

2nd NATIONAL
CONFERENCE ON



RACIAL & ETHNIC
RELATIONS IN
AMERICAN
HIGHER EDUCATION

A National Conference
for Administrators,
Faculty, and Staff
in American
Higher Education

Sponsored by
The Southwest Center
for Human
Relations Studies
Continuing Education
& Public Service
The University
of Oklahoma

June 4-6, 1989
Sheraton-Century Center
Hotel & Towers
Oklahoma City, Oklahoma

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ACKNOWLEDGEMENTS

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The Honorable Carolyn A. Thompson
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Oklahoma City, Oklahoma

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Norman, Oklahoma

Mr. John Joseph Torres
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Association of County
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Oklahoma City, Oklahoma

Mrs. Beth Wilson
Assistant to the President
Affirmative Action Officer
The University of Oklahoma
Norman, Oklahoma

JUNE 4, 1989

7:00 a.m.

On-Site Registration Opens

9:00–11:45 a.m.

MORNING PROGRAM—PRE-CONFERENCE CONCURRENT SESSIONS

9:00–11:45 a.m.

PRE-CONFERENCE CONCURRENT SESSION I

9:00–11:45 a.m.

Workshop I-A—Meeting the Challenge of Cultural Diversity: An Experiential Workshop

Plaza

A professional development workshop on cultural diversity was recently implemented at California State University, Long Beach (CSULB). Through experiential activities, student services professionals had the opportunity to recognize, acknowledge, and take ownership of their feelings and actions related to cultural diversity and to understand how their prejudices and stereotypes impact their interaction with colleagues and students. This session will discuss the basic assumptions and design of the CSULB workshop, and session participants will have the opportunity to experience some of the exercises used. Discussion will include evaluation of the workshop, diverse learning styles, and the challenge of balancing didactic versus experiential approaches.

Ms. Nancy McGlothin, Associate Dean, School-Based Student Services, California State University—Long Beach, California (Co-Leader)

Ms. Nancy Wada-McKee, Associate Dean, School-Based Student Services, California State University—Long Beach, California (Co-Leader)

9:00–11:45 a.m.

Workshop I-B—Relearning Seeing Each Other: A Workshop for Faculty, Staff, Students, Administration, and Adjuncts

Kiamichi Country

This workshop will provide a model for educators to use as a tool on campus, both to prevent racial and ethnic conflict and also to help create an atmosphere of greater trust across various ethnic and racial groups within the college community. The workshop will be an arena for expanding personal awareness of the origins of one's own learned attitudes toward people of color. We also expect to create a safe space in which participants can share ways they interpret disrespectful behavior to persons of different ethnicities. Small groups and role playing will be used as ways of learning to recognize and interpret disrespectful behaviors.

Ms. Ann Felton, Director of Minority Resources, Office of Minority Resources, Onondaga Community College—Syracuse, New York (Co-Leader)
Ms. Elana Levy, Assistant Professor of Mathematics, Onondaga Community College—Syracuse, New York (Co-Leader)

9:00–11:45 a.m.

Workshop I-C—Educating Toward Equity: Issues and Strategies for Effective Multicultural Instruction

Great Plains Country

This session will include: (1) a brief overview of common assumptions concerning the challenges of educating toward equity; (2) the identification of emerging and recurring issues facing the multicultural university; (3) the identification and discussion of four common classroom instructional problems; and (4) recommendations for the development of pedagogy appropriate to the cognitive and affective development of students in multicultural classrooms.

Dr. Carol A. Jenkins, Associate Professor of Sociology, Chair, University Ethnic Concerns Committee, Biola University—La Mirada, California (Co-Leader)

Dr. Deborah L. Bainer, Associate Professor of Education, Chair, Department of Education, Biola University—La Mirada, California (Co-Leader)

- 9:00–11:45 a.m. **Workshop I-D—How to Sponsor a Minority Cultural Retreat** **Red Carpet Country**
 This workshop focuses on the step-by-step process of planning a minority cultural retreat. Information is provided on the various exercises and human relations activities that are vital to the success of the retreat experience. The goals and objectives of the retreat are explained in detail. Participants are shown a videotape of an actual retreat and learn why the presenters believe there is no better method of breaking down racial barriers than getting white and minority students in an isolated setting and literally submerging them in minority culture. If you are interested in improving race relations or in getting students to work together on your campus, you will want to attend this workshop.
 Dr. Charles Taylor, Acting Assistant Vice Chancellor for Academic Support Services, University of Wisconsin—Whitewater, Wisconsin (Co-Leader)
 Dr. Roger Ludeman, Assistant Chancellor for Student Affairs, University of Wisconsin—Whitewater, Wisconsin (Co-Leader)
 Ms. Jackie Murchison, Acting Assistant Vice Dean of Student Life, University of Wisconsin—Whitewater, Wisconsin (Co-Leader)
- 9:00–11:45 a.m. **Workshop I-E—Utilizing Cultural and Academic Diversity as Catalysts for Learning in the Multicultural Setting** **Green Country**
 Faculty have traditionally paid little attention to developing effective classroom environments that build on racial and cultural diversity. In addition, diversity in academic preparation is often seen as a problem rather than an opportunity for growth for all students. Instructors who do attempt to introduce issues related to race and culture often encounter a variety of emotional reactions from students. In small groups, participants will develop action strategies incorporating cultural and academic diversity appropriate to their campuses. The goal of these pedagogical changes is to enhance multicultural awareness, communication, and understanding and to improve the academic competencies of all students.
 Dr. Lisa Whitten, Assistant Professor, Psychology Program, State University of New York, College at Old Westbury—Long Island, New York (Co-Leader)
 Dr. Jonathan Collett, Associate Professor, Comparative Humanities Program, State University of New York, College at Old Westbury—Long Island, New York (Co-Leader)
- 9:00–11:45 a.m. **Workshop I-F—Theories of Racism: Implications for Understanding Racial and Ethnic Conflict on Campus** **Frontier Country**
 This panel will explore various sociopolitical theories of racism. These theories provide an understanding of racial and ethnic conflict in general—and on college campuses in particular. The panel will examine perspectives and solutions relating to neo-racism, new-wave conservatism, and symbolic and competitive racism on campus. Armed with an understanding of the underlying factors that lead to racial unrest, college administrators and others will be in a better position to manage and prevent incidents from occurring.
 Ms. Monica L. Jackson, National Urban League Research Department—Washington, D.C. (Co-Leader)
 Dr. Dionne J. Jones, National Urban League Research Department—Washington, D.C. (Co-Leader)
- 2:00–5:30 p.m. **AFTERNOON PROGRAM—PRE-CONFERENCE CONCURRENT SESSIONS**
- 2:00–3:30 p.m. and 4:00–5:30 p.m. **PRE-CONFERENCE CONCURRENT SESSIONS II & III: MEDIA FAIR**
- 2:00–3:30 p.m. and 4:00–5:30 p.m. **Workshop II-A & III-A—Valuing Diversity: “Managing Differences in a Multicultural Setting” and “Communicating Across Cultures”** **Kiamichi Country**
 “Valuing Diversity” is a film/video series that includes three 30-minute productions: “Managing Differences,” “Diversity At Work,” and “Communicating Across Cultures.” This session will view two of these productions, showing managers how to evaluate, develop, and motivate diverse employees and how the misunderstandings that result from different

styles of communication can be lessened by more effective communication across cultures. In addition to the video presentations, the process by which they were developed and produced will be discussed.

Ms. Shelly Lieberman, Director, Educational Outreach, Copeland Griggs Productions—San Francisco, California (**Workshop Leader**)

2:00–3:30 p.m.
and
4:00–5:30 p.m.

Workshop II-B & III-B—Adding a New Dimension: A “Tricultural” Experience—Traditional and Non-traditional Students Speak

Frontier Country

This presentation provides a forum for discussion regarding the experience of non-majority students on a predominantly Anglo campus. Students share their perceptions of what occurs with their peers and with professors (both Anglo and non-Anglo). After experiencing these students, participants will have an opportunity to discuss the implications for institutions of higher education.

Dr. Barbara R. Dickerson, Assistant Professor, Arizona State University-West—Phoenix, Arizona (**Workshop Leader**)

2:00–3:30 p.m.
and
4:00–5:30 p.m.

Workshop II-C & III-C—Alternative Media: A Tool for Developing Intercultural Understanding

Red Carpet Country

Intercultural experiences are common themes in alternative media, i.e., independent and experimental media. These experiences are often explored through everyday lives rather than heroic events, and from specific points of view rather than objectively. These media sometimes employ non-traditional structures and are often perceived as confrontational and difficult to use in the classroom outside of media/cinema studies courses. This workshop will screen different types of alternative media, each addressing different multicultural issues. One of the selections will be “FLAG,” which explores the meanings of patriotism from a Black woman’s point of view. The tape examines the effect of race, sex, and personal experience on self and national identity through dance, artistic flag making, street interviews, historical images and documents, and family movies and journals. The session will offer new approaches to using alternative media, approaches that emphasize discussion and the sharing of personal experiences. It will demonstrate how the traits that make alternative media appear inappropriate for the classroom are the same ones that make it potentially useful in encouraging open exchange on the realities and potential of the multicultural society.

Ms. Linda Gibson, Video Artist and Director of Media Production and Distribution, Middlesex County College—Edison, New Jersey (**Workshop Leader**)

2:00–3:30 p.m.
and
4:00–5:30 p.m.

Workshop II-D & III-D—Still Burning

Plaza

“Still Burning” is a two-part video series examining issues of human relations and campus ethnoviolence, i.e., incidents of insensitivity or violence motivated by racial, religious, or ethnic prejudice. The series takes a straightforward look at the campus situation and offers preventive measures and response strategies. Part one, “Campus Administrators Confront Ethnoviolence,” is directed to campus staff, administrators, and policy makers who are responsible for the development and implementation of guidelines pertaining to incidents of ethnviolence. It offers concrete suggestions for addressing ethnviolence on your campus. Part two, “Ethnoviolence in the Campus Community,” is directed toward the campus community as a whole and aims to instill an awareness of ethnviolence and its consequences. The effects of the problem are brought home in insightful interviews with victims and revealing dramatizations based on actual occurrences on campuses throughout the nation. This program is designed to encourage the community to serve as a first line of defense against prejudicial behavior.

Mr. Victor H. Aulestia, Director, Instructional Technology, University of Maryland Baltimore County—Catonsville, Maryland (**Workshop Leader**)

2:00-3:30 p.m.
and
4:00-5:30 p.m.

Workshop II-E & III-E—Producing Campus-Specific Videotapes for Racial Awareness Programming

Green Country

As a part of the Educational Program to Increase Racial Awareness (EPIRA) at the University of California, Santa Barbara, staff have produced three videotapes highlighting the experience of minority students on a campus where 80 percent of the students are white. This session will share the experience of production and programmatic use of such materials, showing as an example the 27-minute videotape, "To Be A Chicano/Latino Student At UCSB." Since 1987, the EPIRA program has trained volunteer facilitators to conduct more than 250 workshops for students, staff, faculty, and teaching assistants, with the goal of increasing racial awareness and cultural sensitivity. Other completed videotapes focus on the experience of Black and American Indian students, and EPIRA has a videotape on the experience of Asian-American students currently in production. If your campus plans to produce similar materials, this session can provide suggestions that may assist you in the process.

Dr. Harleen W. McAda, Assistant Vice Chancellor, Student Affairs, Special Programs, University of California—Santa Barbara, California (Workshop Leader)

5:30-7:30 p.m.

Reception and No-Host Bar

Century Ballroom

JUNE 5, 1989

7:00 a.m.

On-Site Registration

8:45-10:15 a.m.

MORNING PROGRAM—PLENARY SESSION

Century Ballroom

8:45-9:00 a.m.

Conference Opening and Welcoming Remarks

Dr. Maggie Abudu Green, Executive Director, Southwest Center for Human Relations Studies, The University of Oklahoma—Norman, Oklahoma
Dr. James P. Pappas, Vice Provost, Continuing Education and Public Service, The University of Oklahoma—Norman, Oklahoma

9:00-10:15 a.m.

Keynote Address

"Generational Change Over Issues of Race—Implications for the Future"

Mr. Leonard Zeskind, Research Director, Center for Democratic Renewal—Atlanta, Georgia

10:30-11:45 a.m.

MORNING PROGRAM—CONCURRENT SESSIONS

10:30-11:45 a.m.

CONCURRENT SESSION I

10:30-11:45 a.m.

Workshop I-A—Promoting Human Diversity from the Top: The Board of Regents and Human Diversity

Frontier Country

This presentation will focus on how the commitment of Central Missouri State University's Board of Regents and President has resulted in progress toward achieving as a primary goal in the university's mission statement the establishment of a diversified and multicultural institution. Emphasis will be placed on the uniqueness of the scope of CMSU's Commission on Human Diversity and its approach to considering relevant issues. Areas to be addressed include: how the commission's structure has had universitywide impact, topics investigated to date, and tangible results in a relatively short span of time.

Ms. Rebecca L. Markley, Director for Affirmative Action and Equal Employment Opportunity, Central Missouri State University—Warrensburg, Missouri (Co-Leader)

Dr. Benjamin F. Taggie, Dean of the College of Arts and Sciences and Interim Associate Provost, Central Missouri State University—Warrensburg, Missouri (Co-Leader)

- 10:30-11:45 a.m. **Workshop I-B—Creating Cultural Diversity: One Institution's Response** Plaza
- The University of Louisville sent five individuals to the 1st National Conference on Racial & Ethnic Relations in American Higher Education. This work group has been able to utilize the information and materials provided at that conference to significantly influence the awareness of cultural diversity on campus. For example, the Vice President for Student Affairs co-chaired a universitywide Task Force on Race and Ethnic Relations, which made specific recommendations to the President for changes and improvements in the climate for minorities. The Assistant Vice President for Student Affairs chaired a Professional Development Committee, which planned five programs aimed at enhancing cultural awareness and sensitivity among student affairs professionals. The Director of Student Life Programs was able to increase minority participation in student leadership programs as a result of attending the conference. The Assistant Director of Admissions for School/College Relations and the Director of the Center for Academic Achievement will discuss the university's increased success in attracting and retaining minority students. This session will focus on the results achieved and the processes of planning, implementing, and evaluating workshops and programs.
- Mr. Robert M. Coatie, Director of the Center for Academic Achievement, University of Louisville—Louisville, Kentucky (Co-Leader)
 Ms. Denise Dickerson-Gifford, Director of Student Life Programs, University of Louisville—Louisville, Kentucky (Co-Leader)
 Ms. Andrea Jones, Assistant Director of Admissions for School/College Relations, University of Louisville—Louisville, Kentucky (Co-Leader)
- 10:30-11:45 a.m. **Workshop I-C—Successful Strategies for Recruiting and Retaining a Multicultural Faculty** Red Carpet Country
- This workshop will explore a variety of issues and strategies for recruiting more minority faculty into America's colleges. The rationale for institutional commitments to multicultural diversity will be discussed, and opportunities and obstacles will be identified. Demographic profiles of various disciplines will be presented, as well as a number of successful strategies and resource materials useful in recruiting and retaining faculty of color. The strategies outlined in this session have helped Evergreen State College successfully recruit faculty of color over the past two years, after a thorough revamping of its approach to faculty hiring.
- Dr. Barbara Leigh Smith, Senior Academic Dean, The Evergreen State College—Olympia, Washington (Co-Leader)
 Ms. Ritannette Cooper, Director of Employee Relations, The Evergreen State College—Olympia, Washington (Co-Leader)
- 10:30-11:45 a.m. **Workshop I-D—Guest in a Strange House** Green Country
- Have you ever been a guest in a house and felt out of place? Uncomfortable at times? Seemingly enclosed in a fish bowl? Sometimes unaware of what's going on? Occasionally misconceived by others? These are some of the tribulations visited upon minority students in predominantly white institutions of higher learning. This presentation will be an attempt to intensify this dilemma, hoping that those involved will see things as they are and try to rectify them. The process will engage individuals in non-threatening solutions and will not be nor was ever intended to be a witch/warlock hunt.
- Mr. W. Carlyle Coachman, Sr., Counselor/Educational Assistant I, Department of Counseling Services, The University of Connecticut—Storrs, Connecticut (Workshop Leader)
- 10:30-11:45 a.m. **Workshop I-E—Assessing the "Comfort Level" for Minority Students at a Predominantly White Four-Year Public University** Kiamichi Country
- Assessment of institutional climate is a necessary prerequisite to the development of a successful plan for campus diversity. This presentation will discuss the process used and the results achieved from a race relations survey conducted at a public university. Faculty, staff, and students' opinions were sought on racial understanding and tolerance of differences. Questionnaires and focus groups were employed to generate quantitative and qualitative data. Results will be discussed with the encouragement of networking regarding research in this field. Handouts will be available.

(Continued)

Dr. Roger B. Ludeman, Assistant Chancellor for Student Affairs, University of Wisconsin—Whitewater, Wisconsin (Co-Leader)
Dr. Leonard Morgan, Director of Testing and Student Research, University of Wisconsin—Whitewater, Wisconsin (Co-Leader)
Ms. Jackie Murchison, Acting Assistant Dean of Student Life, University of Wisconsin—Whitewater, Wisconsin (Co-Leader)

10:30–11:45 a.m.

Workshop I-F—Alumni Associations: Their Role in Racial and Ethnic Relations

Great Plains Country

This presentation will indicate how alumni associations can become critical partners in addressing racial and ethnic relations on campus. In response to current and projected demographic changes, the UCLA Alumni Association has taken on the role of actively seeking the participation of underrepresented alumni by the establishment of ethnic/minority alumni groups. This presentation will discuss outreach programming efforts to form minority-based alumni groups; internal campus outreach to various departments to develop programs ensuring participation of underrepresented alumni; and collaborative efforts such as the Three-Tier Mentorship Program, which will match junior high school students with juniors at UCLA, who will in turn be matched with alumni.

Ms. Ramona Cortés Garza, Director of Outreach Programming, Alumni Association, University of California—Los Angeles, California (Workshop Leader)

Noon–1:45 p.m.

LUNCHEON AND LUNCHEON ADDRESS

Century Ballroom

“Higher Education and the Future of American Indian Tribal Sovereignty”
Mr. A. David Lester, Executive Director, Council of Energy Resource Tribes—Denver, Colorado

2:00–4:45 p.m.

AFTERNOON PROGRAM—CONCURRENT SESSIONS

2:00–3:15 p.m.

CONCURRENT SESSION II

2:00–3:15 p.m.

Workshop II-A—Cross-Cultural Issues in Native American Education

Great Plains Country

Native Americans show alarming drop-out rates beginning as early as elementary school. While the barriers to education for Native Americans are surely multifaceted, culturally specific differences in learning styles seem to be a contributing factor. Data are presented on the current status of Native American education. Learning style differences are discussed, and alternative, less pedantic educational methods are proposed.

Mr. James W. Utterback, University of Northern Colorado—Greeley, Colorado (Co-Leader)
Mr. Dean Michael Rathe, University of Northern Colorado—Greeley, Colorado (Co-Leader)

2:00–3:15 p.m.

Workshop II-B—Your Piece Is Bigger Than Mine! An Examination of Equitable Distribution of Resources in a Diverse Community

Green Country

How do you divide one slice of pie several different ways? This presentation will involve participants in an interactive role-play aimed at identifying strategies to overcome obstacles to serving a number of different ethnic/racial groups effectively and equitably when resources are limited. The intent is to develop problem-solving strategies that eliminate destructive competition among groups. The scenario for the role-play will be based upon the University of California, Berkeley, Alumni Association's attempt to implement five separate mentorship programs aimed at serving African American, Asian American, Chicano/Latino, Filipino, and Education Opportunity Program students.

Ms. Regina Freer, Alumni Field Director, Mentorship Programs, California Alumni Association, University of California—Berkeley, California (Co-Leader)

Dr. Pamela Arbuckle, Vice President at Large, California Alumni Association, University of California—Berkeley, California (Co-Leader)

- 2:00-3:15 p.m.** **Workshop II-C—Police Response to Prejudicial Insensitivity** **Kiamichi Country**
- A number of colleges and universities across the nation have experienced a resurgence of prejudicial insensitivities and related violence. Behavior motivated by racial, religious, and ethnic prejudice has included such incidents as physical assaults, cross burnings, racially offensive posters and flyers, anonymous phone threats, and other misconduct. When situations of this nature occur, campus law enforcement agencies are likely to get involved and should be prepared to take an active role. Although there are campuses where ethnviolence has not been observed—and is not even anticipated—security and police departments should nonetheless be taking steps in anticipation of this possibility. This session will provide information that will assist campus law enforcement agencies in reacting should incidents of harassment and violence occur.
- Mr. Robert C. Nielsen, Chief, University Police, University of Maryland Baltimore County—Catonsville, Maryland (**Workshop Leader**)
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- 2:00-3:15 p.m.** **Workshop II-D—State-Level Efforts to Improve Racial/Ethnic Harmony on Campus** **Plaza**
- The responses to the increasing number of campus racial incidents have come primarily from individual campuses. To determine whether the conspicuous absence of state-level activity is the result of the inactivity of state agencies or of non-reporting of their efforts by the media, a survey of the State Higher Education Executive Officers was conducted. This session will report on the results of that survey and will discuss the policy initiatives and programs undertaken by the New Jersey Department of Higher Education as an example of what a state agency might do to improve racial/ethnic harmony on campus.
- Dr. Laurence R. Marcus, Director, Division of Faculty Development and Educational Policy, Department of Higher Education, State of New Jersey—Trenton, New Jersey (**Workshop Leader**)
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- 2:00-3:15 p.m.** **Workshop II-E—Cultural Racial Awareness Training Experience (CRATE): A Framework for Understanding and Developing Diversity on College Campuses** **Red Carpet Country**
- This session provides a framework for institutions to develop comprehensive and empirically based education and training models that will address complicated issues related to cultural diversity on campus. Content areas include issues related to climate assessment, training needs assessment, development of a comprehensive institutional education/training plan, development of a comprehensive institutional evaluation/research plan that distributes responsibility for diversity across major university units, and distribution of human and economic resources to ensure diversity is achieved and maintained.
- Dr. Forrest D. Toms, Assistant Professor, Psychology, Middle Tennessee State University—Murfreesboro, Tennessee (**Co-Leader**)
 Ms. Marion Metivier-Redd, Special Assistant to the President, State University of New York (SUNY)—Stoney Brook, New York (**Co-Leader**)
 Dr. W. Beryl West, Professor of Psychology, Middle Tennessee State University—Murfreesboro, Tennessee (**Co-Leader**)
 Mr. Ted G. White, Director of Student Organizations and Minority Affairs, Middle Tennessee State University—Murfreesboro, Tennessee (**Co-Leader**)
-
- 2:00-3:15 p.m.** **Workshop II-F—Creating and Supporting a Culturally Diverse Student Body to Meet the Work Force Needs of a Technologically Complex Society** **Frontier Country**
- Our increasingly technological society is requiring more highly trained workers, those with at least some post-secondary education. Yet the fastest growing segments of the work force—women and minorities—have traditionally been underrepresented in technological fields. Women and minorities drop out of the education pipeline at several points: at the middle and high school levels, at the undergraduate college level, and at the graduate and professional levels. To create and support a multicultural environment at the university level, one must address multiple causes at all points along the pipeline. A series of programs that may serve as a model for other institutions of higher education will be highlighted.
- Dr. E. Jo Baker, Associate Vice President, Academic Affairs, Georgia Institute of Technology—Atlanta, Georgia (**Workshop Leader**)

- 2:00–3:15 p.m. **Workshop II-G—Legal Aspects of Racism in the Campus Workplace** **Derrick
(Third Floor)**
- This presentation is based on a review of pertinent case law, statutes, and regulations in the areas of affirmative action and employment law. The presenter will draw upon experience as an attorney/tenured professor/director of affirmative action, with 17 years' experience in the practice of employment law and 15 years' experience in the affirmative action arena. Questions from participants will be encouraged at all stages of the presentation, and case scenarios for audience involvement and input will be employed.
- Ms. Rebecca B. Edwards, Affirmative Action Office, Eastern Kentucky University—Richmond, Kentucky (**Workshop Leader**)
- 3:30–4:45 p.m. **CONCURRENT SESSION III**
- 3:30–4:45 p.m. **Workshop III-A—Barriers That Must Be Overcome Before Genuine Cultural Pluralism Can Occur on Campus** **Plaza North**
- This workshop details 10 barriers that prevent cultural pluralism from taking hold on predominantly white campuses. A distinction is drawn between "cosmetic race relations," which support interracial window dressing, and the integrated sharing of power, culture, and resources. The workshop offers practical strategies to address each of the 10 barriers, as well as information about multicultural resources. If you are looking for innovative ways to build diversity, then plan to attend this workshop.
- Dr. Charles Taylor, Acting Assistant Vice Chancellor for Academic Support Services, University of Wisconsin—Whitewater, Wisconsin (**Workshop Leader**)
- 3:30–4:45 p.m. **Workshop III-B—Providing Support Services for Minority Students on Predominantly White College and University Campuses** **Frontier Country**
- This presentation will provide guidelines and strategies to support the retention of minority students. Various forms of support services designed to enhance the minority student's academic and social development while attending a predominantly white college or university will be discussed. Implementation steps, tracking formats, managing techniques, and other specifics will be presented.
- Dr. Lemuel Berry, Jr., Chairperson, Department of Music, Memphis State University—Memphis, Tennessee (**Workshop Leader**)
- 3:30–4:45 p.m. **Workshop III-C—Institutional Options for Denying, Accommodating, or Engaging Cultural Pluralism** **Great Plains Country**
- This presentation will address three major approaches that universities may take in facing multicultural issues: (1) denial—resistance to change and rationalization through traditional "standards"; (2) accommodation—compliance through sense of obligation, affirmative action demands, or response to the urgency of demographic trends; and (3) engaging in a pluralistic venture as an opportunity to effect renewal and change of the university. Programmatic and academic philosophies attending each approach will be illustrated and discussed; and their effects on standards, educational quality, and the recruitment and support of more pluralistic student, faculty, and administrative populations within the university will be assessed.
- Dr. Carmen Tafolla, Coordinator, Ethnic and Cultural Diversity, Office of the President, Northern Arizona University—Flagstaff, Arizona (**Co-Leader**)
Dr. Ernesto M. Bernal, Director, Division of Research, Center for Excellence in Education, Northern Arizona University—Flagstaff, Arizona (**Co-Leader**)
- 3:30–4:45 p.m. **Workshop III-D—The Racial Awareness Pilot Project (RAPP): A Student Initiative to Increase Awareness and Combat Racism** **Kiamichi Country**
- The Racial Awareness Pilot Project (RAPP) at the University of Cincinnati is a yearlong project to encourage students to explore issues related to tolerance, awareness, and acceptance of racial diversity. Students attend a series of programs and retreats featuring speakers, discussions, and debates. They are encouraged to examine their personal feelings about racism and prejudice, and many develop a stronger commitment to improving the racial climate on campus. The purpose of this program is to share insights and experiences gained from a successful racial awareness program and to engage

participants in a process that explores how such a program can be implemented on other campuses.

Ms. Pamela Spicer, Program Coordinator, Race Relations, Racial Awareness Pilot Project, University of Cincinnati—Cincinnati, Ohio (**Workshop Leader**)

3:30-4:45 p.m.

Workshop III-E—New Students—New Direction: A Kean College Human Relations Research and Training Project

Green Country

This presentation will examine the college's institutional response to the combined effects of a changing sociopolitical environment, disproportionate attrition rates among Blacks, Hispanics, and Whites, and an increasingly tense campus racial environment. Proactive and reactive institutional and student responses will be reviewed. The session will detail the development and implementation of a human relations survey questionnaire designed to assess attitudes and needs of the collegewide community, and to determine the direction and methods required to move the college toward greater harmony between its educational environment and changing sociopolitical realities.

Ms. Janice M. Murray, Dean of Students and Project Director, Kean College of New Jersey—Union, New Jersey (**Co-Leader**)

Mr. Patrick J. Ippolito, Vice President for Student Services, Kean College of New Jersey—Union, New Jersey (**Co-Leader**)

Dr. Henry Ross, Director, Institutional Research and Professor, Political Science, Kean College of New Jersey—Union, New Jersey (**Co-Leader**)

Dr. Gay Lumsden, Director, Freshman Center, Professor of Communication/Theatre, Kean College—Union, New Jersey (**Co-Leader**)

Mr. Sigfredo Carrion, Director, Affirmative Action, Kean College—Union, New Jersey (**Co-Leader**)

Mr. John Pinkard, Consultant, Urban Processes Coordinated, Inc.—Newark, New Jersey (**Co-Leader**)

3:30-4:45 p.m.

Workshop III-F—The Similarities and Differences Between Ethnoviolence on Campus and Ethnoviolence Expressed in Other Settings (Neighborhoods, Workplaces, etc.)

Plaza South

This workshop will provide perspectives that are critically needed in understanding campus racism. Based on the data and work of the National Institute Against Prejudice and Violence, this session will detail similarities and differences between ethnoviolence on campus and ethnoviolence expressed in other settings, such as neighborhoods, workplaces, and related settings.

Dr. Howard J. Ehrlich, Research Director, National Institute Against Prejudice and Violence—Baltimore, Maryland (**Workshop Leader**)

3:30-4:45 p.m.

Workshop III-G—Promoting Racial/Ethnic Harmony in Academe: The CSUF Experience

Red Carpet Country

Following attendance at the 1st National Conference on Racial & Ethnic Relations in American Higher Education, staff from California State University, Fresno, returned to campus to design and implement a yearlong program that can be adapted to other institutional settings. This session will detail program features, which include a series of speakers, a student leadership retreat, a conference/workshop in racial/ethnic harmony, and interactive workshops with key faculty, administrators, and staff.

Mr. Richard D. Ford, Dean, School of Health and Social Work, California State University—Fresno, California (**Co-Leader**)

Dr. Felton Burns, School of Health and Social Work, California State University—Fresno, California (**Co-Leader**)

Mr. Walter Robinson, Counselor, Educational Opportunity Program, California State University—Fresno, California (**Co-Leader**)

Dr. Arthur V.N. Wint, Director of Affirmative Action and Assistant to the President, California State University—Fresno, California (**Co-Leader**)

6:00-9:30 p.m.

EVENING PROGRAM

Reception and Buffet Dinner—National Cowboy Hall of Fame

(See the Special Events Section of the Conference Program for details.)

6:00 p.m.

Buses leave the Sheraton Hotel for the National Cowboy Hall of Fame

9:30 p.m.

Buses return from the National Cowboy Hall of Fame to the Sheraton Hotel

JUNE 6, 1989

8:00-9:15 a.m.

MORNING PROGRAM—PLENARY SESSION

8:00-9:15 a.m.

Major Address

Century Ballroom

"Racial Tensions on College Campuses: A Continuum of Social Change"
Mr. Juan Williams, Political Correspondent, *The Washington Post*, and author of *Eyes on the Prize*—Washington, D.C.

9:30 a.m.—12:15 p.m.

MORNING PROGRAM—CONCURRENT PANEL SESSIONS

9:30-10:45 a.m.

CONCURRENT SESSION IV

9:30-10:45 a.m.

Workshop IV-A—CHROME: Making It Happen in Hampton Roads

Red Carpet Country

This presentation will describe the Cooperating Hampton Roads Organizations for Minorities in Engineering (CHROME, Inc.), a program that is affiliated with Hampton, Norfolk State, and Old Dominion universities. CHROME is a successful partnership of 75 businesses and industries, government agencies, school systems, and higher education institutions, designed to increase the number of minorities and females entering math, science, engineering, and related technological careers. The discussion of program components will include its target population, recruitment of member organizations, recruitment of teachers/counselors, provision of a summer institute for teachers and counselors, recruitment of students, data gathering/tracking of students, program activities, college student participation, responsibilities of organization participants, fund raising, and required program staffing.

Dr. Lilian Bautista-Myers, Executive Director, Cooperating Hampton Roads Organizations for Minorities in Engineering—Norfolk, Virginia (**Workshop Leader**)

9:30-10:45 a.m.

Workshop IV-B—The Globalization of American Campuses: International Student Culture and Its Impact on Campus Racial and Ethnic Relations

Frontier Country

The presence of international students on campuses has brought a wealth of cross-cultural and intercultural resources. Simultaneously, their presence has often thrust the American campus into the vortex of global ethnic tensions. This session will explore ways in which campuses can cope with increasing globalization, while orchestrating international and national racial/ethnic tensions in such a manner as to positively and creatively impact the building of a multicultural university.

Dr. K. B. Rao, Director, Advising, Counseling and Retention Programs, Office of Student Services, University of Nevada—Reno, Nevada (**Workshop Leader**)

9:30-10:45 a.m.

Workshop IV-C—A Nine-Point Model for Combatting Racism on Your Campus

Kiamichi Country

This nine-point Model to Combat Racism presents a strategic action plan that begins with a systemic self-study of all efforts made to reduce racism on campus. Model features include demonstrating institutionwide commitment, increasing the hiring and professional development of minority faculty and staff, increasing access and academic support systems for minority students, infusing the campus climate with value for diversity, requiring training in the understanding of other cultures, developing multicultural curriculum, strengthening local community linkages, devising intervention strategies, and demanding accountability. In discussion groups participants will explore how to gather information, organize it on worksheets, and move their campuses toward comprehensive multicultural planning.

Ms. Mary Ellen Ashley, Associate Vice Provost, Interim University Dean for Student Affairs and Services, University of Cincinnati—Cincinnati, Ohio (**Workshop Leader**)

- 9:30-10:45 a.m. **Workshop IV-D—Student Affairs Initiatives Toward a Multicultural University** **Derrick (Third Floor)**
- Presenters of this session will share their model for building a multicultural university. This model is based on their experience at Trenton State College, where students and staff have experienced years of sensitivity and awareness training. Incorporating conflict management, multiculturalism, and change theory, the model will explore the characteristics, interventions, incidences, and responses at each stage of the multiculturalism process.
- Ms. Kathleen Manning, Executive Assistant, Student Life, Trenton State College—Trenton, New Jersey (**Co-Leader**)
 Ms. Patrice Coleman-Boatwright, Assistant Director of Community Development Services, Trenton State College—Trenton, New Jersey (**Co-Leader**)
- 9:30-10:45 a.m. **Workshop IV-E—New Horizons for Minorities Program: A Cooperative Effort That Strengthens the Partnership Between the College and the Community** **Great Plains Country**
- New Horizons for Minorities is a technical internship program that combines work and study and is designed to assist Lansing Community College in the recruitment of minorities. The program calls for selected minority individuals to become full-time Lansing Community College employees as technical interns while being enrolled in an academic program and other professional development activities. While pursuing their associate degrees in selected academic areas, they are provided with counseling and other support services. Program participants receive an annual stipend, full tuition scholarship, and Lansing Community College full-time employee benefits.
- Ms. Alberta G. Lee, Coordinator, New Horizons for Minorities Program, Lansing Community College—Lansing, Michigan (**Workshop Leader**)
- 9:30-10:45 a.m. **Workshop IV-F—Merits and Disadvantages of Racially Identifiable Residential and Cultural Facilities** **Green Country**
- This workshop will provide a working session to focus on the relationship of racially identifiable facilities to the goal of fostering positive human relationships on campuses. The workshop leader has written extensively on racial separation on campus and has led campus-level efforts challenging racially exclusive facilities.
- Dr. Michael Meyers, Special Assistant to the Chancellor, State of New Jersey, Department of Higher Education—Trenton, New Jersey (**Workshop Leader**)
- 9:30-10:45 a.m. **Workshop IV-G—Hispanic Experience in America** **Wildcatter (Third Floor)**
- Colleges and universities located in rural areas serving predominantly majority students need to establish ways to recruit and retain minority students and to promote cultural awareness and diversity on their campuses. The State University College of New York, located in Geneseo, addressed these concerns through the development of the "Hispanic Experience in America" series, which was supported by a faculty development committee. The series, which may provide a model, utilized local resources, leaders of the Hispanic community public school, and nationally prominent Hispanics, including a congressman, bishop of the Catholic Church, and movie producer. This presentation will indicate strategies that can be developed to promote similar activities on other campuses.
- Dr. Ramon M. Rocha, Assistant to the Vice President for Minority Affairs, The State University of New York—Geneseo, New York (**Co-Leader**)
 Dr. William R. Cook, Distinguished Teaching Professor of History, The State University of New York—Geneseo, New York (**Co-Leader**)
- 11:00 a.m.-12:15 p.m. **CONCURRENT SESSION V**

- 11:00 a.m.–12:15 p.m. Workshop V-A—How Can Colleges and Universities Attract and Retain Minority Students? Concrete Answers to a Hard Question** **Kiamichi Country**
- This presentation uses data generated from a national study of Asian, Black, Hispanic, and American Indian juniors and seniors, conducted under the auspices of the American Association of Colleges for Teacher Education (AACTE), an affiliate of the American Council on Education. The session will provide concrete answers regarding campus policies, programs, and practices for attracting and retaining minority students. Creative approaches to financial aid, academic tutoring, sociopersonal counseling, and creating an academic “safety net” will be explicated from the data generated. Specific characteristics of college policies, programs, and practices that attract and retain minority students will be identified. Group discussion and interaction will be encouraged for the purposes of expanding upon the study’s findings and sharing other approaches by group participants.
- Dr. Ricardo L. Garcia, Professor, School of Education, Eastern Montana College—Billings, Montana (**Workshop Leader**)
- 11:00 a.m.–12:15 p.m. Workshop V-B—If It’s Performance That Counts. . . .** **Red Carpet Country**
- The institutional dilemma of either establishing higher admission standards—and thereby dramatically reducing the enrollment of minority students—or maintaining open admissions, and experiencing heavy losses due to academic attrition, is perpetually confronting the faculty of Pan American University, a state university with a Hispanic enrollment in excess of 80 percent. Historically, the university serves a high-risk, predominantly ethnic minority student population. Imposing higher ACT or TASP entrance requirements would eventually be devastating not only to the university’s enrollment, but to the region’s economic survival as well. This presentation will describe the policies adopted and the strategies used to mitigate the effects of increased dependency on testing for college admission and advancement. Results of these actions will be discussed as they relate to the special needs of institutions with unique student populations. The pursuit of excellence in higher education assumes a quite different meaning when applied to an institution faced with the choices PAU must make.
- Dr. Ricardo J. Pérez, Chairman, Department of Curriculum and Instruction, Elementary and Secondary, School of Education, Pan American University—Edinburg, Texas (**Co-Leader**)
- Dr. Kevin Morse, Department of Curriculum and Instruction, Elementary and Secondary, School of Education, Pan American University—Edinburg, Texas (**Co-Leader**)
- 11:00 a.m.–12:15 p.m. Workshop V-C—Creating a Community with Diversity in Residential Life** **Derrick
(Third Floor)**
- This presentation will discuss staff development programs in residential life at Indiana State University, using the theme “Community with Diversity.” The session will focus on fall and midyear workshops for all staff, written and visual resources, human relations goal setting, ongoing in-service sessions, and the implementation of programs for students.
- Dr. Ruth K. Graff, Assistant Director of Programs, Residential Life, Indiana State University—Terre Haute, Indiana (**Workshop Leader**)
- 11:00 a.m.–12:15 p.m. Workshop V-D—Programming for Diversity** **Green Country**
- The recruitment and retention of students with different social group memberships (race, gender, religion, physical/mental capacity, sexual orientation) is of significant concern in higher education. Studies suggest a significant correlation between the retention of minorities and the provision of supportive services, such as multicultural programming responsive to the diverse needs of the campus community. This session will focus attention on the importance of meeting the diverse programming needs of the campus community, of ensuring that programming efforts increase participants’ appreciation of self, and of offering programs that recognize all persons within the academic community and reinforce their sense that they are an integral part of the campus community.
- Dr. Andrea C. Kandel, Student Development Coordinator, University of Massachusetts—Amherst, Massachusetts (**Co-Leader**)
- Ms. Anne Miller, Coordinator of Residence Education, University of Massachusetts—Amherst, Massachusetts (**Co-Leader**)

- 11:00 a.m.—12:15 p.m. Workshop V-E—Using Athletics to Promote Minority Recruitment** **Wildcatter
(Third Floor)**
- One may well wonder what Reggie Jackson, the Phoenix Suns, the Phoenix Cardinals, the Dallas Mavericks, Native Americans for Community Action, and Northern Arizona University have in common. The answer is that they all have been involved in an innovative outreach program that works with Indian youth. Since 1985, Northern Arizona University has used its Athletics Department to work with the problems of low self-esteem and substance abuse on several Indian reservations in the state of Arizona. This presentation will discuss this program and will offer a slide presentation that chronicles an outreach event by Northern Arizona University's women's basketball team on the Havasupai Reservation, located on the floor of the Grand Canyon. (The slide presentation was developed by Owen Seumtewa, a noted Hopi photographer). The program also explores how Outreach promotes minority recruitment and how it forms links between young students and first-generation college students. A brain-storming component will investigate other innovative ideas that promote minority recruitment by linking segments of the university with targeted minority populations.
- Dr. Tom Colonnese, Assistant Athletic Director, Northern Arizona University—Flagstaff, Arizona (**Workshop Leader**)
- 11:00 a.m.—12:15 p.m. Workshop V-F—Instituting a Policy on Discrimination and Discriminatory Harassment in the Housing Division at a Major University** **Great Plains Country**
- This presentation will focus on the development of a housing policy to deal with racial, sexual, and other harassment, utilizing existing university policies and procedures. The session will describe the harassment policy as it operates within the Housing Division and allow participants to discuss the policy and related issues. Policy statements, handouts, program features and other materials presently in use in the Michigan model will be shared. The session will be of interest to senior-level student services personnel, housing officials, and discrimination and/or harassment officers.
- Ms. Andre Strong, Director, Housing-Special Programs, The University of Michigan—Ann Arbor, Michigan (**Co-Leader**)
 Ms. Mary Louise Antieau, Director, Housing-Employee Programs, The University of Michigan—Ann Arbor, Michigan (**Co-Leader**)
- 11:00 a.m.—12:15 p.m. Workshop V-G—Lee College, the Minority Community, and the Public Schools: A Linkage for Success** **Frontier Country**
- This presentation will take participants through the process undertaken by Lee College, in which concerned minority community leaders were brought together to share concerns about the high minority dropout rate and lack of minority youth entering college. Out of this process educational access committees evolved, an increased minority enrollment at the college has been achieved, and an ongoing link has been formed with the public school system. Working together, the community, public schools, and the college are making success a possibility for many minority youth.
- Ms. Kathy Clausen, Director of Public Information, Lee College—Baytown, Texas (**Workshop Leader**)
- 12:15—1:45 p.m.** **Century Ballroom**
- LUNCHEON AND LUNCHEON ADDRESS**
- "A Comprehensive Strategy for Building a Multicultural University Community: The Stanford Report"
- Mr. Fernando de Necochea, Assistant Provost, Stanford University—Stanford, California
- 2:00—4:45 p.m.**
- AFTERNOON PROGRAM—CONCURRENT SESSIONS**
- 2:00—3:15 p.m.** **CONCURRENT SESSION VI**

- 2:00-3:15 p.m. **Workshop VI-A—Creating the Environment and Finding the Incentives for Minority Faculty and Graduate Students: The Leadership Role for a National Association** Kiamichi Country
- This presentation will summarize a recent initiative by a national presidentially based higher education association to develop more broad-based attention to and commitment by senior-level university administrators and key faculty leaders to issues affecting the recruitment and retention of minority graduate students and faculty members in majority institutions. The presentation will report specifically on an October 1988 working conference at the University of Cincinnati, which brought together teams of provosts, graduate and other deans, and faculty senate chairpersons, or other key faculty leaders from 15 public research universities in major metropolitan areas.
- Mr. Nevin C. Brown, Assistant Director, Office of Special Programs/Urban Affairs, National Association of State Universities and Land-Grant Colleges—Washington, D.C. (**Workshop Leader**)
- 2:00-3:15 p.m. **Workshop VI-B—A Model for the Retention and Persistence of the Culturally Diverse Student Population** Red Carpet Country
- This session will discuss a comprehensive retention and persistence model addressing high-risk characteristics that have been identified as impacting retention. The plan identifies six key areas in which it is necessary to provide comprehensive services to increase the overall academic success of students as demonstrated through persistence to graduation: pre-college persistence programs, academic plans for undergraduates, supplemental learning, campus environment, financial assistance, and assessment and evaluation.
- Dr. Eileen Coughlin, Assistant Vice President for Student Services, Northern Arizona University—Flagstaff, Arizona (**Co-Leader**)
Mr. Ray Rodriguez, Director, Educational Support Programs, Northern Arizona University—Flagstaff, Arizona (**Co-Leader**)
- 2:00-3:15 p.m. **Workshop VI-C—Addressing Anti-Semitism on Campus and the Consequences of Trying** Frontier Country
- Anti-Semitism, like other manifestations of hate violence, is on the rise around the country. Documented incidents include the selling of "J.A.P. busting" T-shirts, swastikas scrawled on posters and bathroom stalls, and the display of anti-Israel or anti-Zionist posters. This workshop will identify strategies to address the increase of anti-Semitic incidents on campus. The session will be both informational and interactive.
- Dr. Andrea C. Kandel, Student Development Coordinator, University of Massachusetts—Amherst, Massachusetts (**Co-Leader**)
Dr. JoAnne Silver Jones, Associate Director, School of Human Services, Springfield College—Springfield, Massachusetts (**Co-Leader**)
- 2:00-3:15 p.m. **Workshop VI-D—Training as an Affirmative Action Strategy** Green Country
- In-house training can be a cost-effective mechanism for increasing career opportunities for women and minorities in colleges and universities. This session will present a rationale for training as an affirmative action strategy, show a film, "Creating Options: A Career Development Training Program at The Ohio State University," and engage participants in the case development of a training program using the Options Program as one model.
- Dr. Gay B. Hadley, Associate Executive Officer, Office of Human Relations, Ohio State University—Columbus, Ohio (**Workshop Leader**)
- 2:00-3:15 p.m. **Workshop VI-E—The Process for Developing a Racial Discrimination Policy** Great Plains Country
- This session will present the process used for developing a racial discrimination policy at Indiana University of Pennsylvania. Key features of the racial discrimination policy will be highlighted. The session will be particularly valuable for those individuals that have an interest in developing such a policy for their campuses.
- Dr. Kurt P. Dudd, Communications Media Department, Indiana University of Pennsylvania—Indiana, Pennsylvania (**Co-Leader**)
Dr. Alphonse N. Novels, Director of Minority Affairs, Indiana University of Pennsylvania—Indiana, Pennsylvania (**Co-Leader**)

- 2:00-3:15 p.m. **Workshop VI-F—A New Momentum in American Indian Education and Economic Development** **Derrick (Third Floor)**
- This paper will highlight the comprehensive programmatic commitment Northern Arizona University has made to American Indian education and economic development. Specific off-campus strategies that demonstrate an action approach to valuing cultural diversity will be discussed. Partnership arrangements with tribal governments, reservation communities, schools, and business enterprises will be presented as pivotal to systematic, culturally sensitive, long-term program undertakings of this scale.
- Dr. Walter M. Vannette, Special Assistant to the President, Northern Arizona University—Flagstaff, Arizona (**Workshop Leader**)
- 3:30-4:45 p.m. **CONCURRENT SESSION VII**
- 3:30-4:45 p.m. **Workshop VII-A—Presenting a Campus Crisis Situation: Skills and Techniques for Resolution** **Kiamichi Country**
- A crises situation will be presented as it actually developed on a campus. Events and actions will be described in stages, allowing the audience to become part of the drama by "second guessing" real administrative decisions as they unfolded. Participants will be provided with a summary of the case and resultant campus changes, as well as copies of materials referenced.
- Mr. W. C. Dizney, Director, Student Services, Northwest Missouri State University—Maryville, Missouri (**Workshop Leader**)
- 3:30-4:45 p.m. **Workshop VII-B—A Community College Response to a Changing Community: The Vital Link in Higher Education** **Frontier Country**
- This program focuses on the history of an open-access institution and its recent initiatives to meet the needs of a changing student body. The workshop will focus on both administrative and programmatic responses. A demonstration activity will be given, and participants will have a chance to brainstorm, tailor responses to their individual campuses, and develop action plans to meet the needs of a multicultural student population.
- Ms. Ann Felton, Director of Minority Resources, Onondaga Community College—Syracuse, New York (**Co-Leader**)
 Ms. Carol Cowles, Assistant to the President, Onondaga Community College—Syracuse, New York (**Co-Leader**)
- 3:30-4:45 p.m. **Workshop VII-C—Valuing Diversity: Doing Something About It** **Red Carpet Country**
- D.A.R.E. (Diversity Awareness through Resources and Education) is a proactive, experiential pilot program designed to help students adjust to a complex, multicultural university environment. Facilitated interactive exercises challenge participants to examine their attitudes regarding different "cultural groups" (ethnicity, race, gender, sexual orientation, etc.) in a non-threatening setting. Session participants will experience program exercises and gain insight into project organization and implementation, student/staff response to the program, and program applicability to other institutions and non-student audiences.
- Ms. Edith Ng, Program Coordinator, Project D.A.R.E., Housing and Food Services, University of California—Berkeley, California (**Co-Leader**)
 Ms. Regina Freer, Field Director, Mentorship Program, California Alumni Association, University of California—Berkeley, California (**Co-Leaders**)
 Mr. Harry Le Grande, Associate Director, Housing, University of California—Berkeley, California (**Co-Leader**)
 Ms. Leigh Lewis, Residential Life Coordinator, University of California—Berkeley, California (**Co-Leader**)

3:30-4:45 p.m.

Workshop VII-D—Institutionalizing Ethnic Studies and Cultural Diversity Within the University Curriculum

Great Plains Country

Conferences, seminars, and papers that talk about building the multicultural university and racial and ethnic relations in American higher education are of little value if higher education continues to resist institutionalizing Ethnic Studies and Cultural Diversity within its core curriculum. A multicultural university must be more than an institution with a thousand Black students, or a thousand Hispanic students, or even a thousand foreign students. This session will address curricular issues relating to the multicultural university.

Dr. Ernest A. Champion, Associate Professor, Department of Ethnic Studies, Bowling Green State University—Bowling Green, Ohio (**Co-Leader**)
Dr. Robert L. Perry, Chair, Department of Ethnic Studies and Associate Professor, Bowling Green State University—Bowling Green, Ohio (**Co-Leader**)

3:30-4:45 p.m.

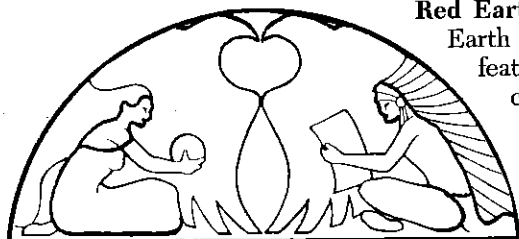
Workshop VII-E—Turning a Minority Scholarship Program into a Proactive Advising Tool

Green Country

The Carlson School of Management at the University of Minnesota created the Advantage Scholarship Program for minority and disadvantaged students who were in either pre-management or management programs. Originally the scholarships were awarded in a traditional, lump-sum format. However, this did not result in a measurable improvement in minority admissions, retention, or graduation rates. In 1985, the scholarship program was modified so that pay-out was based on an equation including credits and grade points earned. Annual planning sheets and quarterly advising appointments with the minority scholarship coordinator assure regular student-adviser contact. This \$50,000 scholarship program, combined with active advising, has had a positive impact on the school's retention rates.

Mr. Jerry Rinehart, Director, Undergraduate Studies, Carlson School of Management, University of Minnesota—Minneapolis, Minnesota (**Co-Leader**)
Ms. Michelle Grosz, Program Administrator, Carlson School of Management, University of Minnesota—Minneapolis, Minnesota (**Co-Leader**)
Mr. Candelario Zuniga, Minority Coordinator, Carlson School of Management, University of Minnesota—Minneapolis, Minnesota (**Co-Leader**)

SPECIAL EVENTS

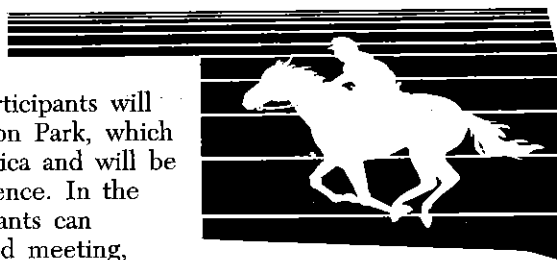


Red Earth '89

Red Earth '89, June 2-4: Held in downtown Oklahoma City, Red Earth '89 is the world's largest Native American celebration, featuring over 100 sovereign Indian nations. Red Earth '89 is a competition of the finest Native American dancers on the North American continent, a fine arts festival featuring works by renowned Native American artists and artisans of our time, and a feast of Native American foods. In its third year, Red Earth '89 is the outgrowth of a dream by leaders of Oklahoma's tribal governments, in cooperation with Oklahoma business and civic leaders and government officials, to bring together the best examples of Native American culture and share this heritage with other Americans and people from all over the world. During the

three days of Red Earth '89, downtown Oklahoma City will be transformed into a gigantic Native American festival. Exhibits featuring Indian arts and crafts will dot the landscape of downtown Myriad Gardens and spill over into the adjoining streets and sidewalks adjacent to the conference headquarters hotel. Competitive dancing will take place continuously at the Myriad Convention Center, with tickets to the dance competitions available to the general public.

Remington Park, June 4: The race is on at Remington Park, Oklahoma's new \$90 million state-of-the-art, pari-mutuel horse-racing facility, named for western artist Frederic Remington. On Sunday, June 4, conference participants will have the opportunity to spend the afternoon at Remington Park, which has more patron amenities than any other track in America and will be in its 10th month of operation at the time of the conference. In the Quarter Horse Capital of the World, conference participants can experience Remington Park's summer quarter horse/mixed meeting, with grandstand reserved seats featuring comfortable stadium seats in a climate-controlled, glass-enclosed stadium, offering a commanding view of the track and finish line. Special advance registration was required by May 15.



National Cowboy Hall of Fame, June 5: Monday's June 5 evening conference banquet will not be your typical stuffy sit-down dinner. Instead, we will travel to northeast Oklahoma City to the National Cowboy Hall of Fame and Western Heritage Center for a few hours of socializing, exquisite cuisine, and time to explore America's unique western heritage. Sponsored by the 17 western states and proclaimed a National Memorial by Congress, the National Cowboy Hall of Fame brings the Old West to life. On the evening of June 5, conference participants will have exclusive use of the facility and grounds to enjoy a reception and bountiful buffet and view the exhibit of the National Academy of Western Artists, as well as the many works of art by C. M. Russell, Frederic Remington, Charles Schreyvogel, and other major artists. Stroll through the West of Yesterday, the John Wayne Collection, Rodeo Hall of Fame, and the Fraser Studio, which houses the magnificent 18-foot-high End of the Trail statue. Enjoy gardens, pools and fountains, heroic-sized sculptures, and the important plants and trees of the west. The cost of this special evening at the National Cowboy Hall of Fame is included in the conference registration fee. Additional tickets for this event can be purchased separately for \$40 per person.

NOTES



FOR HUMAN RELATIONS STUDIES
The University of Oklahoma
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Norman, OK 73037-0005

