The cumulative toll and impact of the COVID-19 pandemic braided alongside the social unrest and politicization in America makes the reopening of campuses daunting. Recognizing both the individual and collective trauma that is held during this chapter in American history, it is imperative that higher education institutions provide faculty, staff and administrators with the opportunity for professional development opportunities that enhance tools and skill sets to create an equitable and inclusive transition back to campus life. The process of reacclimating will undoubtedly be challenging - that part is certain - and conflict will be altogether unavoidable. With proper educational training, faculty and administrators can feel better prepared to support students during their transition back to campus life and simultaneously be equipped to work with conflict as it arises in the classroom. Workshop participants will experience an interactive session guided by a healing-centered approach where they will explore theories, concepts, and practices to aid them in leading their students and themselves with care.

Presented by Austin Galy, MA, 
Associate Director, Mulvaney Center for Community, Awareness and Social Action, 
University of San Diego

Khalia Ii 
SOLES SASC Program Supervisor, Student Affairs 
University of San Diego

Tuesday, March 1, 2022
10:30 AM – 12:00 PM USU 2310 
Please RSVP
Austin Galy, MA,
Associate Director, Mulvaney Center for Community, Awareness and Social Action, University of San Diego

Austin Galy is the Associate Director of Student Leadership and Learning to the University of San Diego’s Mulvaney Center for Community, Awareness and Social Action (CASA). In his role, Austin works collaboratively with staff, students, faculty, administrators and community partners to deepen ties between USD and the surrounding community. Focusing primarily on student leadership development through immersive forms of education, Austin strives to create spaces for students and community members to learn and grow alongside one another through establishing equitable and democratic-reciprocal relationships.

Austin formerly studied Meteorology before going on to obtain his B.A. in Sociology and M.A. in Peace and Justice Studies from the University of San Diego’s Joan B. Kroc Institute for Peace and Justice. Professionally, his focus looks closely at better understanding the role of gender in structural violence. More specifically, the intersections of hypermasculinity and trauma as it relates to mental health among the following groups: formerly and currently incarcerated minors and adults, former gang members and/or other extremist groups, combat veterans, and even athletes.

From 2010 - 2018, Austin served as a member of the United States Air Force, working to support the U.S. and other joint coalition task force efforts during wartime. After separating from active duty in 2014, Austin made the decision to return to school in pursuit of better understanding structural violence in his/other(s) communities, while exploring more sustainable and preventative methods for peace and ultimately, transformative justice.

Collectively, his experiences have led him to a passionate career as an educator working with young people and community members, as they strive toward greater educational accessibility and equity for all.

Khalia Ii
SOLES SASC Program Supervisor, Student Affairs
University of San Diego

Khalia Ii has served in higher education for nearly 15 years in the areas of student affairs, academic affairs, and as adjunct faculty. Currently, Khalia is nearing degree completion in the Ph.D. in Leadership Studies program at the University of San Diego (USD) where she also serves as the Program Supervisor for the Student Affairs and School of Leadership & Education Sciences Collaborative program which supports masters students pursuing careers in higher education.

Prior to pursuing doctoral study, Khalia led in the Masters of Arts in Teaching programs at the University of Southern California (USC) where she managed student services, academic advising, and program operations as Associate Director. Khalia offers coaching, educational, and leadership consulting to individuals and organizations utilizing a healing-centered and intersectional approach.

In recognition of her commitment to social justice, Khalia was awarded a grant as a 2019 Contemplative Social Justice Scholar by the Center of Contemplative Mind in Society (CMIND). Khalia frequently presents her research at academic conferences such as the Association for the Study of Higher Education (ASHE) and the International Leadership Association (ILA). Her research agenda focuses on the embodied experiences of Black women and Women of Color. Khalia received her M.A. in Higher Education Leadership at USD in 2010 and earned her B.A. in Human Communication at California State University, Monterey Bay.