al Savitzky*

Utah State University has received a five-year Inclusive Excellence grant from the Howard Hughes Medical Institute to establish a program that will support Native American students on the Logan Campus, especially those transferring from our campus in Blanding. Initiated in 2018 and still in development, we will discuss the major components implemented this past year, including the Native American Living Community and cultural competence course for faculty, staff, and research students.
How the Undergraduate Research Office Increases Academic Diversity and Success
Amelia Ashby
The Office of Research’s Undergraduate Research (UR) Program works to increase diversity within UR and promote the positive effects associated with UR experiences. This is accomplished through our partnership with other offices on campus, the range of research opportunities offered, and the support of research events catering to minority populations.

Fostering Mental Health Wellness in Students of Color
Andrews Larios Brown and Ty Aller
While transitioning to college can be difficult for most students, students of color encounter added concerns in their pursuit of higher education, especially in predominantly white institutions. This poster aims to empower students of color to build resilience through tools designed by people of color for people of color.

Civil Rights Compliance in USU Extension: Ensuring Equal Access to Non-formal Programs
Lendel Narine, Celina Wille, and Andree’ Walker Bravo
Competencies are the knowledge and skills employees need to succeed professionally. Significant demographic changes across the United States have prompted the need to prioritize and strengthen Extension professionals’ competencies on civil rights and multiculturalism. This study sought to assess priority competencies for civil rights compliance in USU Extension.

Just Start. Bridging Theory and Practice for Recruitment and Retention of Diverse Graduate Students
Michelle Wilson and Kylie Madsen
What’s working to engage prospective students? How can colleges and universities align strategies to build inclusion and diversity? This poster details findings from research literature and effective practices from the Ruffalo Noel Levitz 2018 Marketing and Student Recruitment Report to create a road map for improving student recruitment and retention.

Intersectionality & Microaggressions: How to Empower Students from Diverse Backgrounds
Alexandra Tebbs and Sterling Bone
This discussion will define intersectionality and microaggressions, especially as they pertain to college campuses. This program also aims to create an open dialogue about how intersectionality impacts students and how to identify and eliminate microaggressions.
Utah Food Corps: Address Student Hunger Across Utah
Sean Damitz
The Utah Food Corps is a new AmeriCorps VISTA project centered out of USU’s Center for Community Engagement that seeks to expand existing hunger and food security efforts across multiple Utah higher education institutions while strengthening collaborations for the benefit of food insecure students and residents across Utah.

Open Educational Resources
Erin Davis
Open Educational Resources (OER) are free or low-cost, openly licensed learning materials such as textbooks, lecture slides, test banks, videos, and other resources that professors can use instead of traditional textbooks. One of our main goals is to work with professors to make education more affordable and accessible for all students through the implementation of OER. As you know, the financial burden of college can be a great obstacle to student success and retention. OER can help with that by providing low-cost or even free textbook options for classes students already have to take.

Disability: The Largest and Most Underrepresented Minority
Lindsay Thunell
One in five people have a disability, making it the largest minority group in the world. Even at USU disability remains one of the largest underrepresented groups. This presentation explores the factors responsible for this and what we, as a campus community, can do about it.

SYMPOSIUM COMMITTEE
Taylor Adams (Statewide Campuses)
Allison Adams-Perlac (Office of Equity)
Scott Bates (Department of Psychology)
Eri Bentley (Counseling and Psychological Services: Chair- Aggies Think, Care, Act)
Michelle Bogdan-Holt (Access and Diversity Center)
Amanda DeRito (Public Relations and Marketing)
Krystin Deschamps (Student Conduct and Community Standards)
Chris González (Latinx Cultural Center/Department of English)
Kristine Miller (Honors Program)
Eric Olsen (Office for the VP of Student Affairs)
ABOUT AGGIES THINK, CARE, ACT

Aggies Think, Care, Act is a campus-wide initiative to foster a caring community that elevates the academic experience for all Aggies and prepares students to become global citizens and leaders. Aggies Think, Care, Act embraces civic responsibility, respect for diversity, and human dignity. We challenge all Aggies to acknowledge and act upon these principles.

Aggies receive unique opportunities for civic engagement and leadership roles that prepare our graduates to become leaders in their local communities and in communities around the world. These opportunities — both inside and out of the classroom — embody the “Aggie Experience.”

The extensive programs affiliated with the Aggies, Think, Care, Act initiative make a Utah State University degree a transformative experience, preparing students to make a meaningful impact on individuals, communities, the state, the nation and our world. Learn more at thinkcareact.usu.edu.