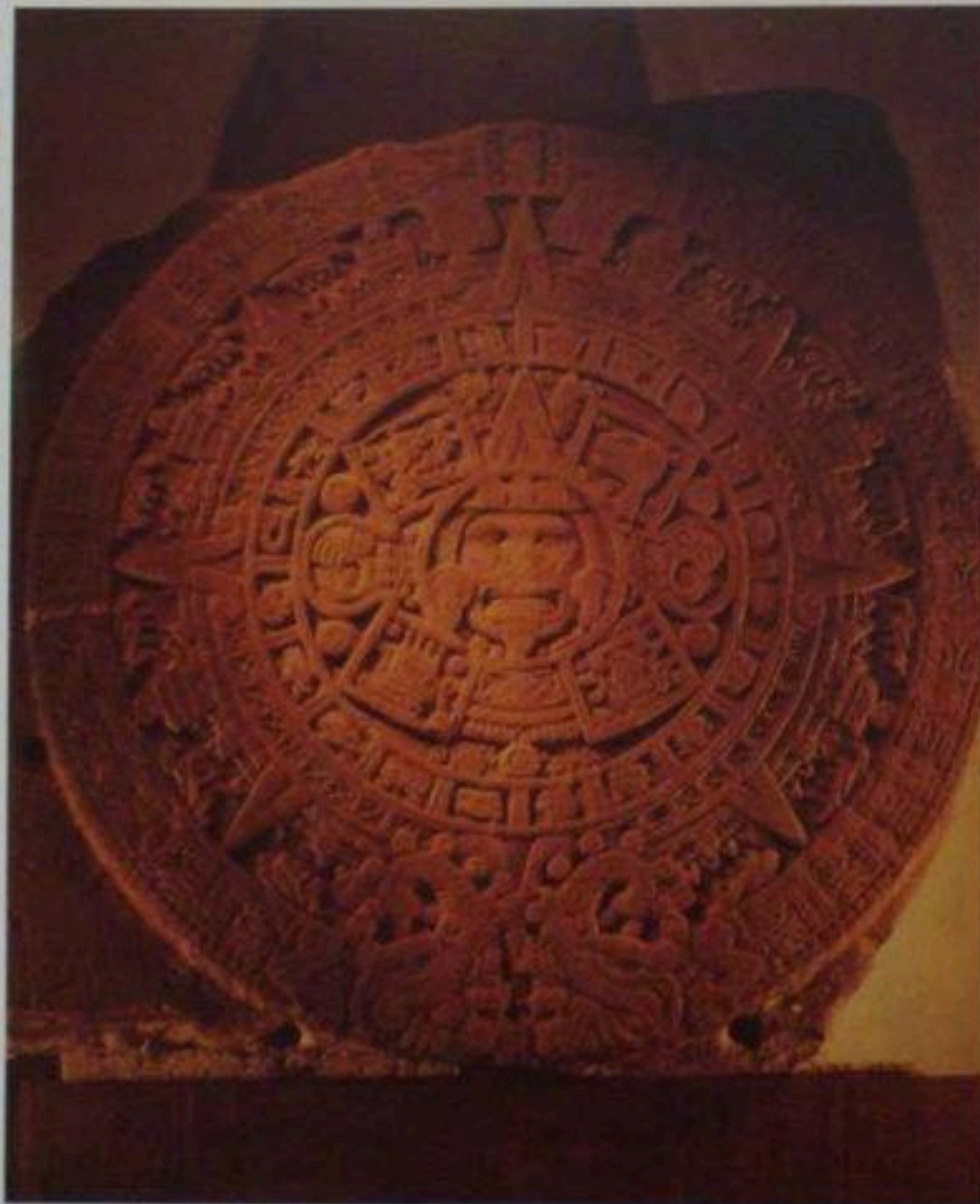


4th ANNUAL
NATIONAL CONFERENCE
ON RACIAL & ETHNIC RELATIONS
IN AMERICAN
HIGHER EDUCATION



Sponsored by

The Southwest Center for Human Relations Studies
Continuing Education and Public Service

THE UNIVERSITY OF OKLAHOMA

May 31–June 4, 1991

San Antonio, Texas



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Norman, Oklahoma

On the Cover: **The Sun Stone**, commonly known as the Aztec Calendar, is a massive stone carving built as a votive to the sun and as an almanac of time and science. This giant sun stone, containing precise information on days, months, and centuries as well as principles of astronomy, physics, and philosophy, has its roots in the Meso-American civilizations of five thousand years ago. Its concentric circles represent planetary movements, meteorological cycles, and cycles of understanding.

This massive disk, 12 feet in diameter and weighing 24 metric tons, was uncovered in 1790 in what had been Tenochtitlan's main square, now Mexico City's Zocalo. Once viewed embedded in the base of Mexico City's cathedral, it now serves as the centerpiece of the National Museum of Anthropology in Mexico City.

At the heart of the Aztec Calendar is the face of Tonatuih (the sun) surrounded by its sign, the symbol for movement. Around this are the four suns, or cosmic worlds, which preceded Aztec times. Each of these four suns is characterized by an element, or force, that brought about its destruction, namely Tiger (devourer of the earth), Wind, Rain of Fire, and Water. The center point, or fifth sun, reflects the time period in which we presently live. Encircling these suns are bands containing hieroglyphs of the days and months, solar rays, precious stones, blood, flowers, and fire serpents—all indicating the cyclic and cosmic order in great symbolic detail.

The Sun Stone depicts a belief system based on the need for a universal foundation; the temporalization of the world into ages, or cycles; the notion of primordial elements; spatial division into quadrants, or directions; and the concept of struggle for supremacy as a framework for the cyclical evolution of the world into various ages. These are notions that perhaps still have special significance for those who believe in the dynamic meeting of opposites and the richness of a life characterized by diversity. From such a perspective, the Aztec Calendar—complex and laden with the histories of many civilizations—becomes a timeless symbol of the power inherent in the coming together of differences and the struggle required to carry the universe into an age of greater understanding. (The conference acknowledges Dr. Carmen Tafolla for information on the Sun Stone.)



4th ANNUAL NATIONAL CONFERENCE ON RACIAL AND ETHNIC RELATIONS IN AMERICAN HIGHER EDUCATION

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

FRIDAY, MAY 31, 1991

8:00 a.m.—7:30 p.m.
Los Rios Foyer

ON-SITE REGISTRATION

8:00 a.m.—7:00 p.m.

OPTIONAL PRE-CONFERENCE LEISURE ACTIVITIES

Provided by Local Arrangements, Inc., of San Antonio
(See pages 67–70)


9:00 a.m.—12:00 noon
Rio Grande East

Major Workshop Session 1

Ways and Means of Assessing Institutional Commitment to Minorities

This workshop will present a comprehensive schematic overview for assessing and improving the environment for diversity on college and university campuses. An inventory model will be provided to assist institutional personnel and units in evaluating various institutional aspects to determine their effectiveness in providing a dynamic pluralistic campus environment. The inventory is divided into eight areas: Administrative Leadership, Admissions and Recruitment, Financial Assistance, Student Support Services, Curriculum, Campus Environment, Graduate and Professional Programs, and Minority Hiring. Groups will be formed to address appropriate goals and strategies for each of these areas and will summarize their discussion and recommendations for the full group. The session will provide a forum for the exchange of effective strategies for formulating a forthright vision and commitment to diversity and its implementation on college and university campuses.

Dr. Frank W. Hale, Jr., Executive Assistant to the President for
Multicultural Affairs, Kenyon College—Gambier, Ohio
(Workshop Leader)



9:00 a.m.—4:30 p.m.
Regency East 2

Major Workshop Session 2

A Campus of Difference: The Anti-Defamation League's Anti-Prejudice Training Program

This session will present the Anti-Defamation League's anti-prejudice training program, specifically designed for use on college and university campuses. Participants will be exposed to exercises, full-feature videos, and video vignettes aimed at increasing awareness and combating all forms of prejudice, racism, and discrimination in the campus setting. Presenters will examine communication, appropriate behaviors, and exactly how a celebration of diversity can be integrated into various aspects of the campus environment.

Ms. Caryl M. Stern, National Director of Special Training, Anti-Defamation League—New York, New York (**Co-Leader**)
Mr. Kevin M. Slater, Assistant National Director of Special Training, Anti-Defamation League—New York, New York (**Co-Leader**)

9:00 a.m.—4:30 p.m.
Rio Grande West

Major Workshop Session 3

Independent Media Resources Workshop and Showcase

This workshop will demonstrate how independent and alternative film and video can be effective tools in developing multicultural understanding on college and university campuses. Works to be shown have been selected for their ability to stimulate dialogue by challenging the viewer to think about multicultural issues in new ways and in terms of lengths that are appropriate to the classroom period. Many of the pieces are "point of view," in that they examine various issues from a clearly stated ethnic/personal perspective. The showcase is composed of 15 to 20 pieces, which are organized around three thematic blocks: "Issues of Identity," "Confronting the Other," and "The Concept of Home." Within the blocks, films and tapes will be presented in curated "programs" capable of replication in campus classroom, counseling, or student activity contexts. The presenter will discuss techniques for using independent media to promote discussion of multicultural issues and will provide a listing of independent and non-profit distributors of films and videos dealing with multicultural issues. The showcase will be available in the Exhibit/Resource Area throughout the conference, allowing participants to "drop in" on screenings as appropriate.

Ms. Linda Gibson, Program Associate, Electronic Media and Film Program, New York State Council on the Arts—Montclair, New Jersey (**Workshop Leader**)



1:30–4:30 p.m.
Rio Grande East

Major Workshop Session 4

Creating Multicultural Residence Hall Environment

Based on the Illinois State University residence hall model, this workshop will present 25 components for building multicultural residence hall environments, including the recruitment and retention of staff of color, mission “isms” statements, salt-and-pepper advisorships, minority resident assistant sponsorship, minority trainee programs, cultural-awareness publications and events, and mandatory diversity training for all residence hall staff. The presenter will also treat diversity organization assessment, models for understanding and teaching diversity, residence hall action plans, motivational training for staff and students, and exemplary residence hall diversity programs and services in use around the country.

Dr. Floyd Hoelting, Director, Office of Residential Life, Illinois State University—Normal, Illinois (**Workshop Leader**)

2:00–4:00 p.m.

DROP-BY AND GET-ACQUAINTED INFORMAL “JOB-ALIKE” NETWORKING SESSIONS:

2:00–4:00 p.m.
Nueces

Senior Administrative Officers

2:00–4:00 p.m.
Frio

Teaching Faculty, Department Chairs, and Academic Program Directors

2:00–4:00 p.m.
Blanco

Representatives of State and National Institutes, Societies, Associations, Agencies, Commissions, and Foundations

2:00–4:00 p.m.
Llano

Directors of Offices of Affirmative Action, Equal Employment Opportunity, and Minority Affairs

2:00–4:00 p.m.
Pecan

Professional Staff of Offices of Student Affairs, Student Support Services, and Student Life

2:00–4:00 p.m.
Pecos

Students and Student Leaders

2:00–4:00 p.m.
Directors

Potpourri: Professional Staff in Admissions, Alumni Affairs, Athletics, Financial Aid, Personnel, Public Safety, and Other Service Areas

5:00–7:00 p.m.
Regency Ballroom

WELCOMING RECEPTION and NO-HOST BAR



SATURDAY, JUNE 1, 1991

7:00 a.m.—5:00 p.m.
Los Rios Foyer

ON-SITE REGISTRATION

8:00 a.m.—12:15 p.m.

MORNING PROGRAM—BREAKFAST PLENARY SESSION

8:00—10:30 a.m.
Regency Ballroom

Conference Opening and Welcoming Remarks

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

Keynote Address

“Higher Education and the New Majority: Meeting the Needs of a Changing Nation”

Mr. Henry G. Cisneros, President and Chief Executive Officer, Cisneros Asset Management Company—San Antonio, Texas

10:45 a.m.—12:15 p.m.

MORNING PROGRAM—90-MINUTE CONCURRENT SESSIONS

10:45 a.m.—12:15 p.m.
Rio Grande Center

Training the Next Generation of Underrepresented Faculty

One of the most pressing problems facing higher education is that of bringing underrepresented groups fully into the higher education community as undergraduates, graduate and professional students—and faculty members. This session presents a model for enlarging the pool of underrepresented faculty at Temple University, with the goal of adding 15 to 20 scholars and researchers to the pool of African American, Hispanic, and American Indian faculty each year. Established in 1987, the Future Faculty Fellows Program significantly increased the number of graduate degrees awarded to underrepresented minorities. Currently, this program supports over 70 students with full tuition remission and stipends; 20 fellows have already received master's degrees; and the first doctorates are projected for the spring of 1992. Presenters will discuss successful and unsuccessful strategies for recruiting and retaining students, unsolved problems, and ways in which this model might be modified to fit the needs and resources of other institutions.

Mr. Conrad D. Jones, Assistant to the President, Temple University—Philadelphia, Pennsylvania **(Co-Leader)**
Dr. Jack Nelson, Dean of the Graduate School, Temple University—Philadelphia, Pennsylvania **(Co-Leader)**



10:45 a.m.–12:15 p.m.
Rio Grande West

Crossing Racial and Ethnic Barriers Through Private and State-Funded Faculty/Student Teaching/Research Exchange Programs

Four years ago, hospitality management educators from Virginia State University, a historically and predominantly Black university, and the University of Wisconsin-Stout, a predominantly white university, set in motion a faculty/student exchange between the two institutions. Marriott and Holiday Corporations funded the first exchange in 1986 and 1987, and subsequent programs have been funded by the Sheraton Corporation and the University of Wisconsin system. The presenters will discuss exchange program activities and the successful longterm interactions that have resulted. They will also focus on how a combination of public and private funding sources have been used to support a program to introduce students to multicultural perspectives in different disciplines and develop a united and positively integrated hospitality management work force.

Ms. Sharon S. Giroux, Assistant Professor, Department of Habitational Resources, University of Wisconsin-Stout—Menomonie, Wisconsin **(Co-Leader)**

Dr. Mary W. McCray, Assistant Professor, Virginia State University—Petersburg, Virginia **(Co-Leader)**

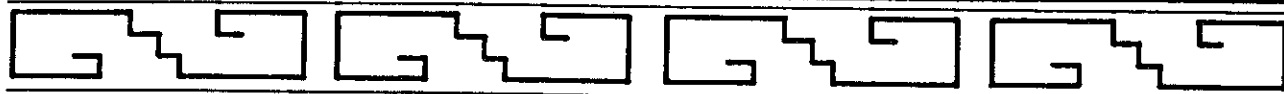
10:45 a.m.–12:15 p.m.
Rio Grande East

The Impact of a Racial Awareness Program on the Empowerment and Leadership Development of Students

Five years ago, the Racial Awareness Pilot Project (RAPP) was initiated at the University of Cincinnati in response to a growing climate of racial tension. RAPP, a program that has received national recognition and served as a model for other institutions, brings together students from varying backgrounds, races, and life experiences to explore issues and feelings related to race. Participants attend weekend retreats, participate in educational programs, and challenge each other on all aspects related to race and identity. Many African American and white students emerge from this intense experience to assume varying leadership roles on campus; graduates of the RAPP program have formed their own organization, RAPPOR (Racial Awareness Pilot Project Ongoing Racial Talks), as a way of continuing their exploration of racial issues and as a vehicle for conducting racial awareness programs for other student groups and becoming catalysts for campus social change. Presenters will highlight important program elements; research methods and results of extensive qualitative, quantitative, and longitudinal studies; and creative ways to enhance campus diversity through student leaders.

Dr. Niloufer M. Merchant, Program Coordinator, Racial Awareness Program, University of Cincinnati—Cincinnati, Ohio **(Co-Leader)**

Ms. Andrea Y. Stallworth, Student, University of Cincinnati—Cincinnati, Ohio **(Co-Leader)**



10:45 a.m.—12:15 p.m.
Nueces

Curricula That Promote Cultural Diversity: Research and Development

This workshop will describe two curricular projects: (1) a study at the University of Illinois at Chicago involving two contrasting multicultural curricula and the reading, writing, speaking, and attitudes toward literacy of 45 African American, Hispanic, Asian, and white students who were tracked over a three year period; and (2) an ongoing project at the University of Iowa involving the development and testing of a multicultural reader designed to promote positive cultural diversity experiences in the classroom. Presenters will recommend ways in which teachers and administrators can start, sustain, and evaluate their own multicultural curricular development and research.

Dr. Carol J. Severino, Assistant Professor, Rhetoric Department, University of Iowa—Iowa City, Iowa **(Co-Leader)**

Ms. Carol V. Spaulding, Graduate Instructor, Rhetoric Department, University of Iowa—Iowa City, Iowa **(Co-Leader)**

10:45 a.m.—12:15 p.m.
Frio

Enhancing Teachers' Abilities to Teach Multiculturally: The University of Nebraska-Lincoln Teachers College Models

This workshop will focus on specific exercises currently in use at the University of Nebraska-Lincoln to assist in developing among those participating in multicultural classrooms the ability to step out of their own perspectives and into those of others. Using an experiential design, participants will engage in at least two exercises intended to aid them in responding to issues surrounding methods of presenting and receiving information in a multicultural classroom. Participants will be actively involved in situations modeling cross-cultural values, realities, and problem resolution; and the workshop is expected to be a reciprocal learning experience for both participants and presenters.

Dr. Elizabeth M. Kean, Associate Professor, Curriculum and Instruction, The University of Nebraska—Lincoln, Nebraska **(Co-Leader)**

Dr. Maurice Tate, Sr., Assistant Professor, Curriculum and Instruction, The University of Nebraska—Lincoln, Nebraska **(Co-Leader)**

10:45 a.m.—12:15 p.m.
Blanco

Empowering the Native American: A Framework for Academic Success

This workshop highlights a partnership program developed by the Center for Excellence at Northern Arizona University and the Navajo and Hopi Tribes. The program is designed to increase public school retention of students on the Navajo and Hopi reservations and enhance students' ability to continue education at the post-secondary level. The program has two components: the academic year program, which consists of drop-out prevention, career awareness, teacher training, and computer-assisted instructional laboratories; and the summer "Nizhoni Camp," a five-week college preparatory program designed to introduce high



school sophomores and juniors to the rigors of college life while improving their academic skills. Descriptions of both program components will be offered, and research data on each component will be shared.

Dr. W. Sakiestewa Gilbert, Assistant Professor, Center for Excellence in Education, Northern Arizona University—Flagstaff, Arizona (**Workshop Leader**)

10:45 a.m.—12:15 p.m.
Llano

The Center for Minority Graduate Opportunities and Faculty Development: A Model for Support at a Predominantly White Institution

The Pennsylvania State University Center for Minority Graduate Opportunities and Faculty Development, comprised of the Office of Minority Graduate Opportunities and the Office of Minority Faculty Development, is designed to recruit, retain, and provide professional development opportunities for minority faculty and graduate students. Presenters will use a slide presentation to illustrate the center's distinctive support and professional development structure, which includes seminars and workshops, financial support, consultation, funding information, and mentoring.

Dr. Deborah F. Atwater, Associate Professor/Senior Faculty Mentor, Speech Communication/Office for Minority Graduate Opportunities and Faculty Development, Pennsylvania State University—University Park, Pennsylvania (**Co-Leader**)

Dr. Catherine Lyons, Director, Center for Minority Graduate Opportunities and Faculty Development, Pennsylvania State University—University Park, Pennsylvania (**Co-Leader**)

10:45 a.m.—12:15 p.m.
Pecos

The Achieving a College Education Program: A Collaborative Recruitment and Retention Program for At-Risk Students

This session will focus on how a collaborative approach involving high school, community college, and university levels helps to create a seamless educational pipeline for students, with institutional overlaps to prevent student attrition. Presenters will discuss the Achieving a College Education (ACE) Program, based at South Mountain Community College. This program supports collaboration with seven local high schools and Arizona State University to recruit high school sophomore students who would be at risk in the postsecondary level, provide academic support services, and monitor their progress through the three educational systems using a computerized tracking system.

Dr. Raul Cardenas, President, South Mountain Community College—Phoenix, Arizona (**Co-Leader**)

Ms. Stella Torres, Achieving a College Education Program Coordinator, South Mountain Community College—Phoenix, Arizona (**Co-Leader**)



10:45 a.m.—12:15 p.m.
Directors

Utilizando La Fuerza De La Comunidad—Enhancing Your College's Accomplishments by Embracing the Hispanic Community's Self-Directed Initiatives

COMMUNITY is a magic word in the Hispanic culture, signifying power, strength, help, support, confidence, accomplishment, and victory. Triton College, serving an enrollment of 16,000 centered in the western suburbs of Chicago, has tapped into this existing strength and potential through the creation of Nuevos Horizontes. This is a self-directed initiative of the Hispanic community that has positively affected Hispanic students, neighborhood residents, and the entire university environment. Presenters will describe the programs and participation rates of Nuevos Horizontes, including legal assistance, AIDS-prevention education, a course for parents of limited-English proficient students, and a celebration of Hispanic heritage.

Ms. Sylvia M. Solorzano, Director of Nuevos Horizontes, Triton College—River Grove, Illinois (**Workshop Leader**)

10:45 a.m.—12:15 p.m.
Pecan

Implementing A Comprehensive Diversity Planning Model at the Campus Level—A Colorado Pilot Project

This workshop builds on a session presented by representatives of the Western Interstate Commission for Higher Education and the Western Region of the College Board at the 3rd Annual National Conference on Racial & Ethnic Relations in American Higher Education. It focuses on the need for colleges and universities to develop comprehensive, campuswide plans for increasing minority participation and achievement and presents the processes and outcomes of the first Colorado Institute for Ethnic Diversity, held in October of 1990. This institute, which involved three Colorado higher education institutions, is designed to foster strategic planning processes at colleges and universities; to stimulate change in institutional culture; and to encourage the commitment, responsibility, and dialogue of top-level administrators and faculty. Presenters will describe the institute model and plans of the Western Interstate Commission for Higher Education to develop it for future use with institutions in the 16-state area served by the commission.

Ms. Jere J. Mock, Program Director, Western Interstate Commission for Higher Education—Boulder, Colorado (**Co-Leader**)

Dr. Leonard A. Valverde, Vice President of Academic Affairs, The University of Texas at San Antonio—San Antonio, Texas (**Co-Leader**)

10:45 a.m.—12:15 p.m.
Live Oak

Diversifying Higher Education in Arizona: A "Bottom-Up" Approach

This session will discuss a successful faculty developed plan aimed at diversifying the Arizona State University faculty. Initial work began in 1984, with the first five-year plan, known as the Arizona Association of Chicanos in Higher Education Strategic Plan. This plan was followed by a second five-year plan, the Chicano Faculty and Staff Association Strategic Plan, currently in operation. This presentation will discuss the problems and issues involved in faculty, staff, and community participation in assisting an institution



of higher education serve the needs of its many constituents. Presenters will focus on the highlights and successes of the two plans, how they have evolved, current salient issues, and how such issues can be addressed by cooperative faculty and administrative efforts.

Dr. Alfredo H. Benavides, Associate Professor, Multicultural Education, Arizona State University—Tempe, Arizona **(Co-Leader)**
Dr. Raymond V. Padilla, Director, Hispanic Research Center, Arizona State University—Tempe, Arizona **(Co-Leader)**

10:45 a.m.—12:15 p.m.
Chula Vista

**Diversity Training and Organizational Development Programs:
Designing Vehicles for Change**

Successful diversity training programs and organizational development strategies are key components in effecting institutional change. The presenter will describe diversity training program models that have been successfully used with staff and faculty chairs at the University of California, Santa Barbara, as part of the institutionwide diversity plans developed by four divisional diversity task forces. Diversity training components include leadership roles, responsibilities, and accountability; recruitment and retention strategies; and issues of campus environment and departmental quality of life (i.e., biases, attitudes, isolation, mentoring, and being valued). A model that has been successfully used with staff managers will be presented using organizational development interventions to analyze a unit's/department's current diversity needs and level of awareness and to facilitate cross-cultural problem solving. This model includes an examination of the strategies and processes, incentives and sanctions, and evaluation methods required to bring about organizational change. Participants will be assisted in assessing their institutions and in developing frameworks with which to design their own programs.

Dr. Onolee Zwicke, Manager, Training and Organizational Development, University of California—Santa Barbara, California
(Workshop Leader)

10:45 a.m.—12:15 p.m.
Chula Vista Board Room

Cultural Bonding in an Urban Setting

As the most culturally and racially diverse community college in Illinois, Truman College has a student population reflective of the community in which it is located—composed primarily of American minorities (African Americans, Hispanics, and Native Americans), recently arrived immigrants and refugees, and international students. From its opening in 1976, Truman College has sought to be an important resource to the personal enhancement of individuals, as well as a catalyst for community change and progress. This session will focus on how Truman College has attempted to achieve this goal through strategies that bond its diverse students, the college, and the community it serves.

Dr. Wallace B. Appelson, President, Harry S. Truman College—Chicago, Illinois **(Co-Leader)**
Ms. Dorene Wiese, Dean of Administration, Harry S. Truman College—Chicago, Illinois **(Co-Leader)**



2:00–5:00 p.m.

AFTERNOON PROGRAM

2:00–3:30 p.m.

AFTERNOON PROGRAM—90-MINUTE CONCURRENT SESSIONS

2:00–3:30 p.m.
Nueces

Successful Minority Recruitment and Retention: A Model for Putting Theory into Practice

Stockton State College, located in predominantly white, rural, coastal New Jersey, has received recognition by national media and organizations for achieving collegiate diversity. This session will present state-of-the-art methodologies supporting successful minority recruitment and retention in the following areas: sensitizing the collegiate community to cultural diversity, gaining support from boards of trustees, developing techniques for staff recruitment and retention, developing long-range plans for faculty diversification, and utilizing resources to achieve goals and objectives. Compelling problems, issues, concerns, and solutions as related to minority recruitment and retention will be discussed.

Ms. Nancy W. Hicks, Assistant to the President/Affirmative Action Officer, Stockton State College—Pomona, New Jersey
(Workshop Leader)

2:00–3:30 p.m.
Frio

A Descriptive Study of Native American/Alaskan Native Students at the University of California

This workshop will focus on the results of a study designed to identify American Indian/Alaskan Native students at the University of California Riverside and Irvine campuses and will provide a detailed description of the cultural, tribal, socioeconomic, and educational backgrounds of these students, as well as attitudinal data relating to work, leisure, and success. The survey methodology will be described, and factors facilitating or impeding the enrollment and retention of American Indian/Alaskan Native students will be identified.

Ms. Angela A. Gonzales, Graduate Student, Sociology Department, Harvard University—Cambridge, Massachusetts **(Workshop Leader)**

2:00–3:30 p.m.
Pecos

Bridging the Chasm: A Model for Cross-Cultural Student Community Service Work

This session will describe a community service model developed by the University of Wisconsin-Eau Claire to address critical needs of a large Southeast Asian refugee community, which has a 75 percent adult unemployment rate and a 70 percent adult illiteracy rate. The project utilizes university students to tutor Hmong refugee adults in native language literacy, English, math, and citizenship. Student tutors receive training in Hmong culture, history, values, communication characteristics, and learning patterns; in the difficulties faced by Hmong refugees in their transition to American society; and in the presentation of subject matter specialties. The program has been effective not only in improving the literacy skills of refugee adults but in changing the attitudes of university students toward teaching and working with minorities and in acceptance of differences. The presenter will share information on



the development, implementation, funding, and assessment of the project.

Ms. Elizabeth J. Perkins, Director/Outreach Specialist, Hmong Community Service Project/Southeast Asian Refugee Programming, University of Wisconsin—Eau Claire, Wisconsin (**Workshop Leader**)

2:00–3:30 p.m.
Directors

Making a Difference: Cultural Diversity and Strategies for Institutional Change in Higher Education

This session will critically examine the consequences of different paradigms and strategies of multiculturalism, as well as practical aspects involved in dealing with multiculturalism on campuses where it is not perceived as a pressing issue. Presenters will discuss the subtle balance between “particularistic” and ethnospecific courses and the need to transform the mainstream of academic life through strategies involving motivation, leadership, co-option, cooperation, re-education, systems support, curriculum and pedagogy, social atmosphere, community, image, and values.

Dr. Bill Cope, Senior Research Fellow, Centre for Multicultural Studies, University of Wollongong—Wollongong, Australia (**Co-Leader**)

Dr. Mary Kalantzis, Fullbright Scholar in Residence, Keene State College—Keene, New Hampshire (**Co-Leader**)

2:00–3:30 p.m.
Mesquite

If You Can't Say Anything Nice . . . Say It: Northwestern University's Challenge to Free Speech

At Northwestern University and many other higher education institutions across the nation, members of the campus community are smart enough to know what *not* to say and do. As a result, prejudice and bigotry motivated by racism, sexism, and/or homophobia have taken on a pernicious edge of covert subtlety. While many other institutions were imposing codes of speech, Northwestern University took a different direction, believing that prejudice and bigotry pushed “underground” would only flourish. Conceived two years ago by a committee of students, faculty, and staff, the Cultural Diversity Project is an effort to pull these tensions into the open, where they can be recognized and examined in small-group discussion settings using trained facilitators, and to encourage critical thinking around these and related issues. This session will focus on the project, its philosophy and approach; and the small group discussion format will be demonstrated.

Ms. Leslie Ramyk Melchert, Assistant to the Dean of Students/Coordinator of the Cultural Diversity Project, Northwestern University—Evanston, Illinois (**Workshop Leader**)



2:00–3:30 p.m.
Chula Vista Board Room

The New Orleans Plan: Making Diversity Work on an Urban Campus

Like many urban colleges and universities, the University of New Orleans serves a broad, diverse, and multicultural community. While this diversity offers opportunities for an enriched student environment, it presents a challenge to institution leadership to extract the benefits from this complexity. In its second year, the New Orleans Plan, a comprehensive plan for creating institutional change, has resulted in significant change in many facets of university operations. Presenters will discuss the development of the plan, its fundamental assumptions, and accomplishments to date.

Dr. Ernest G. Chachere, Associate Vice Chancellor for Academic and Minority Affairs, University of New Orleans—New Orleans, Louisiana **(Co-Leader)**

Dr. John N. Mangieri, Provost and Vice Chancellor for Academic and Student Affairs, University of New Orleans—New Orleans, Louisiana **(Co-Leader)**

2:00–5:00 p.m.

AFTERNOON PROGRAM—3-HOUR CONCURRENT SESSIONS

2:00–5:00 p.m.
Rio Grande West

Major Workshop Session 5

Promoting Positive Media Images of Minorities and the Role of Campus Media in Promoting Multiculturalism

This workshop will analyze various images represented in official university publications and communications, from catalogs and bulletins to newsletters and alumni magazines. A slide presentation of "real-life" examples of communications from campus media will be used as a basis for constructive criticism. Emphasis will be placed on decoding the subtle and hidden messages that culturally diverse readers may perceive in these publications.

Dr. Nicolás Kanellos, Professor, Department of Hispanic and Classical Languages, University of Houston; Publisher of *Arte Publico Press* and *The Americas Review*—Houston, Texas **(Workshop Leader)**


2:00–5:00 p.m.
Rio Grande East

Major Workshop Session 6

Responding to Bigotry-Motivated Violence on Campus

This workshop will examine the problem of bigotry-motivated hate group organization as it currently affects college and university campuses. It will also address the impact of institutional racism and both organized hate and anti-hate activities. An overview of available administrative responses, including issues of curriculum, codes of conduct, and First Amendment conflicts will be discussed.

Ms. Loretta Ross, Program Director, Center for Democratic Renewal—Atlanta, Georgia **(Workshop Leader)**



2:00–5:00 p.m.
Regency East 1

Beyond Talking Heads: Multidimensional Experiences in Cultural Diversity

This session will highlight components of the National Conference of Christians and Jews (NCCJ) multidimensional approach to teaching and learning about cultural diversity and will outline pragmatic applications of teaching/learning techniques that go beyond the sorts of superficial discussions of racial and ethnic groups which often occur in the classroom. The presentation involves three components: (1) academic discussion, focusing on relevant theories of intergroup relations, reform movements, and social change and how such theories are related to “proactive” and “reactive” programs in cultural diversity; (2) the multidimensional approach, indicating the range of programs for in- and out-of-school youth, in-residence high school students, and workplace, interfaith, and interseminary settings; and (3) practical applications, allowing conferees to participate in selected “hands on” activities and exercises commonly used in NCCJ regional and national programs.

Dr. Rose Marie Del Rosario-Ohm, Program Associate/Coordinator of Youth and Education Programs, National Conference of Christians and Jews—National Office—New York, New York
(Workshop Leader)

2:00–5:00 p.m.
Regency East 2


Developing Knowledge and Skills for Multicultural Teaching and Learning

Creating a multicultural university requires that faculty and students develop knowledge and skills for multicultural teaching and learning. Drawing on their involvement in Faculty Against Institutional Racism (FAIR) and several curricular projects treating racism, ethnicity, and intergroup relations at the University of Michigan, presenters will provide a series of suggestions, exercises, and experiences that allow faculty and students to reassess their roles, relationships among co-teachers, interactions between teachers and students, and their understanding of various subject matter areas. Workshop components will include faculty concerns and levels of readiness for multicultural teaching and learning, issues in collaborative multicultural teaching, components for successively higher levels of multicultural teaching and learning, and some institutional barriers and supports.

Dr. Maria Begoña Garcia, Project Director and Lecturer, Faculty Against Institutional Racism Teaching Group, Teaching Assistance Training Program, University of Michigan—Ann Arbor, Michigan
(Co-Leader)

Dr. Beth Glover Reed, Associate Professor, Social Work and Women’s Studies, University of Michigan—Ann Arbor, Michigan
(Co-Leader)

Dr. Luis Felipe Sfeir-Younis, Lecturer, Department of Sociology and Intergroup Relations Conflict Program, University of Michigan—Ann Arbor, Michigan
(Co-Leader)



2:00–5:00 p.m.
Regency East 3

100 Black Men of Los Angeles, the Young Black Scholars Program, California State University Northridge: A Model for Student Achievement

This workshop will focus on the Young Black Scholars Program, a model program developed by the 100 Black Men of Los Angeles, Inc., as a conduit between the community and the colleges to reverse the declining enrollment of Black students in higher education. The program focuses on student attitudes, family commitment and support, values, and beliefs that affect behavior and achievement in school; it features a support network that includes community organizations, businesses, family, schools, churches, and colleges. The largest contingent of the 1990 class of Young Black Scholars—85 students—is enrolled at California State University, Northridge. Presenters will discuss major program components, which include community involvement, college/university participation, and peer support among scholars, and will suggest ways in which institutions of higher education can participate to increase the enrollment of Black students who are academically prepared and motivated.

Ms. Shayla Elise Brown, President, Young Black Scholars Club, California State University—Northridge, California **(Co-Leader)**
Mr. Terrence Martin Cormier, Young Black Scholar, California State University—Northridge, California **(Co-Leader)**
Mr. Bob Peters, Assistant to the Director of Financial Aid, California State University—Northridge, California **(Co-Leader)**
Dr. Warren Valdry, President, 100 Black Men of Los Angeles—Los Angeles, California **(Co-Leader)**
Ms. Lili C. Vidal, Scholarship Administrator, California State University—Northridge, California **(Co-Leader)**

2:00–5:00 p.m.
Rio Grande Center

Team Building and Action Planning: Ways to Enhance Your Team's Efforts on Campus

Some colleges and universities have sent teams to the Annual National Conference on Racial and Ethnic Relations in American Higher Education this year. Others will be forming teams upon returning to their individual campuses. A number of questions regarding these teams come to mind: Why and how are the teams formed? What is their goal or task? Do members volunteer or are they assigned? Is the team representative of the racial/ethnic/gender makeup of the campus? This team-building workshop will enhance the efforts of these teams and is designed to assist them in such areas as problem identification, intervention strategies, resource and obstacle identification, brainstorming, and action planning. Workshop presenters bring substantial experience as trainer/consultant in team building/action planning and 25 years in academic administration, including nine years as provost of a major state teaching and research university. To become more focused on their goals, team members will learn to action plan using the railroad model and will begin the development of an action plan for use on their individual campuses. Teams will also review group dynamics and will learn strategies for group development and group maintenance.



Dr. J. R. Morris, Regents Professor of Psychology and Education,
The University of Oklahoma—Norman, Oklahoma **(Co-Leader)**
Dr. James R. Romero, Senior Program Development Specialist,
Southwest Center for Human Relations Studies, Continuing
Education and Public Service, The University of Oklahoma—
Norman, Oklahoma **(Co-Leader)**

3:00–5:00 p.m.

AFTERNOON PROGRAM—2-HOUR CONCURRENT SESSIONS

3:00–5:00 p.m.
Regency West

The Washington Minority Student Success Project: Lessons From a Change Model That Works

This workshop will present some counterpoints to conventional ways of thinking about institutional change and an overview of Washington State's successful Minority Student Success Project, begun in 1989. This project, jointly sponsored by the Washington State Board for Community College Education and the Washington Center for Improving the Quality of Undergraduate Education, has involved faculty and administrators from 23 community colleges. Presenters will provide an overview of project rationale, underlying assumptions, major activities, program materials, lessons, and proven strategies.


Ms. Linda Flory-Barnes, Multicultural Services Coordinator, Bellevue Community College—Bellevue, Washington **(Co-Leader)**
Dr. Cederick Page, Policy Associate, Washington State Higher Education Coordinating Board—Olympia, Washington **(Co-Leader)**
Ms. Barbara Leigh Smith, Academic Dean and Director, The Washington Center for Improving the Quality of Undergraduate Education, The Evergreen State College—Olympia, Washington **(Co-Leader)**

3:00–5:00 p.m.
Blanco

Cultural Encounter/Encuentro Cultural: A Retention Retreat for Hispanic and Native American Students, Faculty, and Staff

A multicultural retreat was implemented at Michigan State University for Hispanic and Native American students, faculty, and staff to begin to develop a stronger campus community for these two groups and create a meaningful support system to increase student retention. The three-day retreat was composed of interactive personal and cultural experiences from Native American and Hispanic traditions. This workshop will include an interactive cultural experience, an overview of the retreat program, video excerpts, student evaluations, and discussion of how this experience might be adapted to other institutional settings.

Ms. Herminia García Ortega, Coordinator for Minority Relations,
Undergraduate University Division, Michigan State University—
East Lansing, Michigan **(Workshop Leader)**



3:00–5:00 p.m.
Llano

**Rules for Institutional Change and the “New Gospel” of Diversity:
A Systems Approach Model**

Before parity! What? Despite our “New Gospel” on diversity, there is less diversity than ever on many college and university campuses. Why? There are new emerging definitions and models changing the nature and dynamics of “The Dialogue” on the meaning of the “New World Order”—plus the sociocultural “Great Divide” of class and caste at convergence, with colleges as extensions of hidden and non-visible communities in transition. Institutions need new directions for a systems approach to campus diversity and action-directed involvement. This exciting new awareness will be explored in an open interactive round table using the “Systems Communiversity” model.

Dr. Carrol W. Waymon, Affirmative Action Officer and Professor,
Department of Behavioral Sciences, Mesa Community College—
San Diego, California (**Workshop Leader**)

3:00–5:00 p.m.
Pecan

Common Ground: Building on the Strength of Diversity

In an effort to empower students as its member schools address issues of racism, sexism, heterosexism, and religious and ethnic intolerance, the American Association of University Students has developed a program initiative entitled, “Common Ground: Building on the Strength of Diversity.” The presenter will provide an overview of this program and suggest a framework for increasing student involvement in the development and implementation of institutional diversity action plans. Using a variety of interactive strategies, this workshop will challenge participants to recognize their own attitudes, beliefs, and prejudices and will highlight the need for individual campus assessment, group problem-solving, and goal-setting.

Mr. Craig A. Bowman, National Field Coordinator, American
Association of University Students—Philadelphia, Pennsylvania
(**Workshop Leader**)

3:00–5:00 p.m.
Live Oak

**Is Your Campus Really Committed to Building a Multicultural
Institution Through Planned Change or Are You Still Playing the
Numbers Game?**

This session will examine how higher education institutions can move beyond viewing diversity as a numbers game, with primary emphasis too often placed on recruiting faculty, students, and staff of color. This perspective often results in increased numbers of people of color on the campus but little concern for changing the institutional climate, which is essential to their ability to succeed. Additionally, there are subtle expectations that once people of color arrive on campus, they are expected to fit into the existing culture and become assimilated. This workshop will explore how institutions can build toward becoming multicultural institutions through planned change strategies that address organizational, structural, climate, and process issues including tenure and promotion, graduation success, academic and non-academic support services, and curriculum changes. Special emphasis will be placed on examining institutional policies, procedures, practices,



and process barriers that hinder people of color from achieving full participation at their respective institutions. Specific recommendations and strategies for developing a positive multicultural environment will be discussed.

Ms. Jacina M. Davis, Assistant to the Vice Provost for Minority Affairs, The University of Michigan—Ann Arbor, Michigan
(Co-Leader)

Ms. Andrea Monroe-Fowler, Diversity Agenda Coordinator, The University of Michigan—Ann Arbor, Michigan **(Co-Leader)**

Mr. Daniel Holliman, Assistant to the Vice Provost for Minority Affairs, The University of Michigan—Ann Arbor, Michigan
(Co-Leader)

Dr. John H. Matlock, Director, The Office of Minority Affairs, The University of Michigan—Ann Arbor, Michigan **(Co-Leader)**

Dr. Charles D. Moody, Sr., Vice Provost for Minority Affairs, The University of Michigan—Ann Arbor, Michigan **(Co-Leader)**

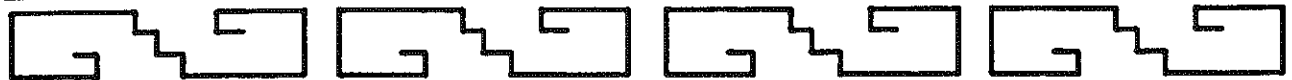
3:00–5:00 p.m.
Chula Vista

Volunteers Impacting Youth: A University and Community Partnership

The Volunteers Impacting Youth (VIY) project is a pilot program awarded in the fall of 1990 to the Florida State University, in collaboration with the service organization of the Delta Kappa Omega chapter of the Alpha Kappa Alpha Sorority, Inc., by the W. K. Kellogg Foundation of Battle Creek, Michigan. The VIY project has as its major objectives (1) identifying and training community and campus trainers and volunteers, who provide volunteer services in targeted community schools to at-risk youth in grades kindergarten through third and (2) producing a positive impact on youth development through educational and self-esteem enrichment. School district personnel have been key partners through their contribution of a bus for the Homework Headquarters; assistance from personnel at targeted schools; and contribution of educational and enrichment materials, supplies, and program space. Contributions, such as those from IBM and PRIDE (Prison Rehabilitative Industries and Diversified Enterprises), have provided computers and the actual renovation of Homework Headquarters, respectively while community organizations provide their membership as sources of trainers and volunteers. This workshop will outline major program features and the role of university and community partnerships in interventions with at-risk youth.

Dr. Freddie L. Grooms, Executive Assistant to President and Executive Director, Volunteers Impacting Youth, Florida State University—Tallahassee, Florida **(Co-Leader)**

Mr. Byron K. Price, Project Coordinator, Volunteers Impacting Youth, Florida State University—Tallahassee, Florida **(Co-Leader)**



3:45–5:00 p.m.

AFTERNOON PROGRAM—75-MINUTE CONCURRENT SESSIONS

3:45–5:00 p.m.

Frio

Diversity and Retention: Challenges and Opportunities for Chicano/Latino and African American Students at Predominantly White Universities

The diversity recognition and practices of predominantly white institutions of higher education are directly related to their retention of Chicano/Latino and African American students. This workshop will involve experimental exercises, concept sharing, group discussion, and brainstorming for new approaches capable of responding positively to diversity and creating campus environments conducive to the retention of students from a wide variety of backgrounds. Participants will have an opportunity to develop positive attitudes about diversity in higher education and society generally and to increase their knowledge of the special needs and concerns of African American and Latino students. Special consideration will be given to the need for minority student diversity programs, such as leadership training, community inclusiveness, and reality transitioning.

Mr. Abel C. Amaya, Director, El Centro Chicano, University of Southern California—Los Angeles, California (**Co-Leader**)

Dr. Gloria V. Haithman, Director, Norman Topping Student Aid Fund, University of Southern California—Los Angeles, California (**Co-Leader**)

5:30–8:30 p.m.

EVENING PROGRAM

5:30–6:30 p.m.

La Villita

NO-HOST BAR

6:30–8:30 p.m.

La Villita

FIESTA DINNER AND DRAMATIC PERFORMANCE "With Our Very Own Names: A One-Woman Show"

Dr. Carmen Tafolla (For details, see page 71)

SUNDAY, JUNE 2, 1991

8:00 a.m.–12:15 p.m.

MORNING PROGRAM

8:00–9:15 a.m.

MORNING PROGRAM—75-MINUTE CONCURRENT SESSIONS

8:00–9:15 a.m.

Regency East 1

Mentoring to Increase Minority Participation in Higher Education: The Faculty's Role

The number of minority faculty and students in higher education is disproportionately low and the rates of college completion for minorities are lower than for white students. Absent significant intervention, minority participation in graduate schools and on faculties will decline even further. This session presents the joint statement on minority mentoring issued by the National Education Association (NEA) and the American Association of University



Professors (AAUP). The NEA and AAUP seek to increase faculty involvement in ensuring minority academic achievement through individual attention and mentoring activities. Strategies outlined in the joint statement focus on the immediate and direct contributions faculty themselves can make to increased minority participation and achievement through mentoring activities. Mentoring activities to be discussed are concentrated in four areas: bridge programs to ensure that minority students enter college, undergraduate mentoring programs, graduate mentoring programs, and faculty mentoring programs.

Dr. Christine Maitland, Higher Education Coordinator, National Education Association—Washington, DC (**Workshop Leader**)

8:00–9:15 a.m.
Rio Grande East

Campus Physical Environments: Promoting or Preventing the Celebration of Cultural Diversity?

All campus behaviors occur in spaces and places. Important to issues of promoting and managing campus cultural diversity is the identification of those subtle environmental messages that relate to cultural diversity. The most overlooked subtleties on campuses are the non-verbal messages given by the physical features of the campus (buildings, art work, signs, and symbols), which give clear signals regarding diversity. This session is designed to assist campus personnel in recognizing the non-verbal messages of campus physical environments that promote or prevent cultural diversity. The program will utilize slides gathered from campuses across the United States and Canada to illustrate principles that can be used in detecting nonverbal messages relating to cultural diversity, racism, and sexism.

Dr. James H. Banning, Associate Professor of Psychology, Colorado State University—Fort Collins, Colorado (**Workshop Leader**)

8:00–9:15 a.m.
Nueces

Cross-Cultural Approaches for Effective Relations With Latino Staff

This workshop will provide participants with a combination of cross-cultural guidelines and human relations principles that can be used to enhance positive communications between non-Latino managers and Latino staff. Cross-cultural approaches for effective interactions with Latino staff, techniques for eliminating barriers to effective relationships with Latino workers, and management guidelines sensitive to the needs of Latino workers will be addressed. A skills building approach will be used to show how non-minority managers can build positive experiences through effective communications techniques.

Dr. Ramon M. Salcido, Associate Professor, School of Social Work, University of Southern California—Los Angeles, California (**Workshop Leader**)



8:00–9:15 a.m.
Frio

Integrating Minority Transfer Students Into a Major Research University: The Transfer Summer Institute at the University of Arizona

This session focuses on the creation, evolution, and functioning of the Transfer Summer Institute (TSI) at the University of Arizona. Established in 1989, TSI provides ethnic minority community college transfer students with a unique academic experience focused on the theme of societal and cultural diversity. At the same time, TSI introduces students to the university environment and affords them opportunities designed to increase their confidence to succeed academically. TSI curriculum, faculty and staff participation, evaluation, and application to other institutions will be addressed.

Dr. Oscar J. Martinez, Professor, Department of History, University of Arizona—Tucson, Arizona **(Co-Leader)**

Ms. Erlinda Torres Medina, Director, Center for Transfer Students, University of Arizona—Tucson, Arizona **(Co-Leader)**

8:00–9:15 a.m.
Blanco

Focusing on Institutional Cultural Diversity Through a Centralized Center for Educational Excellence

The Center for Educational Excellence of Connecticut State University was established in 1987 through a grant from the Board of Governors for the purpose of supporting innovation in teacher preparation on the four campuses of the Connecticut State University system. The center has evolved as a centralized mechanism for supporting campus change efforts in the areas of cultural diversity and multicultural education. Among its accomplishments are Project IMPACT, designed to support faculty in redesigning specified courses to reflect diverse perspectives; sponsorship of a multicultural scholar-in-residence; and the Minority Recruitment Project. This workshop will include an overview of the center's evolution, successful projects, financial support, the development of a core group of committed faculty, and recommendations for replication.

Dr. Penelope L. Lisi, Executive Director, Center for Educational Excellence, Connecticut State University—New Britain, Connecticut **(Co-Leader)**

Dr. Winston E. Thompson, Assistant Vice President for Academic Affairs and Research, Connecticut State University—New Britain, Connecticut **(Co-Leader)**

8:00–9:15 a.m.
Llano

American Pluralism and the Search for Equality: A Case Study of an Interdisciplinary Course in Multiculturalism

The course, "American Pluralism and the Search for Equality," stands at the center of a newly revamped general education package being instituted over the next several years at the University of Buffalo. This course examines issues of race, gender, religion, class, and ethnicity as these have helped shape a uniquely American value system. This session will provide a brief history of course beginnings, its operating principles, obstacles, and several of its most successful teaching exercises. Piloted 15 times over the course of three semesters, this course has received its share of support and criticism, both of which are instructive for those who wish to develop their own or an adapted version of such a course.



Dr. Jeannette M. Ludwig, Associate Professor, Modern Languages Department, University of Buffalo—Buffalo, New York (**Workshop Leader**)

8:00–9:15 a.m.
Pecos

A Cadre Approach to Multicultural Curriculum Development
This session will focus on Western Illinois University's Cultural Diversity Curriculum Development Cadre. Initiated through the Faculty Development Office and supported by the institution's administration, the Cadre is designed to bring faculty and staff together to increase multicultural awareness and sensitivity in all aspects of the learning process. From a beginning committee comprised of four faculty members and the director of faculty development, the Cadre has grown to 60 members, representing 24 departments and 10 student support programs and organizations. The Cadre has become active on both state and national levels and has addressed both curriculum and campus classroom climate concerns through a variety of activities, to be highlighted in the session.

Dr. J. Q. Adams, Professor, Department of Educational Foundations, Western Illinois University—Macomb, Illinois
(Co-Leader)

Dr. Bem P. Allen, Professor, Department of Psychology, Western Illinois University—Macomb, Illinois **(Co-Leader)**

Dr. Janice R. Welsch, Professor, Department of English and Journalism, Western Illinois University—Macomb, Illinois
(Co-Leader)

8:00–9:15 a.m.
Directors

Urban Racism: The Law Enforcement—University Connection
When ethnic or racial violence and other acts of prejudice are perpetrated on college and university campuses, there may often be a tendency to focus solely on the institution. To deal effectively with racism and ethnoviolence, university personnel must seek to understand the nature of hate groups and their activities; network with local, state, and federal agencies seeking to reduce or control racist activities; and develop, institute, and evaluate programs designed to reduce ethnic and racial prejudice. Presenters will share their perspectives on the role of education on and off campus in confronting the rise of overt racism and ethnoviolence, law enforcement services and goals in this area, working relationships between law enforcement agencies and educational institutions, and cognitive-affective approaches for dealing with racism and ethnic violence. A slide presentation will treat the rise of hate groups and their activities, and Klan-Skin-Nazi-Aryan connections and the "life cycle" of hate group members will be discussed.

Detective William N. Carter, Intelligence Division, Denver Police Department—Denver, Colorado **(Co-Leader)**

Dr. William F. Grady, Dean, School of Education, University of Colorado—Denver, Colorado **(Co-Leader)**

Dr. Milton Kleg, Professor and Director, Center for the Study of Racism and Ethnic Violence, School of Education, University of Colorado—Denver, Colorado **(Co-Leader)**

Mr. Aristedes W. Zavaras, Chief of Police, Denver Police Department—Denver, Colorado **(Co-Leader)**



8:00–9:15 a.m.
Pecan

“. . . Toward the Elimination of Racism by Any Means Necessary . . .”: A Predominantly White Community College Joins Forces With the YWCA and Its One Imperative

Gaining support to deal with racial justice issues in a predominantly white community involves a multiethnic commitment. The YWCA of Salem and Chemeketa Community College have a history of collaboration in organizational development and joint projects. Strategies have involved altering some of the individualistic behaviors of a traditional Euro-American institution and forming new and imaginative alliances across academic programs, departments, and in the community. This interactive panel will describe the successes and pitfalls of proactive strategies for establishing and maintaining a partnership among diverse entities and will discuss challenges of sharing information, providing training, building commitment among white faculty and administrators, and forming private sector and multi-ethnic partnerships.

Mr. Arthur R. Berman, Program Chair, Accounting and Management, Chemeketa Community College—Salem, Oregon
(Co-Leader)

Ms. Kay Gerard, Faculty, English as a Second Language, Chemeketa Community College—Salem, Oregon **(Co-Leader)**

Ms. Susan M. Nebrija, Assistant to Executive Director for Racial Justice, YWCA of Salem—Salem, Oregon **(Co-Leader)**

8:00–9:15 a.m.
Mesquite

Mainstreaming the Limited English Proficient Student: The Bridge Program at Kean College of New Jersey

Even with successful completion of an English-as-a-second-language program, students often doubt their ability to handle a full load of diverse subjects taught solely in English. In 1989, Kean College of New Jersey implemented a collegewide “bridge” program designed to facilitate the academic mainstreaming of limited-English-proficient students. This workshop will present an overview of Kean College’s bridge program, which emphasizes how faculty members can contribute to the academic achievement of limited-English-proficient students and will facilitate a discussion of successful strategies for mainstreaming such students.

Dr. Judith W. Rosenthal, Professor, Biological Sciences, Kean College of New Jersey—Union, New Jersey **(Co-Leader)**

Dr. Ana Maria Schuhman, Dean, School of Education, Kean College of New Jersey—Union, New Jersey **(Co-Leader)**

8:00–9:15 a.m.
Chula Vista

Improving Assessment of Minority Students Through the Application of Learning Styles, Question Types, and Between-Channel Audio-Video Redundancy

As the retention of minority students is affected by low grades, which are often based on poor test scores, more appropriate methods of assessment may be necessary in order for these students to achieve academic success. This workshop will focus on the results of a two-year Western Illinois University study of



learning styles, question types, and testing methods relating to improved test scores of minority students. Presenters will describe the study design, evaluate initial study results, discuss implications for instructional strategy in culturally diverse classrooms and demonstrate testing procedures.

Dr. Sharon A. Evans, Director, Broadcast Division, Communication Arts and Science Department, Western Illinois University—Macomb, Illinois **(Co-Leader)**

Ms. Elizabeth T. Faries, Assistant Professor and Director, Study Abroad in London Program, Communication Arts and Science Department, Western Illinois University—Macomb, Illinois **(Co-Leader)**

8:00–9:15 a.m.

Chula Vista Board Room

Racial and Ethnic Conflicts Involving Faculty and Staff

Prejudice, discrimination, conflict, and ethnoviolence are as much a part of campus work environments as they are in any other workplace. Research by the National Institute Against Prejudice and Violence has identified 17 categories of intergroup tensions experienced in the workplace. The presenter will discuss the institute's schedule for identifying intergroup tensions in the workplace, and national research findings and their implications for campus life will be addressed.

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

9:00 a.m.–12:00 noon

MORNING PROGRAM—3-HOUR CONCURRENT SESSIONS

9:00 a.m.–12:00 noon

Rio Grande West

Major Workshop Session 7

Circle of Knowledge: Strategies to Enhance Cultural Diversity

This workshop will explore culturally based curriculum for higher education levels through adapting the Cheyenne model of contemporary bicultural education, called the Circle of Knowledge. To the Cheyennes, the circle symbolizes life that is holistic, interdependent, culturally specific, and culturally pluralistic, with its interrelated view of all human beings as belonging to the red, white, yellow, or black races. The respect for cultural diversity inherent in this view recognizes that, individually and racially, we are shaped by our respective cultures. It is incumbent upon Native Americans to maintain the continuity of cultures by "Taking Tradition to Tomorrow," to be illustrated in a video by that name.

Dr. Henri Mann Morton, Professor, and Director, Native American Studies, University of Montana—Missoula, Montana **(Workshop Leader)**



9:00 a.m.–12:00 noon
Regency West

Reducing Stereotyping and Enhancing Cross-Cultural Sensitivity Through Experiential Simulation

On college campuses, stereotypes often make it difficult for people to learn and work together effectively. Bafa Bafa, a fun and highly interactive cross-cultural simulation exercise, will be used to help participants understand and internalize how stereotypes of other cultures are formed and perpetuated. Bafa Bafa serves as an excellent model for experiencing the seven stages of the multicultural process in a non-threatening way. Workshop participants will receive training and materials to allow them to facilitate Bafa Bafa on their own campuses and to engage in follow-up activities relating to the study of culture.

Ms. Parichehr S. Nabavi, Program Coordinator, Southwest Center for Human Relations Studies, Continuing Education and Public Service, The University of Oklahoma—Norman, Oklahoma
(Co-Leader)

Dr. James R. Romero, Senior Program Development Specialist, Southwest Center for Human Relations Studies, Continuing Education and Public Service, The University of Oklahoma—Norman, Oklahoma **(Co-Leader)**

9:00 a.m.–12:00 noon
Regency East 2

How Student Media Can Enhance Cultural Diversity on Your Campus, and How to Encourage and Enable Them to Do It

Three veteran advisers from disparate institutions describe how student media, too often overlooked in efforts to promote cultural diversity, can contribute significantly to developing, maintaining, improving, and celebrating pluralism on our campuses. The session will focus on sensitizing and enhancing cultural awareness among student staff members at mostly non-minority or otherwise homogenous college student news organizations by motivating them to improve the diversity of their staffs and to bring multicultural perspectives to their news coverage. Presenters and participants will explore strategies and techniques that can be used by staff members in affirmative action, student activities, and related academic units to involve student media in fostering values represented by a pluralistic environment and to support their ability to establish and accomplish related goals.

Ms. Leslie Harriell-Lewis, Student Publications Adviser, Office of Student Activities, Howard University—Washington, D.C.
(Co-Leader)

Ms. Carolyn Martindale, Director, Journalism Program, and Adviser, Jambar Student Newspaper, Youngstown State University—Youngstown, Ohio **(Co-Leader)**

Dr. John David Reed, Chair, Department of Journalism, and Coordinator, Student Publications, Eastern Illinois University—Charleston, Illinois **(Co-Leader)**



9:00 a.m.–12:00 noon
Regency East 3

Campuswide Approaches to Multicultural Understanding at Indiana University

This participatory session will highlight multifaceted approaches to promoting and managing cultural diversity on campus. Presenters will outline various strategies employed at Indiana University, including the Commission on Multicultural Understanding; the Educational Task Force on Gay, Lesbian, and Bisexual Concerns; victim assistance teams; the Diversity Advocates Program; various student initiatives; a student- and faculty-taught introductory course, the use of volunteerism, and the importance of converting controversial situations into educational opportunities. A national award-winning, student-produced videotape about campus racism will be shown, and hypothetical incidents of harassment will be used to facilitate discussion.

Dr. Pamela W. Freeman, Assistant Dean of Students, Indiana University—Bloomington, Indiana **(Co-Leader)**
Mr. William T. Gibson, Program Adviser, Student Activities Office, Indiana University—Bloomington, Indiana **(Co-Leader)**
Dr. Michael V. W. Gordon, Vice Chancellor and Dean of Students, Indiana University—Bloomington, Indiana **(Co-Leader)**
Dr. Gary R. Lowe, Associate Professor and Assistant Dean for Student Services, School of Social Work, Indiana University—Bloomington, Indiana **(Co-Leader)**
Mr. Curt Neteland, President of Students Organized Against Racism, Indiana University—Bloomington, Indiana **(Co-Leader)**

9:30–10:45 a.m.

MORNING PROGRAM—75-MINUTE CONCURRENT SESSIONS

9:30–10:45 a.m.
Llano

Another Look at National Education Reform Reports: What Can They Tell Us About Cultural Diversity Issues Implicit in Teacher Preparation

This session focuses on the four major national education reform reports produced during the decade of the 1980s, due to their far-reaching implications for minority groups and teacher education programs. Recommendations for a genuine reform of teacher education programs will be offered, including the need to bring back curricular focus on issues of race, class, and gender; the assignment of professors and students at predominantly white institutions for designated periods at historically Black colleges and universities; and the requirement of all teacher candidates seeking permanent licensure to serve a mandatory period in the urban educational environment. The presenter will also discuss how meaningful relationships may be formed between predominantly white institutions and historically Black colleges and universities so that the institutional differences affecting campus diversity on the former may be minimized.

Dr. P. Rudy Mattai, Professor, Educational Foundations Department, State University of New York College at Buffalo—Buffalo, New York **(Workshop Leader)**



9:30–10:45 a.m.
Pecos

Amid the Diversity: Interaction Not Isolation

As predominantly white campuses experience increasing cultural diversity, many colleges and universities are discovering enclaves of ethnicity with very limited cross-cultural communication. The Multicultural Services faculty of Bellevue Community College has designed a team-taught course, entitled "Staying on Track Together," designed to teach college survival skills and increase interaction among students of color. Presenters will demonstrate components of this intensive course experience using a videotape of "Staying on Track Together," as well as interactive experiences and instructional materials.

Ms. Loréa T. Acuszaar, Counselor, Multicultural Services, Bellevue Community College—Bellevue, Washington (**Co-Leader**)
Ms. Sharon Allen Felton, Counselor, Multicultural Services, Bellevue Community College—Bellevue, Washington (**Co-Leader**)
Ms. Linda Flory-Barnes, Director, Student Assistance Programs, Bellevue Community College—Bellevue, Washington (**Co-Leader**)

9:30–10:45 a.m.
Chula Vista Board Room

The B.E.S.T. Program: A Transfer Partnership That Works

By the year 2000, African Americans and Hispanics will constitute a majority of the Texas population. Yet both populations are underrepresented at all levels of the state's postsecondary education. The B.E.S.T. program is an innovative partnership between Blinn College, a two-year college, and Texas A & M and Sam Houston State University, both four-year institutions, to encourage Black and Hispanic students to graduate from Blinn College and attain baccalaureate degrees. The presenter will discuss program components, which include academic, vocational, and career counseling; a newsletter; an early warning system; student, parent, and faculty interaction; visits to senior institutions; cultural, social, and political interaction; personal counseling with senior school recruiters; and opportunities to interact with the local community.

Dr. Robert G. Wright, Assistant to the Vice President of Academic Affairs, Blinn College—Brenham, Texas (**Workshop Leader**)

9:30–11:30 a.m.

MORNING PROGRAM—2-HOUR CONCURRENT SESSIONS

9:30–11:30 a.m.
Regency East 1

More Than Skin Deep: Racial Conflict, Cultural Pluralism, and the Quest for Equality

Along with hundreds of colleges and universities across the country, Loyola Marymount University recently underwent a period of intense racial turmoil. In retrospect, the series of incidents provided a rich opportunity for a continuing understanding of problems of race relations and racism. With the use of statistical and anecdotal information, the presenters will discuss the origin and causes of the problem, institutional responses and solutions, and insights and lessons learned during this process. An interactive exercise allowing participants to examine attitudes, the process of acculturation, intragroup stratification, and solutions to racial conflict will be used.



Dr. George M. Morten, Assistant Dean of Student Development,
Loyola Marymount University—Los Angeles, California **(Co-Leader)**
Ms. Leticia A. Vidal, Director of Chicano Student Services, Loyola
Marymount University—Los Angeles, California **(Co-Leader)**
Mr. Emilio J. Virata, Director of Asian Pacific Student Services,
Loyola Marymount University—Los Angeles, California **(Co-Leader)**

9:30–11:30 a.m.
Rio Grande Center

Educating Teachers for Diversity: A Teacher-Preparation Program Model for Preparing Multiculturally Expert Teachers

Our nation's schools are facing a shortage of African American, Hispanic, Native American, and Asian American teachers—a trend expected only to worsen. The challenge of effectively educating an increasingly diverse urban student population will depend on how successful we are in preparing teachers with the ability to work effectively with children from communities that are ethnically, culturally, linguistically, and economically different from their own. This session will focus on an integrative model that addresses this challenge through a reconceptualization of teacher preparation and in-service training. The competencies, abilities, and knowledge required to transform mainstream teachers into expert and effective practitioners in diverse communities will be articulated, and a model program for teaching effectively in diverse classrooms will be described.

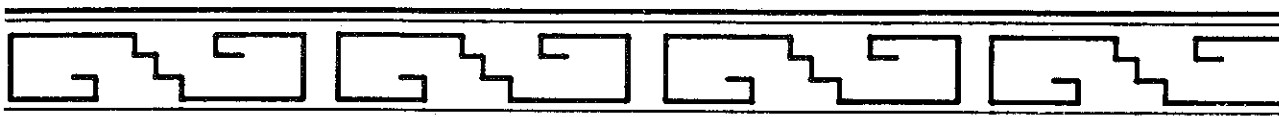
Dr. Mary E. Diez, Dean of Education, Alverno College—
Milwaukee, Wisconsin **(Co-Leader)**
Dr. Peter C. Murrell, Assistant Professor, Alverno College—
Milwaukee, Wisconsin **(Co-Leader)**

9:30–11:30 a.m.
Rio Grande East

Encouraging Cultural Sensitivity in the College Classroom: A Simulation Experience for Academicians

Multicultural education will be presented as a highly evolved orientation toward the entire educative process with the ultimate goal of equity among all individuals regardless of race, gender, physical limitations, or economic status. The presenters will explore aspects of societal equity through a thought-provoking slide show and a problem-solving simulation game allowing participants to experience some aspects of power and oppression. Group discussion will be used to examine participants' reactions to the simulation, and additional strategies to encourage the development of cultural sensitivity will be shared.

Dr. Pamela G. Fry, Assistant Professor, College of Education,
University of Oklahoma—Norman, Oklahoma **(Co-Leader)**
Ms. Linda J. McKinney, Graduate Assistant/Doctoral Student,
College of Education, Oklahoma State University—Stillwater,
Oklahoma **(Co-Leader)**



9:30–11:30 a.m.
Frio

Stage Three: Evaluating Progress and Revising Comprehensive Diversity Plans

“Stage One” is viewed as the conception and creation of comprehensive diversity plans; “Stage Two” involves initial implementation of initiatives. This session on “Stage Three” will focus on strategies for assessing and reporting progress achieved through new comprehensive diversity plans and will explore issues associated with updating and revising plans to increase their effectiveness in advancing diversity objectives. Two institutions with different institutional cultures, Michigan State University (a comprehensive land-grant/AAU research institution) and St. Cloud University (a regional, four-year institution with selected master’s and specialist degree programs) will provide case studies as a framework for dialogue and the analysis of institutional cultures. Presenters will discuss attitudinal surveys to establish baseline data; the role of comprehensive institutional assessments; reporting to advance goals; revising across turf lines; and modifying plans to address emerging tensions, such as diversity and community and escalating demands for inclusion. An “in basket” highlighting “Stage Three” problems and opportunities will be used to encourage interaction.

Dr. Linda L. Lamwers, Assistant Vice President for Academic Affairs, St. Cloud State University—St. Cloud, Minnesota
(Co-Leader)

Dr. Nancy H. Pogel, Projects Coordinator for Faculty Development and Diversity, Office of the Provost, Michigan State University—East Lansing, Michigan **(Co-Leader)**

9:30–11:30 a.m.
Blanco

The Effect of Racism on Diversity in Higher Education

This session will examine the phenomena of individual and institutional racism and how these relate to the lack of diversity, as well as the inability to achieve diversity, on our nation’s campuses. The presenters will also examine the “hall of mirrors” defense mechanism of individual and institutional racism, which includes the concepts of affirmative action, resource allocation criteria, academic standards as presently implemented, and efforts to chill discussion. Tulane University, which in 1990 was selected as one of a small number of higher education institutions to be awarded a Ford Foundation grant to increase cultural diversity on campus, will be offered as a case study of an institution striving to diversify its administration, faculty, student body, and staff. Official and unofficial efforts at diversification and related issues will be analyzed.

Mr. Abdul-Malik Ihsaan, Assistant to the Senior Vice President for Race and Gender Enrichment, Tulane University—New Orleans, Louisiana **(Co-Leader)**

Mr. Ronald Mason, Jr., Senior Vice President and General Counsel, Tulane University—New Orleans, Louisiana
(Co-Leader)



9:30–11:30 a.m.
Pecan

Transculturating Faculty at a Minority Institution: The Experience at Texas A & I University

Texas A & I University in Kingsville, Texas, is completing the second year of a three-year project, entitled "Transculturation of Faculty at a Minority Institution," funded by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE). This project arose over concern that while the student population has increased to almost 60 percent Mexican American, the faculty remains less than 10 percent Hispanic. Although many programs exist to change minority students to "fit" institutions of higher education, few efforts are directed at changing institutions. This transculturation project recognizes that institutions must change and that a two-way effort is required to create a better fit between students and faculty. This workshop will include a discussion of the faculty seminar, symposium, and language-cultural immersion components of the program; progress to-date; future developments; and applicability to other institutions.

Dr. Ward S. Albro III, Professor of Sociology, Texas A & I University—Kingsville, Texas **(Co-Leader)**

Dr. Rosario Torres Raines, Professor of Sociology, Texas A & I University—Kingsville, Texas **(Co-Leader)**

9:30–11:30 a.m.
Live Oak

The Making of a Celebration: Lessons from the University of Louisville's First Universitywide Celebration of Diversity

In the fall of 1990, the University of Louisville took a decisive step toward promoting racial harmony on its campus through the sponsorship of a 10-day Universitywide Celebration of Diversity, which included more than 30 events and was attended by over 3,500 faculty, staff, students, administrators, and community members. This unprecedented program featured some of the nation's leading minority spokespersons and received tremendous praise from participants and the media. A survey of 200 participants revealed that 54 percent of them felt they experienced positive changes in their attitudes and behaviors, and 96 percent found the program to be educational, timely, and socially relevant. In this session, the presenters, who were key organizers of the celebration, will provide an overview of key elements in the diversity program; show videotape highlights; discuss program evaluation and outcomes; and indicate future directions.

Mr. Ralph Fitzpatrick, Special Assistant to the President for Affirmative Action, University of Louisville—Louisville, Kentucky **(Co-Leader)**

Dr. John I. Gilderbloom, Associate Professor of Urban Policy, School of Urban Policy, University of Louisville—Louisville, Kentucky **(Co-Leader)**

Dr. Dennis C. Golden, Vice President for Student Affairs, University of Louisville—Louisville, Kentucky **(Co-Leader)**



9:30–11:30 a.m.
Chula Vista

Managing Cultural Diversity On College Campuses: Building Cultural Bridges

This fast-paced session will use a variety of techniques to present a model for more effective management of cultural diversity on college and university campuses, with special emphasis on personal commitment and individual involvement in the process of creating cultural bridges in one's own area of responsibility. Participants will engage in an action planning process designed to produce personal plans of action for becoming cultural bridges at their respective institutions.

Dr. Gene T. Chávez, Executive Director, Center for Intercultural Communications, Inc.—Kansas City, Kansas (**Co-Leader**)

Ms. Yolanda Tapia, Executive Associate Director, Center for Intercultural Communications, Inc.—Kansas City, Kansas (**Co-Leader**)

11:00 a.m.–12:15 p.m.

MORNING PROGRAM—75-MINUTE CONCURRENT SESSIONS

11:00 a.m.–12:15 p.m.
Nueces

Racism on College Campuses: Reflections on Causes and Policies to Address the Problem

Like many colleges and universities around the country, Arizona State University in recent years has experienced a number of incidents involving interracial and interethnic conflict. One such event, a racial riot outside a fraternity house involving approximately 500 students, precipitated a series of protests and demands by African American, Hispanic, and other students. This has resulted in the establishment of an ongoing policy and program negotiation process, including the creation of a Campus Environment Team (CET), composed of administrative, faculty, staff, and student body representatives. This workshop will discuss CET proactive policies and programs, as well as research monitoring campus intergroup developments.

Dr. Leonard Gordon, Associate Dean for Academic Programs, College of Liberal Arts and Sciences, Arizona State University—Tempe, Arizona (**Workshop Leader**)

11:00 a.m.–12:15 p.m.
Llano

Expanding the Mainstream: Improving Minority Employee Retention and Success

Affirmative action has begun to reach a plateau that calls for emphasis on retention and the successful management of diverse populations in the workplace. This workshop seeks to improve the sensitivity and awareness of managers and staff in the areas of racial discrimination and harassment, as well as to discuss methods that institutionalize the concept of diversity for all employees. The session will examine how racial stereotypes influence interactions in the workplace, minority staff concerns related to treatment on the job, and procedures for effectively handling claims of racial discrimination. A model for developing and presenting institutional requirements for non-discrimination will be provided, and strategies for effective management of a diverse workforce will be recommended.



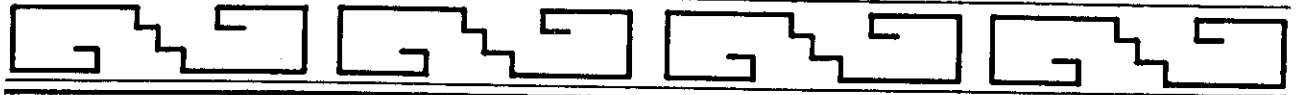
Mr. Jimmy Myers, Associate Director, Affirmative Action Office,
University of Michigan—Ann Arbor, Michigan **(Co-Leader)**
Ms. Darlene Ray-Johnson, Affirmative Action Representative,
University of Michigan—Ann Arbor, Michigan **(Co-Leader)**

11:00 a.m.—12:15 p.m.
Pecos

**Moving Toward Statewide Curriculum Infusion: The New Jersey
Multicultural Studies Project**

The New Jersey Multicultural Studies Project aids faculty, students, and administrators in their efforts to infuse multicultural scholarship across disciplines in higher education curricula statewide. Presenters will provide an overview of the project, which has been funded by the New Jersey State Department of Higher Education since 1987, and affects higher education in 46 public and private institutions across the state. Emphasis will be placed on faculty concerns and specific curricular strategies. They will also discuss faculty workshops, conferences, and summer institutes that have proved successful as arenas for research, curriculum infusion, and classroom integration, and that have helped create an atmosphere where faculty can absorb new ideas, test their own research and curricular strategies, and gain much needed support to take back to their institutions.

Ms. Leslie C. McDuffie, Southern Regional Faculty Coordinator,
The New Jersey Multicultural Studies Project, Cumberland County
College—Vineland, New Jersey **(Co-Leader)**
Dr. Anntarie Lanita Sims, Central Regional Faculty Coordinator, The
New Jersey Multicultural Studies Project, Trenton State College—
Trenton, New Jersey **(Co-Leader)**
Ms. Cynthia C. Werthamer, Northern Regional Faculty Coordinator,
The New Jersey Multicultural Studies Project, Bloomfield College—
Bloomfield, New Jersey **(Co-Leader)**



11:00 a.m.–12:15 p.m.
Directors

Striving to Be Multicultural at a Small Urban University

Although concepts of multiculturalism and racial openness are easy to espouse, implementing these ideals in a college or university community is not. What appears to be a simple commitment to "do the right thing," is in fact fraught with difficult questions of what is the "right thing" and how is it accomplished. In attempting to address student demands for more "Black-oriented" courses, Webster University, a private liberal arts institution in a predominantly white suburb of St. Louis, confronted difficult questions about its mission, resources, and goal of inclusiveness. Presenters will clarify these issues, indicate how they are being addressed, suggest directions for future growth, and invite participants to share ways their institutions are dealing with these issues.

Dr. Shirley Crenshaw, Associate Professor and Chairperson, Education Department, Webster University—St. Louis, Missouri
(Co-Leader)

Dr. Gloria Grenwald-Mayes, Assistant Professor of Social and Behavioral Sciences, Webster University—St. Louis, Missouri
(Co-Leader)

Ms. Aliah Mubarak-Tharpe, Director of Minority Affairs and Admissions Representative, Webster University—St. Louis, Missouri
(Co-Leader)

Mr. Jude Anthony Nolen, Student, Webster University—St. Louis, Missouri
(Co-Leader)

Ms. Romy F. Owens, Student, Webster University—St. Louis, Missouri
(Co-Leader)

Dr. Keith E. Welsh, Assistant Professor of Literature and Language, Webster University—St. Louis, Missouri
(Co-Leader)

11:00 a.m.–12:15 p.m.
Mesquite

Developing Cultural Diversity in a Religiously-Affiliated Institution

Boston College, a Jesuit university, has undertaken a multifaceted program to assess race relations and promote cultural diversity at a time when the institution is also deeply concerned with reaffirming its Jesuit and Catholic identity. The focus of the program is on the development of an awareness of ethnicity and "otherness" in the university population at large, rather than on programs solely for minority students. The presenters, coordinators of one of 19 1990 Ford Foundation grants under a new foundation initiative, will describe the three major program components: curriculum and faculty development, assessment of campus climate, and development of mentoring programs across racial lines.

Dr. Andrew Buni, Professor, Department of History, Boston College—Chestnut Hill, Massachusetts
(Co-Leader)

Dr. Sandra L. Crump, Assistant Professor, School of Education, Boston College—Chestnut Hill, Massachusetts
(Co-Leader)

Dr. Carol Hurd Green, Associate Dean, College of Arts and Sciences, Boston College—Chestnut Hill, Massachusetts
(Co-Leader)



11:00 a.m.—12:15 p.m.
Chula Vista Board Room

Exploring Multicultural Values Within the Fine Arts Classroom and Through Visual and Performing Arts Programming on Campus

On college and university campuses, the fine and performing arts present a natural conduit through which issues of multiculturalism and ethnic diversity can be presented, explored, and absorbed. This session will show how issues of contemporary Native American art, Chicano art, and African American heritage are being addressed at the University of Tulsa. The presenter will indicate ways young artists can explore cultural heritage in the classroom and how university and college galleries and theaters can present a myriad of culturally diverse exhibitions and performances, which—along with collateral programs of speakers and moderators—can become viable learning facilities for multicultural enrichment.

Mr. Stephen C. Sumner, Professor and Chairperson, Faculty of Art and Art History, University of Tulsa—Tulsa, Oklahoma (**Workshop Leader**)

1:00–7:00 p.m.

AFTERNOON ACTIVITIES

1:00–7:00 p.m.

Optional Leisure Activities

(See pages 67–70)

2:00–4:00 p.m.

Special Topic Discussion Sessions

2:00–4:00 p.m.
Regency East 1

Promoting University Involvement and Innovative Partnerships at the Neighborhood and Community Level

Mr. Jacob Jennings, Jr., System Vice President, Neighborhood Relations and Community Affairs, University of South Carolina—Columbia, South Carolina (**Discussion Leader**)

2:00–4:00 p.m.

THE SAN ANTONIO EXPERIENCE:

Panelists will discuss important elements in the experience of the African American, American Indian, Asian American, and Hispanic communities of San Antonio.

2:00–4:00 p.m.
Regency East 3

The San Antonio African American Experience

Mr. Bill Blair, Director of Operations, Carver Cultural Center—San Antonio, Texas

Ms. Evelyn Lott, President, Alamo Chamber of Commerce—San Antonio, Texas

Ms. Ethel B. Minor, President, NAACP—San Antonio, Texas
(**Moderator**)

Reverend E. Thurman Walker, Assistant Pastor, Antioch Baptist Church—San Antonio, Texas

Mr. Joe Webb, City Councilman, District 2, San Antonio City Council—San Antonio, Texas

Dr. T. R. Williams, Vice President for Academic Affairs, Emeritus, St. Phillips College—San Antonio, Texas



2:00-4:00 p.m.
Rio Grande West

The San Antonio American Indian Experience

Ms. Judy New, Comanche, Consulting Dietitian—San Antonio, Texas

Ms. Yolanda Nuñez, Apache, Outreach Specialist, American Institute for Learning—Austin, Texas

Ms. Florence Thomas, Santo Domingo Pueblo—San Antonio, Texas

Mr. Jerry Tyson, Chickasaw, Logistics Manager, Kelly Air Force Base—San Antonio, Texas (**Moderator**)

Mr. Warren Wahpepah, Kickapoo, President, Coastal Bend Indian Council—Corpus Christi, Texas

2:00-4:00 p.m.
Rio Grande Center

The San Antonio Asian American Experience

Mr. Ryuji Goto, Instructor of Japanese Language, Incarnate Word College—San Antonio, Texas

Ms. Ann Hoang, Program Coordinator, Refugee Services of San Antonio—San Antonio, Texas

Mr. Benjamin E. Miranda, President, United Filipino Association, Inc.—San Antonio, Texas

Mr. Won P. Pak, President, Korean American Friendship—San Antonio, Texas

Dr. Rocky Chia-Shun Shih, Professor of Engineering, The University of Texas at San Antonio—San Antonio, Texas

2:00-4:00 p.m.
Rio Grande East

The San Antonio Hispanic Experience

Mr. Ruben Flores, Jr., President, Flores and Associates—San Antonio, Texas (**Moderator**)

Ms. Choco Meza, Executive Director, Partnership for Hope—San Antonio, Texas

Mr. Robert Sosa, President, Robert Sosa Southwest—San Antonio, Texas

MONDAY, JUNE 3, 1991

8:00 a.m.–12:15 p.m.

MORNING PROGRAM

8:00–9:15 a.m.

MORNING PROGRAM—75-MINUTE CONCURRENT SESSIONS

8:00–9:15 a.m.
Rio Grande Center

Diversity and Community Living: Two Models for Building a Just and Humane Campus Community

This session will describe two proactive models developed and implemented by Case Western Reserve University and Siena College for use during fall orientation. Designed to celebrate diversity, these programs both emphasize the concept of community and articulate explicit expectations and standards of conduct representing a vision of a just and humane community. Presenters will describe the development of both models and will showcase the affirmation statements, posters, discussion booklet, and video presentation of the vision program. Successes as well as frustrations will be discussed, and assessment using faculty and residence life evaluations will be presented. An overview of other campus community models will be provided.



Dr. Denys Santos Blell, Assistant to the President for Campus Diversity, Siena College—Loudonville, New York **(Co-Leader)**
Dr. Patrick Deese, Associate Dean of Student Affairs, Case Western Reserve University—Cleveland, Ohio **(Co-Leader)**

8:00–9:15 a.m.
Rio Grande West

Effective Support Systems to Retain Minority Students

This session will demonstrate how institutional responsibility and commitment to minority students needs to go beyond recruitment and will highlight both results of a minority student survey implemented at several Texas higher education institutions and the Trinity Minority Network (TMN) at Trinity University. Panel members will focus on various aspects of building universitywide minority support systems, including the developmental stages, “how-tos,” networking aspects, student roles and responsibilities, and challenges and benefits.

Ms. Naomi Marie Lopez, Current President/Student, Trinity Minority Network, Trinity University—San Antonio, Texas **(Co-Leader)**
Dr. Edward C. Roy, Vice President for Academic Affairs, Trinity University—San Antonio, Texas **(Co-Leader)**
Dr. Delia H. Saldaña, Assistant Professor, Psychology Department, Trinity University—San Antonio, Texas **(Co-Leader)**
Mr. Jay A. Terrell, Founding President/Student, Trinity Minority Network, Trinity University—San Antonio, Texas **(Co-Leader)**
Ms. Linda Vargas-Lew, Director of Multicultural Affairs, Office of Multicultural Affairs, University of Texas at San Antonio—San Antonio, Texas **(Co-Leader)**

8:00–9:15 a.m.
Rio Grande East

Confronting Bigotry on Campus: From Crisis to Growth

Incidents of bigotry and racism are occurring with alarming and increasing frequency on college and university campuses. Responses have run the gamut from censorship, expulsion, and the redefinition of conduct codes to the maintenance of business as usual (often accompanied by a plea for increased interpersonal civility). In early 1990, an incident occurred on the campus of Plymouth State College that provided our community with a dramatic understanding of the nature and depth of this problem. As a result, a “talk back” model was developed and implemented, attempting to translate this type of crisis into a campus educational opportunity. Through the use of discussion, simulation, and multimedia presentation, this workshop will review the incident and explore the “talk back” model for problem confrontation and resolution.

Dr. Michael L. Fischler, Professor, Department of Education/
Director of Counseling and Human Relations, Plymouth State
College—Plymouth, New Hampshire **(Workshop Leader)**



8:00–9:15 a.m.
Nueces

Enriching The Liberal Arts Curriculum for Native Americans

Colleges and universities searching for ways to update their curriculum to reflect the multicultural needs of students in the 21st century may see this as an overwhelming task. This session describes a student-generated model for a certificate program in Native American studies at the University of Tulsa, utilizing existing curriculum as a core for developing a program that mobilizes student/community resources and enhances existing curriculum in a cost-effective manner.

Ms. Peggy S. Hill, Instructor of Biological Sciences, Faculty Adviser, Native American Student Association, University of Tulsa—Tulsa, Oklahoma **(Co-Leader)**
Mr. Charles H. Tripp, President, Native American Student Association, Office of Minority Student Affairs, University of Tulsa—Tulsa, Oklahoma **(Co-Leader)**

8:00–9:15 a.m.
Frio

Promoting and Managing Cultural Diversity on Campus and in the Community

This session will describe a proactive effort by Kansas State University to provide leadership for transforming the academic community into a more equitable environment. Through this effort, now in its third year, Kansas State University has established observances, such as "Racial Ethnic Harmony Week"; positions; seminars; commissions; and committees, such as the Human Rights Educational Campaign Committee and the Minority Student Retention Task Force. Proactive designs and both ongoing and planned efforts to promote and manage cultural diversity on campus and in the university community will be outlined.

Dr. James B. Boyer, Professor of Education, Kansas State University—Manhattan, Kansas **(Co-Leader)**
Mr. Andrew Cordero, Director of Minority Engineering Programs, Kansas State University—Manhattan, Kansas **(Co-Leader)**
Dr. Jane D. Rowlett, Director of Affirmative Action, Kansas State University—Manhattan, Kansas **(Co-Leader)**
Dr. Susan M. Scott, Associate Dean of Students, Kansas State University—Manhattan, Kansas **(Co-Leader)**

8:00–9:15 a.m.
Blanco

Faculty Recruitment and Retention in Higher Education: External and Internal Programmatic Assessment

It is projected that a labor shortage unprecedented since the Great Depression will have a major impact as institutions of higher education encounter the developing faculty shortages that have been predicted. In order to assess direction, institutions must determine now what factors are influential in a faculty member's entrance and unnecessary or premature exit, and barriers to faculty development, whether real or perceived, must be removed. The presenters will discuss preliminary findings from research currently under way at Northern Arizona University and the State University System of Florida to identify and track faculty mobility from institution to institution and from institution to the private sector.



Ms. Christine Tachias Gilbert, Principal Investigator, Faculty Recruitment and Retention Research, Northern Arizona University—Flagstaff, Arizona **(Co-Leader)**

Ms. Regina E. Sofer, Assistant to the Chancellor and Director for Equal Opportunity Programs, State University System of Florida—Tallahassee, Florida **(Co-Leader)**

8:00–9:15 a.m.

Llano

Spark and Fuel for Change: The Special Populations Committee

This workshop will discuss the Special Populations Committee founded in 1984 at the University of Connecticut and will highlight its impact on policy formulation and program development in the areas of diversity and multiculturalism. Established within the Division of Student Affairs for the primary purpose of assessing and responding to the needs of diverse student populations on campus, this committee is chaired by the assistant vice president for student affairs and consists of non-academic professional student affairs staff and the coordinator of disabled student services. The committee has developed projects focusing on African American, Latino, Asian, disabled, and non-traditional students, and it is in the process of completing a needs assessment of gay, lesbian, and bisexual students. The presenter will outline strategies used to empower the committee and to build divisional commitment to it as a vehicle for change. Projects representative of committee activities will be outlined, and policy and program modifications will be shared.

Dr. Angela O. Terry, Vice President for Student Affairs, The University of Connecticut—Storrs, Connecticut **(Workshop Leader)**

8:00–9:15 a.m.

Directors

Action for Diversity: Involving Employees in the Process

A significant way to include employees in the affirmative action process is to offer them an opportunity to serve as affirmative action representatives on selection committees. As the role of affirmative action representatives is critical to the interview and selection process, they must understand both the law and their role as monitors, protectors, and sometimes facilitators in the process of affirmative action selection. Therefore, their training is critical. This workshop will provide an overview of the components of successful affirmative action representative training: what they need to know, what their role is, sensitivity training, and techniques for recognizing and noting biases that might interfere with a successful affirmative action search process. Techniques for questioning the process without disadvantaging applicants will also be discussed.

Ms. Jane E. Engleman, Director of Human Resources and Affirmative Action, Palomar Community College District—San Marcos, California **(Workshop Leader)**



8:00–9:15 a.m.

Live Oak

The Smith Design for Institutional Diversity

In recognition that institutions of higher education need to plan for the future, Smith College, a private liberal arts college, implemented an institutional design for diversity that embraces two individual goals: creating a more inclusive and culturally diverse campus community and overcoming the subtle racism of the 1980s. This workshop will provide an overview of the Smith Design for Institutional Diversity, which outlines specific goals and strategies in two broad areas: the population of the Smith community and the quality of community life. The presenters will discuss the development of the plan and the accomplishments and disappointments of the first three years of implementation.

Dr. E. Shelton Burden, Esquire, Assistant to President/Director of Affirmative Action and Equal Opportunity, Smith College—Northampton, Massachusetts (**Workshop Leader**)

8:00–9:15 a.m.

Mesquite

Cultural Diversity: A Palette of Many Colors

In response to increased reports of racial insensitivity and intolerance on college and university campuses around the country, a program entitled "Cultural Diversity: A Palette of Many Colors" was developed at the University of Texas at Austin to train student peer advisers as facilitators in a required proactive diversity program currently presented annually to approximately 6,000 incoming students. This workshop will discuss various aspects of the program including program format, the use of student peer advisers as group facilitators, the role of student affairs professional staff, the selection and training of orientation advisers, and program evaluation.

Mr. Curtis Polk, Jr., Race Relations Counselor, Office of the Dean, The University of Texas—Austin, Texas (**Co-Leader**)

Ms. Renée Polk, Student Development Specialist/Freshmen Services, Office of the Dean of Students, The University of Texas—Austin, Texas (**Co-Leader**)

8:00–9:15 a.m.

Chula Vista

Multicultural Change From the Bottom Up

This workshop will present a case study perspective on institutional change formulated from the bottom up and the resulting administrative reaction from the top. Initiated by students and joined by faculty and staff, a multicultural coalition of people of color demanded a multicultural unit at the University of Connecticut at Storrs, resulting in the formation of a Multicultural Task Force designed to channel and legitimize the concept of a Division of Multicultural Affairs and Services. The presenter will discuss this grassroots effort, coalition building in a multicultural context, and multiculturalism as an issue of people of color or as encompassing broader issues of gender, sexual orientation, and/or special populations.

Dr. Isnoel M. Rios, Director, Puerto Rican/Latin American Cultural Center, University of Connecticut—Storrs, Connecticut (**Workshop Leader**)



8:00–9:15 a.m.
Chula Vista Board Room

Achieving Diversity Through The Efforts of Staff Volunteer Groups
Staff are often neglected as a targeted group for special programs and initiatives around diversity. A cost-effective way of dealing with staff-diversity needs involves the use of staff volunteers to create meaningful programs that address the problems they experience. This workshop will discuss the development, activities, obstacles, and successes of two staff volunteer groups at the University of Michigan: the Women of Color Task Force and the Diversity Resource Forum, both supported by the Affirmative Action Office.

Ms. Lynne E. Dumas, Program Coordinator, Affirmative Action Office, The University of Michigan—Ann Arbor, Michigan
(Workshop Leader)

9:30–10:45 a.m.
Regency Ballroom

MORNING PROGRAM—PLENARY SESSION

Major Address

“Words That Wound: A Critical Race Theorist’s Look at Racist Speech and the First Amendment”

Dr. Mari Matsuda, Professor, School of Law, University of California—Los Angeles, California

11:00 a.m.–12:15 p.m.

MORNING PROGRAM—75-MINUTE CONCURRENT SESSIONS


11:00 a.m.–12:15 p.m.
Rio Grande Center

Special Admissions Programs: An Attitudinal Survey of Students Attending A Highly Selective State College

Although special admissions programs are widely used by colleges and universities for the purpose of enrolling minority students, there is often suspicion and misunderstanding about the use of such programs. Critics commonly cite reverse discrimination and the lowering of academic standards, associating “free rides” with these programs. This session presents findings of a student attitudinal survey toward special admissions programs at the State University of New York (SUNY), a highly selective, predominantly white state college, where one third of all applicants are admitted and the mean SAT scores and mean high school average of the 1990 entering freshman class were 1161 and 92.5, respectively. Recommendations with application beyond SUNY will be presented.

Mr. Timothy J. Crowley, Student, State University at New York—Geneseo, New York **(Co-Leader)**

Dr. Ramon M. Rocha, Assistant to the Vice President for Minority Affairs, State University at New York—Geneseo, New York
(Co-Leader)



11:00 a.m.—12:15 p.m.
Rio Grande West

Factors That Influence Success of African American Students on Predominantly White Campuses: Emphasizing The Big Eight Conference Schools' 1990 Research

This workshop will review issues of African American students on predominantly white campuses within the context of literature and research materials on Black/white relationships on predominantly white campuses and two recent studies of African American students attending schools in the Big Eight Conference. "Nitty-gritty" issues related to retention and academic success will be explored, and actions capable of promoting an improved academic climate for all students will be identified.

Dr. Maurice Tate, Sr., Assistant Professor, Department of Curriculum and Instruction, Teachers College, University of Nebraska—Lincoln, Nebraska (**Workshop Leader**)

11:00 a.m.—12:15 p.m.
Rio Grande East

Strategies for Intercultural Development—A Training Model for Future School Administrators

Many communities throughout the country are or will become predominantly minority. At California State University in Los Angeles the presenter has developed a series of activities to improve intercultural communication and is currently utilizing these for the training of future school administrators. Intercultural learning is explored through the use of music, art, and personal intra/intercultural experiences. The presenter will discuss elements central to these strategies, including the blending of the cognitive and affective areas of teaching and learning; the bringing together of the thinking processes of the mind and the "feelings," emotions, attitudes, and values of natural learning approaches; and the breaking down of barriers to increase communication.

Dr. J. Alex Pulido, Professor, Educational Administration, California State University—Los Angeles, California (**Workshop Leader**)

11:00 a.m.—12:15 p.m.
Nueces

Trio Connection: Networking With Businesses and Business Schools to Support Minority Education

The Financial Assistance to Deserving Scholars Program at the University of Northern Iowa is a model involving a three-way partnership between a College of Business, federally funded TRIO programs (Upward Bound, Talent Search, and Student Support Services), and private industry in a three-state area to provide financial and academic support for minority students studying business. This presentation will include information on student selection and recruitment, retention services, business sponsorship, summer job development, and the role of career related events in clarifying student career goals.

Ms. Crissie M. Frye, Instructor of Management and Coordinator of Financial Assistance to Deserving Scholars, University of Northern Iowa—Cedar Falls, Iowa (**Co-Leader**)

Mr. Richard A. Frye, Director, TRIO/EOP, and President, National Council of Educational Opportunity Associations, University of Northern Iowa—Cedar Falls, Iowa (**Co-Leader**)



11:00 a.m.—12:15 p.m.
Frio

Successful Academic Support Programming and Funding

Funded through the Illinois State Board of Higher Education by the Higher Education Cooperative Act (HECA), Western Illinois University has developed and implemented the Hispanic Educational Achievement Program, designed to provide services and resources to the Hispanic community in a four-city area and encourage Hispanics to pursue postsecondary education. This session will focus on the development, funding, and implementation of this multiservice program. Presenters will indicate results of extensive research on successful components of academic programming designed to serve minority students and/or students at risk, provide information on funding sources for initiatives addressing the needs of these students, and share "how-to" information on writing a formal proposal designed to implement new programs.

Ms. Carol P. Fimmen, Co-Director, Hispanic Program for Educational Achievement, Western Illinois University—Macomb, Illinois **(Co-Leader)**

Ms. Marsha Kozlowski, Acting Director, Office of Academic Affairs, Western Illinois University—Macomb, Illinois **(Co-Leader)**

11:00 a.m.—12:15 p.m.
Blanco

A Native American Recruiting Plan for Small Private Colleges

Once a conscious decision has been made to recruit Native American students actively, a comprehensive recruitment plan tailored to the diverse needs of Native American students must be developed. This session will outline a recruitment plan designed to address the needs of Indian students, which often differ from those of the "traditional" private school student. The presenter will examine strategies for developing rapport with the individual student, the family, the tribe, and the Indian community and will discuss campus and community resources used in developing and implementing a successful recruitment plan. Other issues to be addressed include who should do the recruiting, what special skills and knowledge are required, where should recruiting take place, what special events should be targeted, and the requirement for sincerity and respect for Native American people and their culture.

Mr. Charles H. Tripp, President, Native American Student Association, University of Tulsa—Tulsa, Oklahoma **(Workshop Leader)**

11:00 a.m.—12:15 p.m.
Llano

Meeting the Needs of Hispanic Students at Kean College: "We Cared, We Tried, We Succeeded"

This session describes a unique recruitment and retention model in place at Kean College of New Jersey, providing access to limited-English-proficient students who otherwise would not be able to complete studies in higher education. This program exhibits a retention rate 10 percent higher than that of all other state institutions combined. The presenter will describe recruitment efforts for Hispanic students, the varied support services of the Spanish Speaking Program, and program curriculum, which parallels that for native English speaking students.

Ms. Myriam Quiñones, Academic Adviser, Spanish Speaking Program, Kean College of New Jersey—Union, New Jersey **(Workshop Leader)**



11:00 a.m.–12:15 p.m.
Pecos

Using Alumni Periodicals to Promote Campus Diversity

There is no better forum for a university to take a stand on its commitment to diversity and multiculturalism than through its own periodicals. This workshop, designed for university relations professionals and other administrators affecting campus periodicals, will describe diversity efforts of the *Syracuse University Magazine*, principally through a 12-page cover story article examining issues faced by African Americans on predominantly white campuses. The article, which was nationally oriented with sidebars focusing on Syracuse's initiatives, included topics such as access, retention, peer-group relations, and the graduate school pipeline. Strategies for developing appropriate story ideas, getting started, and ways of keeping diversity issues regularly on the publications agenda and in print will be discussed.

Ms. Renée Gearhart Levy, Associate Editor, *Syracuse University Magazine*, Syracuse University—Syracuse, New York (**Workshop Leader**)

11:00 a.m.–12:15 p.m.
Directors

Chicana Mother/Daughter Project for At-Risk Students

This workshop will outline a community-oriented program funded by the California Department of Finance to address problems facing Chicanas and Latinas in the fields of education, health, and employment. The Chicana Mother/Daughter Team Project was designed to increase the retention of Hispanic women in intermediate and high schools, to encourage the participation of Hispanic mothers in their daughters's education, and to provide mothers with training in parenting skills and information about community resources and support. Twenty-seven at-risk female students at the intermediate and high school levels were initially chosen to participate in the program, and all participants who completed the program, including mothers and staff, experienced success. Presenters will describe project development and outcomes and its major components, including academic tutoring, motivational training, mother/daughter field trips and support groups, career education, and mentoring.

Mr. James "Jaime" Alcaraz, Director, Student Affirmative Action, California State University, Stanislaus—Turlock, California (**Co-Leader**)

Dr. Rodolfo Arevalo, Associate Vice President for Academic Affairs, California State University, Stanislaus—Turlock, California (**Co-Leader**)

11:00 a.m.–12:15 p.m.
Pecan

Improved Procedures for Open and Targeted Faculty Searches

Recent pronouncements from the federal judiciary and the Office of Civil Rights have raised questions about the legality of aggressive measures to hire and retain minority faculty. Against the backdrop of these events and the ongoing national and institutional priorities of equal opportunity and affirmative action, precisely formulated rationales for targeted searches and rigorous documentation of all aspects of searches become increasingly essential. This workshop will present the results of a year's experience in the campuswide implementation of the University of



New Mexico's comprehensive package of procedures for regular faculty searches and will discuss the development of a complementary plan for targeted searches formulated for implementation next year.

Ms. Margaret E. Montoya, Esquire, Interim Director of Affirmative Action/Assistant University Counsel, University of New Mexico—Albuquerque, New Mexico **(Co-Leader)**

Dr. B. Hobson Wildenthal, Dean, College of Arts and Sciences, University of New Mexico—Albuquerque, New Mexico **(Co-Leader)**

11:00 a.m.—12:15 p.m.
Live Oak

Promoting Institutional Change Through A Minority Leadership Program

This workshop will present both the administrative and participant perspectives on the University of Texas-Pan American Leadership Program, a minority leadership development program addressing the need for educational leaders to serve multicultural groups effectively. The program, funded by the PEW Charitable Trust and R GK Foundation, was developed to identify potential leaders and to promote the acquisition of necessary skills for leadership positions in multicultural, multidisciplinary university environments. Presenters will discuss major program components including various efforts to increase the pool of aspiring minority leaders, financial assistance for minorities completing terminal degree programs, and various strategies to encourage minorities to pursue careers in higher education administration.

Dr. Victor I. Alvarado, Associate Professor, School Services and Counseling, University of Texas-Pan American—Edinburg, Texas **(Co-Leader)**

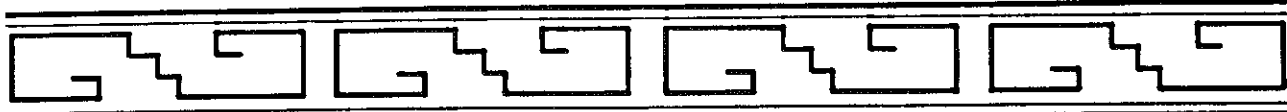
Dr. Hilda Medrano, Project Title III Director/Associate Professor of Curriculum and Instruction, University of Texas—Pan American—Edinburg, Texas **(Co-Leader)**

11:00 a.m.—12:15 p.m.
Mesquite

Discrimination Case Management: Effective Responses to Personal Affronts

This session will explore ways in which large organizations can respond sensitively to individual complaints of discrimination and harassment and can empower victims to effect self-resolutions to interpersonal affronts. The model complaint-resolution system presented relies on executive leadership, interdepartmental collaboration, and openness to voluntary contributors. It treats as entry points all departments and personnel ordinarily consulted by students, employees, and visitors experiencing problems with university personnel and uses a fine-tuning process that makes the complaint resolution system more accessible. Systemic renewal methods and a model multimedia campaign will be introduced, and interdepartmental cooperation in publicizing human rights, complaint systems, and complainant advocates will be discussed. Participants will examine empowerment techniques through simple role play and coach a dean through the resolution of a hypothetical faculty-student harassment complaint.

Ms. Thomasina Clemons, Director, Office for Affirmative Action Programs, University of Connecticut—Storrs, Connecticut **(Workshop Leader)**



11:00 a.m.–12:15 p.m.
Chula Vista

Social Distance: Attitudes of White College Students Toward Racial/Ethnic, Differently Abled, Religious, and Lifestyle Groups

Social distance research was conducted on the predominantly white campus of Oklahoma's East Central University in 1989 and 1990 to gain a better understanding of the attitudes of majority group students toward groups who have both observable and unobservable characteristics that make them somewhat different. Using a Survey of Attitudes Inventory adapted from the Bogardus Social Distance Scale, 300 students were asked to indicate their preferred social distance to 35 different racial/ethnic, differently abled, religious, and lifestyle groups. The presenter will discuss study results, those of similar studies, and the theoretical and practical relationship between the concept of social distance and prejudice, stereotyping, and discrimination.

Dr. Raymond Perry, Jr., Assistant Professor, East Central University—Ada, Oklahoma (**Workshop Leader**)

11:00 a.m.–12:15 p.m.
Chula Vista Board Room

We Are Community

The video "We Are Community" is the centerpiece of a university and community cooperative effort to improve the climate for minorities at Pennsylvania State University. This video, which provides a realistic examination of race and racism as a majority group issue, is used to generate open and frank discussion by bringing to the surface a wide range of racial attitudes held by majority group members. Accompanied by a training manual, the video is used by facilitators to assist members of civic, religious, and other community organizations understand the nature of racial intolerance, recognize variations of racial attitudes, and examine strategies and techniques to increase racial tolerance and promote cultural diversity. This session will preview the video and discuss the program's development, implementation, and impact.

Mr. John S. Barnes, Jr., Assistant Director, Student Programs and Services, Pennsylvania State University—Lehman, Pennsylvania (**Workshop Leader**)

2:00–5:00 p.m.

AFTERNOON PROGRAM

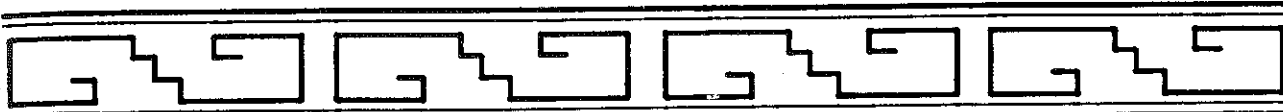
2:00–3:30 p.m.

AFTERNOON PROGRAM—90-MINUTE CONCURRENT SESSIONS

2:00–3:30 p.m.
Nueces

Seeing the Island From the Other Shore: Forging Relationships Between Predominantly White and Historically Black Institutions

This workshop will describe a cultural immersion project recently started between Marietta College, a predominantly white liberal arts college in southeastern Ohio, and Stillman College, a historically Black institution in Tuscaloosa, Alabama. As each institution is culturally isolated in its own way, this project, which involves an exchange of students, faculty, and even administrators, serves to break some of the existing sociocultural barriers. Presenters will describe the recent immersion experience of Marietta student teachers, who spent one week living on the Stillman campus and teaching at local public schools with entirely Black student populations.



Ms. Dorothy J. Erb, Coordinator, Field Experiences, Department of Education, Marietta College—Marietta, Ohio **(Co-Leader)**
Dr. Joseph A. Gore, Vice President for Academic Affairs, Stillman College—Tuscaloosa, Alabama **(Co-Leader)**
Dr. Forrest E. Keesbury, Associate Professor, Department of Education, Marietta College—Marietta, Ohio **(Co-Leader)**

2:00–3:30 p.m.
Mesquite

Persistence of Hispanic American Students at Two Comprehensive Universities

This workshop will compare recent research findings of three freshman Hispanic American cohorts pursuing baccalaureate degrees at two comprehensive universities, with the existing literature on Hispanic American student attrition in higher education. Traditional and non-traditional data along a range of demographic, perceptual, and identity variables will be provided, and implications for increasing both Hispanic American recruitment and persistence to graduation in four-year institutions will be discussed.

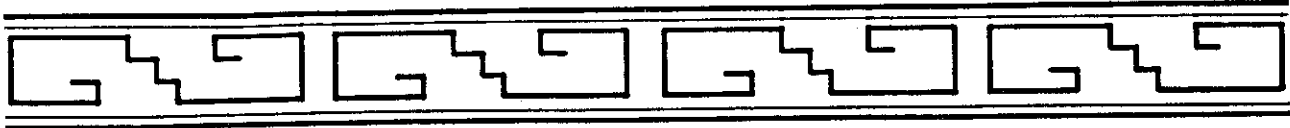
Dr. Judith LeBlanc Flores, Associate Professor, Bilingual Education/ TESL Graduate Program, and Coordinator, Multicultural Education Program, School of Education, Langston University—Langston, Oklahoma **(Workshop Leader)**

2:00–3:30 p.m.
Chula Vista Board Room

Choosing a Positive Campus Climate

This workshop will focus on the Division of Student Services Strategic Plan to achieve campus diversity at West Texas State University. Lack of campus funding has been used as a positive opportunity to create a “bottom up” approach that utilizes students to design and implement diversity programs. Not only is the plan meeting the needs of culturally diverse students, but it is providing opportunities for student leadership development. The presenter will overview the steps involved in the development and implementation of this plan to create a positive, diverse campus climate.

Ms. Mary A. Hill, Dean of Student Services, West Texas State University—Canyon, Texas **(Workshop Leader)**



2:00–5:00 p.m.

AFTERNOON PROGRAM—3-HOUR CONCURRENT SESSIONS

2:00–5:00 p.m.
Rio Grande West

Major Workshop Session 8

Equality of Access and the Problem of Hate-Speech

This workshop will explore the ways in which hate-speech on campus conflicts with the goal of equality of access. The panel will describe their own experiences and views as participants in the hate-speech debate, as well as relate specific examples of how students are impacted by hate-speech. The panel will also explore the political dynamics of regulating campus hate-speech. What processes and rules have been tried? What works and why? What is the nature and source of opposition to regulation of hate-speech? How does the problem of hate-speech relate to broader issues of affirmative action, curriculum, and multiculturalism on university campuses? Finally, presenters will facilitate a discussion designed to gather comparative information about the hate-speech problem at various institutions.

Dr. Mari Matsuda, Professor, School of Law, University of California—Los Angeles, California **(Co-Leader)**

Dr. Charles R. Lawrence III, Professor of Law, Stanford University—Stanford, California **(Co-Leader)**

Ms. Elsa Kircher Cole, General Counsel, The University of Michigan—Ann Arbor, Michigan **(Co-Leader)**

2:00–5:00 p.m.
Rio Grande East

Major Workshop Session 9

Building Competitive Advantage Through Cultural Diversity in Corporate America: New Paradigms for Management in Higher Education

Using models for managing cultural diversity in corporation settings, this session will provide a framework for educational leaders and managers to take a strategic approach to such issues as institutional planning, marketing to diverse student populations, and management training. The presenter will explore the impact of cultural diversity on such campus functions as admissions, financial aid, housing, and student/faculty relations. Participants will have the opportunity to identify the current challenges they face and the changes needed to address the multicultural realities of diverse students, staff, and faculty on their campuses.

Dr. Ronald Brown, President, Banks Brown Inc.—San Francisco, California **(Workshop Leader)**



2:00–5:00 p.m.
Rio Grande Center

Working Effectively With White Administrators and Faculty

Frequently white administrators and faculty are stymied when issues of racism arise. Denial, guilt, fear, and confusion often hinder their ability to respond. This interactive workshop will explore specific ways to work more effectively with white administrators and faculty by helping them to assess their own levels of awareness, move from feelings of guilt to those of shared responsibility, understand how working on racism is different in some ways for white people than for people of color, and identify ways to use their positions of power to bring about change. While it is not possible to change such extreme discomfort overnight, there are ways to work with white administrators and faculty to make the issues clearer, to help them become more comfortable in discussions about racism, and to enable them to move into the role of change agents. Participants will examine several exercises that may be used with administrators and faculty and participate in small group discussions about their successes and the challenges they face at their own institutions.

Dr. Frances E. Kendall, Consultant in Human Relations and Organizational Change—Oakland, California (**Workshop Leader**)

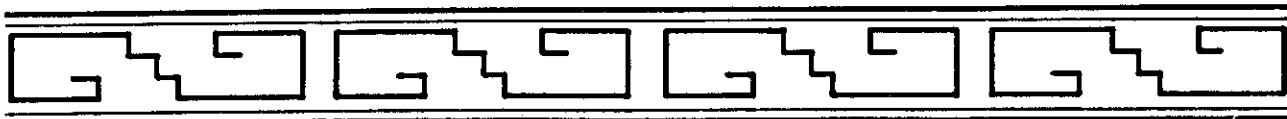
2:00–5:00 p.m.
Live Oak

Affirming Diversity Through Institutional Change

To achieve maximum cultural diversity with minimum discomfort, colleges and universities must take the initiative to create institutional climates and shared value systems that enable all people to participate positively in these institutions. This session provides guidelines and suggestions for developing an institutional strategy for change, with a strong buy-in and commitment from top management. Small- and large-group sessions will be used to provide participants with an opportunity to examine prejudice and how it influences behavior, how affirmative action differs from diversity, methods for involving the campus community in the change process, and ways to use the affirmative action model to move toward campus diversity.

Dr. Marsha P. Provost, Director, Counseling and Career Planning Center, The University of Tennessee—Chattanooga, Tennessee (**Co-Leader**)

Ms. Linda Freeman Sendaula, Executive Assistant to the President and Director, Labor Relations, Bucks County Community College—Newton, Pennsylvania (**Co-Leader**)



3:00–5:00 p.m.

AFTERNOON PROGRAM—2-HOUR CONCURRENT SESSIONS

3:00–5:00 p.m.

Frio

Multicultural Curriculum Through Faculty Development

In an effort to prepare students to function effectively in a multicultural, multiracial society, Bloomfield College has committed itself to a transformation of its curriculum to include content and pedagogy sensitive to issues of race, gender, and ethnicity. Curriculum development is approached through a faculty development process in which faculty participate in a three-phase program, including a semesterlong interdisciplinary and independent study in their respective disciplines with experts in the scholarship of pluralism, a weeklong summer workshop on course revision, and peer observations and faculty interviews of students as new materials and methods are used in revised courses. Presenters will discuss the program model, provide sample "before and after" syllabi and bibliographies, discuss changes in teaching techniques and research, and indicate efforts to build appropriate library collections.

Mr. Danilo H. Figueredo, Director, Bloomfield College Library, Bloomfield College—Bloomfield, New Jersey **(Co-Leader)**

Mr. Paul Genega, Professor in Humanities, Bloomfield College—Bloomfield, New Jersey **(Co-Leader)**

Ms. Martha J. LaBare, Associate Dean, Academic Affairs, and Director of Excellence Initiative, Bloomfield College—Bloomfield, New Jersey **(Co-Leader)**

Dr. Lorraine Mayfield-Brown, Professor, Sociology, Montclair State College—Upper Montclair, New Jersey **(Co-Leader)**

Ms. Claire Vernalaken, Instructor in Nursing, Bloomfield College—Bloomfield, New Jersey **(Co-Leader)**

3:00–5:00 p.m.

Blanco

Another Aspect of Multiculturalism: African American, Latino, and White Sexual Minorities on Campus

This workshop will address an often underserved or neglected aspect of diversity on college and university campuses: gay, lesbian, and bisexual men and women. The session will allow participants to examine their own attitudes toward homosexuality and bisexuality and consider the needs of gay, lesbian, and bisexual men and women on their respective campuses. The presenters will discuss their participation in a multifaceted, interdepartmental program aimed at addressing the student services needs of sexual minorities on the University of Pennsylvania campus. A major theme of the workshop will address issues and needs of African American and Latino gay, lesbian, and bisexual men and women; emerging efforts to support gay and lesbian people of color will be discussed. An institutional audit will allow workshop participants to assess their campus situations and progress in meeting the needs of this multicultural minority.

Mr. Tomás Leal, Jr., Director, South Campus Residences, University of Pennsylvania—Philadelphia, Pennsylvania **(Co-Leader)**

Ms. Brenda A. Ridley, Assistant Dean In Residence, University of Pennsylvania—Philadelphia, Pennsylvania **(Co-Leader)**

Dr. Robert Schoenberg, Assistant Director, Student Life Programs, University of Pennsylvania—Philadelphia, Pennsylvania **(Co-Leader)**

3:00–5:00 p.m.
Llano

AVANCE—A Proactive Transition Model for Raza/Latino College Students

This session will showcase AVANCE, an instructional model that has functioned for 12 years in recruiting and retaining Raza/Latino students at Los Medanos College. Designed as a transitional program to assist Raza/Latino students as they move into degree and certificate programs or job training, AVANCE offers a range of curriculum providing students an opportunity to develop skills and acquire knowledge essential for academic success, to enlarge their understanding of the campus social setting, to develop and strengthen leadership abilities, and to enrich self-awareness and self-appreciation. The program is managed by proactive Raza/Latino instructors and staff, operates in a mode attuned to the Raza/Latino culture, and has the strong involvement by community members in Los Medanos College's Raza Advisory Board.

Ms. Bernadine Cavillo, Student and Instructional Assistant,
Los Medanos College—Pittsburg, California **(Co-Leader)**
Mr. Pablo Gonzales, Language Arts Instructor, Los Medanos
College/AVANCE—Pittsburg, California **(Co-Leader)**
Ms. Ofelia E. Marino, Counselor/Behavioral Science Instructor,
Los Medanos College—Pittsburg, California **(Co-Leader)**
Ms. Carmen J. Rodriguez, Social Science Instructor, Los Medanos
College/AVANCE—Pittsburg, California **(Co-Leader)**
Mr. L. Felipe Torres, Director, Special Programs and Services,
Los Medanos College/AVANCE—Pittsburg, California **(Co-Leader)**
Mr. Francisco Martín Torres, AVANCE Coordinator/Language Arts
Instructor, Los Medanos College/AVANCE—Pittsburg, California
(Co-Leader)

3:00–5:00 p.m.
Pecos

Asian Pacific Americans: Where Do We Fit?

Increasingly educational equity programs are instituting qualifications as to who is considered to be an ethnic minority. Often the use of the term "underrepresented" by colleges and universities results in the exclusion of Asian and Pacific Americans from equity programs. The presenters will discuss the concept of underrepresentation and its applicability to various Asian and Pacific American groups. They will also profile the various Asian Pacific student groups and discuss their educational needs and required educational services.

Mr. Prany Sananikone, Director, Community Relations, University
Extension, University of California—Irvine, California **(Co-Leader)**
Mr. Dale Shimasaki, Commissioner, California Postsecondary
Education Commission—Sacramento, California **(Co-Leader)**



3:00–5:00 p.m.
Directors

Developing Faculty Commitment to Diversity

While many central administrators are convinced that we must develop the diversity of our campuses, building a universitywide commitment to diversity often encounters substantial problems. Although the student body is changing for a variety of reasons, the faculty often are not. This session will use case study analysis and discussion of both large and small institutions to engage participants in a dialogue about changing institutional cultures. Key principles of institutional change will be identified, and helpful guidelines will be offered.

Dr. Raymond J. Rodrigues, Associate Academic Vice President, Office of the Provost, Colorado State University—Ft. Collins, Colorado **(Co-Leader)**

Dr. Quintin Vargas III, Vice President for Academic Affairs, Laredo State University—Laredo, Texas **(Co-Leader)**

3:00–5:00 p.m.
Pecan

It's Everybody's Business: Strategies to Enhance Racial and Ethnic Relations

This session will present a comprehensive campus diversity model currently being developed and implemented at Lee College. The presenters will discuss essential roles of members of the governing board, the college or university president, deans, faculty, and the community. Discussion will focus on setting policy, establishing institutional priorities, appropriating resources, racial and ethnic collaboration and responsiveness, curriculum development, advising, faculty teams, and community responsibility.

Dr. Vivian B. Blevins, President, Lee College—Baytown, Texas **(Co-Leader)**

Mr. Billy Grimsley, Faculty in Multicultural Studies Program, Lee College—Baytown, Texas **(Co-Leader)**

Ms. Susan Moore-Fontenot, Principal, Crosby Elementary School, and Secretary, Lee College Board of Regents—Baytown, Texas **(Co-Leader)**

Mr. Charles Polk, Chairperson, Black Educational Access Committee, Lee College—Baytown, Texas **(Co-Leader)**

Mr. Rufo Sanchez, Chairperson, Hispanic Educational Access Committee, Lee College—Baytown, Texas **(Co-Leader)**

Dr. Lusiano S. Soliz, Dean of Vocation/Technical Studies, Lee College—Baytown, Texas **(Co-Leader)**

Ms. Roberta Wright, Faculty in Multicultural Studies Program, Lee College—Baytown, Texas **(Co-Leader)**

3:00–5:00 p.m.
Chula Vista

A Progress Report on the Michigan Mandate, the MSU Idea, and the Madison Plan

Spearheaded by the mandates of their respective presidents, the University of Michigan, Michigan State University, and the University of Wisconsin-Madison are actively working to become multicultural institutions. As affirmative action directors, the presenters have been heavily involved in the development of diversity initiatives for the three campuses and have worked with all key administrative personnel charged with changing these universities into multiculturally diverse institutions. They will share upper-level administrative strategies that have worked to create



change in the three- to four-year period since the presidential mandates were issued. Programs to be discussed include presidential diversity mandates (also known as "top-down" approaches), centrally funded targeted recruitment programs, centrally funded diversity programming, and executive committees with "change agent" mandates. Presenters will provide frank assessments of what has worked, what still needs to be done, and the applicability of their approaches to other institutions.

Dr. Ralph W. Bonner, Affirmative Action Officer and Director, Department of Human Relations; Michigan State University—East Lansing, Michigan **(Co-Leader)**

Dr. Zaida I. Giraldo, Director, Affirmative Action Office and Special Advisor to the President, University of Michigan—Ann Arbor, Michigan **(Co-Leader)**

Ms. Donna M. Jones, Director, Office of Affirmative Action and Compliance, University of Wisconsin—Madison, Wisconsin **(Co-Leader)**

3:45–5:00 p.m.

AFTERNOON PROGRAM—75-MINUTE CONCURRENT SESSIONS

3:45–5:00 p.m.
Nueces

Stages of Organizational Transformation from Monocultural to Multicultural

This session will provide a conceptual model of multicultural organizational development consisting of three levels and six stages. Each stage will be outlined in terms of its descriptive profile, values, goals, practices, motivations for change, targets of change, and potential interventions. Participants will have an opportunity to assess what stages their organizations are in and discuss ways to move them to the next level of development.

Dr. Jean Kim, Assistant Dean for Graduate Student Affairs, Stanford University—Stanford, California **(Workshop Leader)**

3:45–5:00 p.m.
Mesquite

Community Policing: Paving the Way for Communication

The Community Policing Program utilized by the Department of Public Safety at Michigan State University is designed to enhance the nature of police service to the university community, improve police/community relations, and create an environment that encourages mutual participation in addressing problems. Presenters will provide an overview of the Community Policing Program, with special emphasis on those factors that have a positive impact on a culturally diverse community, including strategies for crisis response and conflict resolution, dealing with community concerns regarding diversity, and responding to ethnic violence.

Officer Maureen Ann Kennedy, Department of Public Safety, Michigan State University—East Lansing, Michigan **(Co-Leader)**

Lieutenant Anthony L. Kleibecker, Department of Public Safety, Michigan State University—East Lansing, Michigan **(Co-Leader)**



5:30-8:00 p.m.

EVENING PROGRAM

5:30-6:30 p.m.

NO-HOST BAR

Ballroom Foyer

6:30-8:00 p.m.

DINNER PROGRAM—MAJOR ADDRESS

Regency Ballroom

"Higher Education and Social Change: Building Models Within the American Indian Community for the 21st Century"

Ms. LaDonna Harris, President, Americans for Indian Opportunity—Washington, D.C.

TUESDAY, JUNE 4, 1991

8:00 a.m.—12:15 p.m.

MORNING PROGRAM

8:00-9:15 a.m.

MORNING PROGRAM—75-MINUTE CONCURRENT SESSIONS

8:00-9:15 a.m.

Rio Grande Center

Multicultural Student Performance in the Texas Academic Skills Program (TASP): The Second Year at Texas Tech University

In 1989, the Texas Academic Skills Program (TASP) Test was administered for the first time to assess the college level skills of entering freshmen in math, reading, and writing. Students scoring below 70 percent on any portion of the test must enter a process of remediation that continues each summer until each part of the test is passed. This workshop provides an overview of TASP and reviews a study of student performance through the first two years. Although high failure rates were predicted for minority students, the passing rates are impressive to date. Statewide trends will be compared to the on-campus results of minority students, and program advising requirements, placement, and remediation options will be described.

Dr. Len Ainsworth, Vice Provost, Office of Executive Vice President and Provost, Texas Tech University—Lubbock, Texas **(Co-Leader)**

Dr. Don T. Garnett, TASP Director, Texas Tech University—Lubbock, Texas **(Co-Leader)**

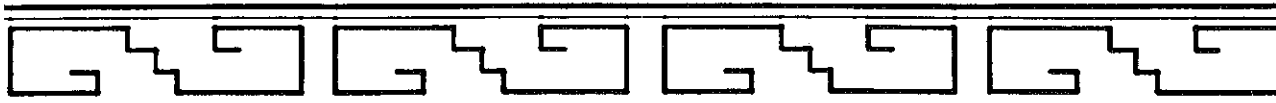
8:00-9:15 a.m.

Rio Grande West

Protecting the First Amendment While Prohibiting Discriminatory Harassment: The Experience at Arizona State University

One year after a racially charged riot on fraternity row, Arizona State University created the Campus Environment Team (CET), a committee devoted to promoting diversity and preventing discriminatory harassment on campus. To ensure the constitutionality of the two-sentence anti-harassment policy that accompanied the creation of the CET, an 11-page set of interpretive guidelines was developed to help administrators apply the policy in a manner consistent with First Amendment obligations of a state institution. This workshop will discuss the first year of operation of the CET and the university's successful and constructive reaction to a racist poster displayed on a dormitory door.

Dr. Charles R. Calleros, Professor and Associate Dean, College of Law, Arizona State University—Tempe, Arizona **(Workshop Leader)**



8:00-9:15 a.m.
Nueces

Cross-Cultural Variation of the Protestant Work Ethic Among Minority Youth

Endorsement of the Protestant work ethic (PWE) includes a belief in hard work, a strong motivation to succeed economically, and a willingness to forego immediate pleasure in order to attain long-term goals. This session reports on research examining the cross-cultural appropriateness of the Mirels and Garrett Protestant Work Ethic Scale and derives its theoretical underpinning from the work of Max Weber. Survey responses of 470 Native American, Chicano, and African American students on the PWE scale will be compared, and the association between endorsement of the PWE and degree of acculturation to mainstream Anglo-American values relating to honor, leisure, success, and effort will be reported.

Ms. Angela A. Gonzales, Graduate Student, Sociology Department, Harvard University—Cambridge, Massachusetts (**Workshop Leader**)

8:00-9:15 a.m.
Blanco

Understanding the Acculturation, Adaptation, and Identity Change of Hispanic Students: A Conceptual Model

A conceptual model that illustrates the process of acculturation, adaptation, and identity change experienced by Hispanics as they become part of the dominant American culture will be presented. The model, which has been presented to community agencies, college groups, and corporate institutions, has proven helpful in enhancing understanding between Hispanics and other groups. This session will increase understanding of cultural adaptation as a multidimensional process different from the "melting pot" view, explain the process by which Hispanics adapt to the dominant American culture, highlight specific stages of this process and the necessary accompanying psychosocial adjustments, and describe the process experienced by Hispanics who attempt to "return to their ethnicity."

Mr. José A. Quiles, Dean of Student Affairs, Kean College of New Jersey—Union, New Jersey (**Workshop Leader**)

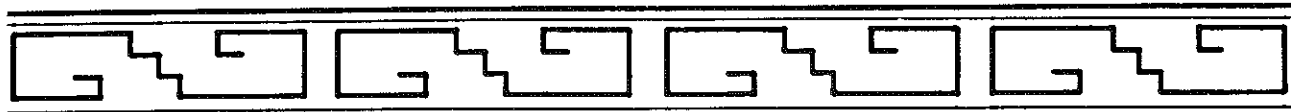
8:00-9:15 a.m.
Llano

Enhancement of Culturally Diverse Faculty Initiatives Through Recruitment and Retention: An Innovative Model Program

Universities attempting to build and maintain multicultural environments where diverse faculty can thrive and perform free from perceived or real barriers often encounter difficulty in hiring and retaining minority faculty. This session will present a model approach for enhancing minority faculty recruitment and retention initiatives. Presenters will outline a methodology for formulating and analyzing problems on a multicultural campus; innovative strategies for recruiting and retaining minority faculty; and a successful implementation plan, including identification of key players, respective roles, and estimated costs.

Dr. Kweku K. Bentil, Associate Professor of Civil Engineering, University of Florida—Gainesville, Florida (**Co-Leader**)

Dr. Jacquelyn D. Hart, Assistant Vice President for Minority Affairs, University of Florida—Gainesville, Florida (**Co-Leader**)



8:00–9:15 a.m.
Pecos

Instructional Strategies for Culturally Diverse Classrooms

Most educational systems have been devoid of course work on multicultural issues and teaching strategies, and most persons who are preparing to teach at the college and university levels have not had adequate training to assist them in preparing future global citizens. Appropriate instructional strategies, which include the use of cooperative learning and an understanding of the positive contributions of differing values and cultures, need to be examined and positively integrated into college and university classrooms. This session will examine cultural differences and demonstrate appropriate cooperative learning strategies to enhance both academic achievement and positive social interaction.

Mr. Kerry Dean Frank, Instructor of Education, Curriculum, and Instruction, University of St. Thomas—St. Paul, Minnesota
(Co-Leader)

Ms. Sally M. Hunter, Instructor of Education, Curriculum, and Instruction, University of St. Thomas—St. Paul, Minnesota
(Co-Leader)

Dr. Douglas F. Warring, Assistant Professor of Education, Curriculum and Instruction, University of St. Thomas—St. Paul, Minnesota
(Co-Leader)

8:00–9:15 a.m.
Directors

Toward the Cultivation of Pluralism

This workshop will discuss the process of developing and organizing a universitywide task force on pluralism at the State University of New York—College at New Paltz. Presenters will share the task force report and outline specific recommendations regarding needs in various areas, including recognizing and valuing diversity and multicultural populations; developing the full potential of African, Latino, Asian, and Native American faculty, staff, and students; developing organizational reforms at both the central and local institutional levels; and providing resource commitment to cultivate pluralism in the educational experience.

Mr. Thomas David Morales, Assistant Vice President for Student Affairs and Director, Educational Opportunity Program, State University of New York—College at New Paltz—New Paltz, New York
(Co-Leader)

Dr. Jeffrey J. Wallace, Assistant Vice President for Academic Affairs, State University of New York—College at Buffalo—Buffalo, New York
(Co-Leader)

8:00–9:15 a.m.
Pecan

Walking the Walk: Toward Creating Multicultural Institutions of Higher Education

This workshop will highlight the multiracial evolution of a school of human services, from an exclusively white institution to a multiracial organization with a majority of African American and Latino faculty. The presenter will discuss current research on the stages organizations pass through in the process of becoming more multiracial, the experience of one institution going through this process, and the implications of this study to other institutions. Additional topics include the centrality of mission and goals to attracting racially diverse faculty and staff, the relationship of "word of mouth" networks to faculty recruitment, relationships



between predominantly white host institutions and multiracial subunits, and issues of community building in a multiracial collegium.

Mr. James Francisco Bonilla, Assistant Director, Training and Development Office, University of Massachusetts—Amherst, Massachusetts (**Workshop Leader**)

8:00–9:15 a.m.
Live Oak

The Student-Institutional Fit for the African American Student: Do College Retention Programs Facilitate Academic and Social Access?

The widely accepted student-institutional fit model does not adequately explain how academic and social experiences affect the process of postsecondary educational attainment for multicultural groups. In a study of two African American college groups attending different predominantly white universities, the presenters examined the interactive relationship between personal factors, beliefs, behaviors, and environment influences. They will indicate how underlying determinants of perceived academic and social experiences can be identified during the first college year and how perceptions can be influenced by feedback mechanisms in the environment. Simulated communication skills and techniques that enable minority students to share thoughts and feelings of academic and social experiences in college environments will also be presented.

Dr. Roslin Ethel Williams Dixon, Assistant Professor, Department of Educational Foundations and Leadership, University of Southwestern Louisiana—Lafayette, Louisiana (**Co-Leader**)

Dr. Oneida L. Martin, Assistant Professor, Tennessee Technological University—Cookeville, Tennessee (**Co-Leader**)

8:00–9:15 a.m.
Mesquite

Knowing Who You Are

In 1986, a newly arrived president looked at Bloomfield College, a traditional liberal arts college with traditional goals and saw a campus with a 50 percent minority population and a faculty, for the most part, committed to meeting the needs of every student. The president articulated the mission of the college as that of preparing students to function at the peak of their potential in a multiracial and multicultural world. This clarification of identity liberated and energized the college and provided its constituents with a sharper focus and sense of purpose. Presenters will describe the institutional transformation and their efforts to direct and channel the resulting momentum.

Ms. Linda Epps, Dean of Students, Bloomfield College—Bloomfield, New Jersey (**Co-Leader**)

Dr. Maureen C. Grant, Vice President of Academic Affairs/Dean of Faculty, Bloomfield College—Bloomfield, New Jersey (**Co-Leader**)



8:00–9:15 a.m.

Chula Vista

A Comprehensive Framework for Graduate Training: Theory and Research on Departmental Equity Environments

Gordon Allport's work and studies of student and faculty equity interaction were used to derive organizational indicators of an equity environment for graduate training programs. The application of this model to a graduate training program will be outlined in terms of admissions, retention, and achievement of minority and female graduate students, with special emphasis on the double jeopardy faced by minority female graduate students. Results of a national survey of graduate students and advisers will be presented, indicating that departmental equity factors affect minority student achievement and aspirations at both the M.A. and Ph.D. levels. Participants will have the opportunity to develop key indicators of departmental equity, involving such dimensions as admissions procedures, retention processes, and achievement outcomes.

Dr. Helen A. Moore, Associate Professor, Sociology, University of Nebraska—Lincoln, Nebraska (**Workshop Leader**)

9:30–10:45 a.m.

Regency Ballroom

MORNING PROGRAM—PLENARY SESSION

Major Address

“Enhancing the College Campus Environment”

Mr. Michael L. Williams, Assistant Secretary, Office for Civil Rights, U.S. Department of Education—Washington, D.C.

11:00 a.m.–12:15 p.m.

MORNING PROGRAM—75-MINUTE CONCURRENT SESSIONS

11:00 a.m.–12:15 p.m.
Rio Grande Center

Creating Institutional Change: Placing Affirmative Action on the Front Burner Through Strategic Planning

This session will focus on a unique approach to accelerating institutional change and promoting diversity within a predominantly Hispanic urban environment through the integration of strategic planning and bold new affirmative action efforts. Strategic planning within a multicultural environment focuses attention on basic issues of diversity and affirmative action. Simultaneous implementation of aggressive affirmative action initiatives raises a number of critical issues that must be addressed if the institution is to position itself favorably within its environment. Presenters will highlight the role of the president, universitywide affirmative action committee members, and organized campus groups in the conflict resolution process required in strategic decision making and priority setting.

Dr. Samuel A. Kirkpatrick, President, The University of Texas at San Antonio—San Antonio, Texas (**Co-Leader**)

Dr. Avelardo Valdez, Associate Professor of Social and Policy Sciences and Chair of the Hispanic Faculty Group, The University of Texas at San Antonio—San Antonio, Texas (**Co-Leader**)

Dr. Jesse T. Zapata, Director of the Hispanic Research Center and Professor of Educational Psychology, The University of Texas at San Antonio—San Antonio, Texas (**Co-Leader**)

11:00 a.m.–12:15 p.m.
Rio Grande West

Making Progress: Implementing Diversity at St. Lawrence University

This presentation will detail progress and actions taken to create a more diverse institution at St. Lawrence University, a private liberal arts college located in northern New York state. The session will



focus on a two-year effort to increase the number of students and faculty of color and women, resulting in the near doubling of students of color in the Class of 1994 and increased employment of women and faculty of color. The presenter will highlight institutional hiring mechanisms that provide greater accountability and opportunity for underrepresented individuals in the search process; policies and procedures to deal with sexual harassment and assault; findings of a campuswide affirmative action needs assessment; the resultant action plan, including reactions by faculty, administrators, staff, and students; and continuing concerns.

Mr. Loel Greene, Special Assistant to the President for Equity Programs, St. Lawrence University—Canton, New York (**Workshop Leader**)

11:00 a.m.—12:15 p.m.
Rio Grande East

Serving the Urban American Indian in Chicago

Located in uptown Chicago, where the third largest urban concentration of American Indians resides, Harry S. Truman College collaborated in 1979 with the Illinois State Board of Education and the American Indian Business Association to establish the Truman College Institute for Native American Development (INAD), designed to recruit and retain American Indian students. Prior to its inception, the largest group of American Indian students to attend any Illinois college or university in any given year was 35. Since INAD was established, almost 2,000 American Indians have completed pre-baccalaureate and vocational courses at Truman College. The presenter will outline successful components of the INAD program, discuss program merits and implementation pitfalls, and provide ideas on how this concept might be used in other institutional settings to recruit and retain American Indian and other minority students.

Dr. Wallace B. Appelson, President, Harry S. Truman College—Chicago, Illinois (**Workshop Leader**)

11:00 a.m.—12:15 p.m.
Nueces

Cultural Differences, Social Interactions, and Health Issues: International Students Speak

Universities and colleges recognize a measure of responsibility for the well-being of their international students, who may experience concerns, worries, distress, and even physical health problems as a result of substantial changes in culture and environment. This session will summarize findings from a study of perceptions of cultural differences and resulting problems of 221 international students representing 42 countries at a comprehensive university. Study findings, which focus on differences in teaching styles, changes in diet, climate, and family life/sex roles, indicate important connections between perceived cultural differences, anxiety, physical malaise, the use of campus health services, and perceived social support networks. Presenters will encourage both interactive discussion about the students' perceptions and the exchange of ideas about campus programming responsive to the needs of international students.

Ms. Esther C. Atcherson, Director of Affirmative Action, Indiana State University—Terre Haute, Indiana (**Co-Leader**)
Dr. Pearl B. Cohen, Assistant Professor, Sociology and Social Work, Indiana State University—Terre Haute, Indiana (**Co-Leader**)



11:00 a.m.—12:15 p.m.
Frio

The New Jersey Multicultural Studies Project

Begun in 1987 by a New Jersey faculty committee, the New Jersey Multicultural Studies Project is a regional model for incorporating culturally diverse scholarship into college curricula. In its first two years, the project has implemented two statewide conferences, attended by 400 faculty, administrators, and students, and two weeklong summer institutes for 80 New Jersey faculty. The project has created a forum for dialogue on multicultural scholarship, research, and pedagogy; and faculty and institutional efforts to introduce, revise, and strengthen courses incorporating multicultural perspectives have been supported and expanded. Presenters will describe the development and activities of the project and its application to other regions.

Dr. Alene Graham, Assistant Vice President for Academic Affairs, Jersey City State College—Jersey City, New Jersey **(Co-Leader)**
Dr. Carole B. Krauthamer, Assistant Professor, Department of Psychology, Trenton State College—Trenton, New Jersey **(Co-Leader)**

11:00 a.m.—12:15 p.m.
Blanco

Model Urban Pre-College Programs: Serving the Diverse Needs of Students

Pre-college programs constitute one of the most significant ways universities can influence the academic preparation and educational motivation of high school youth. Over 20 years ago, the University of Wisconsin-Milwaukee instituted such programs for targeted middle and high school students. Currently eight model programs, offered during both the summer and academic year, serve 1,200 students, 85 percent of whom are minority and 86 percent of whom enroll in college upon high school graduation. Presenters will discuss the university's pre-college program experiences and facilitate a discussion of strategies for recruiting and working with targeted groups of middle and high school students.

Ms. Margaret R. Gonzales, Program Coordinator, University of Wisconsin—Milwaukee, Wisconsin **(Co-Leader)**
Dr. Ruth E. Williams, Assistant Vice Chancellor for Academic Affairs, University of Wisconsin—Milwaukee, Wisconsin **(Co-Leader)**



11:00 a.m.—12:15 p.m.
Llano

Developing Successful Minority Recruitment and Retention Programs

Despite affirmative action efforts in recent years, many academic programs have not increased minority faculty representation sufficiently. While there is undoubtedly underrepresentation of minorities in certain fields, the lack of affirmative action progress in hiring African American and Hispanic faculty members cannot be fully explained by arguments about the availability pool. Universities and colleges that have been genuinely interested in affirmative action have developed a number of strategies for success. This workshop will aid participants in identifying some of these strategies, which include developing institutional leadership, changing faculty attitudes, creating positive work environments for minority faculty, strengthening the curriculum by including content on diversity, appointing search committees, offering competitive salaries, providing minority faculty research support, rewarding service activities, and encouraging doctoral studies by minority students.

Dr. Frank B. Raymond III, Dean, College of Social Work,
University of South Carolina—Columbia, South Carolina (**Workshop Leader**)

11:00 a.m.—12:15 p.m.
Pecos

Cross-Cultural Studies: A Successful Model for Revitalization

Three years ago, the Cross-Cultural Studies Department at Grossmont College, a predominantly white institution in southern California, was dying. Enrollment was down to 80 students per semester; the department suffered a bad reputation; and had little campus support. After an exhaustive study of community colleges throughout California, a new departmental vision was adopted, involving in-service to campus personnel and assistance in racial and ethnic problems, working with campus academic areas to integrate cross-cultural/cross-racial information into the curricula, and a strong academic program aimed at cross-cultural competency (not ethnic or multicultural studies). The Cross-Cultural Studies Department now enrolls over 500 students per semester, provides in-service training to 10 departments annually, has cross-listed classes with other campus departments, and has implemented three on-campus grants in conjunction with other campus departments. Cross-Cultural Studies is now the fastest growing department on campus and has changed the campus climate in the process. Presenters will describe these remarkable transformations.

Dr. Carl G. Clark, Dean of Humanities and Social Sciences,
Grossmont College—El Cajon, California (**Co-Leader**)

Ms. Leilani Clark, Cross-Cultural Studies/Sociology Instructor,
Grossmont College—El Cajon, California (**Co-Leader**)

Mr. Tom Gamboa, Chairperson, Cross-Cultural Studies, Grossmont
College—El Cajon, California (**Co-Leader**)



11:00 a.m.–12:15 p.m.

Directors

Tuning the Sounding Board

The roles of individual campus units must be expanded to include active involvement in establishing workforce multiculturalism, creating a supportive environment for interactions of diverse peoples and ideas, and promoting cultural pluralism throughout the campus community. Since 1986, Libraries and Learning Resources (LLR), organized as a college of Bowling Green State University, has moved from a position evidencing little or no concern with multiculturalism to an emphasis on cultural pluralism throughout the LLR Strategic Plan, establishing a library faculty position of Multicultural Services Librarian and receiving campuswide recognition as a leader of multiculturalism on this predominantly white campus. Presenters will discuss various strategies of leadership, empowerment, volunteerism, and creative problem-solving; the positive impact of a multicultural environment for library users; and the applicability of this low-cost, high-return initiative to other institutions.

Mr. Cliff Glaviano, Head of Cataloging Department, Bowling Green State University—Bowling Green, Ohio (**Co-Leader**)

Mr. R. Errol Lam, Reference Librarian, Bowling Green State University—Bowling Green, Ohio (**Co-Leader**)

Dr. Rush G. Miller, Dean of Libraries and Learning Resources, Bowling Green State University—Bowling Green, Ohio (**Co-Leader**)

11:00 a.m.–12:15 p.m.

Pecan

Culturally Responsive Pedagogy: Cases From Multicultural Classrooms

Educational equity will exist for all students when educators and curricularists become sensitive to the cultural diversity in their classrooms, vary their teaching styles so as to maximize learning for all students, create curricula that recognize the contributions and cultures of all people, and develop a culturally responsive pedagogy. This session will review common themes and implications from diversity issues research undertaken from a broad spectrum of disciplinary perspectives. Case vignettes from classroom research conducted in a large midwestern metropolitan school district will be presented, documenting instructional strategies, teaching styles, curricular approaches, testing and evaluation methods, classrooms activities and projects, and issues facing students from culturally diverse backgrounds.

Dr. Tonya Huber, Assistant Professor, College of Education, Wichita State University—Wichita, Kansas (**Co-Leader**)

Ms. Jeannie Parscal, Graduate Research Assistant, College of Education, Wichita State University—Wichita, Kansas (**Co-Leader**)

11:00 a.m.–12:15 p.m.

Live Oak

Multiculturalism and the Curriculum: A Three-Tiered Approach to Institutional Change

This session will highlight three model initiatives at the classroom, program, and university levels currently being implemented at Florida International University to produce substantive and lasting institutional change. Presenters will discuss a summer humanities institute funded by the Rockefeller Foundation, entitled "Inhabiting Other Lives"; an interdisciplinary, four-year honors program that builds on the concept of the summer humanities institute; and the Academic Forum on Undergraduate Education, a series of formal



presentations, discussion groups, and public hearings leading to a re-evaluation of the undergraduate curriculum.

Dr. Fernando Gonzalez-Reigosa, Dean, Undergraduate Studies, Florida International University—Miami, Florida **(Co-Leader)**

Dr. Joe C. Wisdom, Director, University Honors Program, Florida International University—Miami, Florida **(Co-Leader)**

11:00 a.m.—12:15 p.m.
Mesquite

The Emergence of Hispanic-Serving Institutions of Higher Education In the United States: Learning From Their Experience

Approximately 45 percent of U.S. Hispanic college students attend about 3 percent of the nation's colleges and universities. Hispanic enrollment at these 112 institutions—located in nine states and Puerto Rico—ranges from 25 percent to 99 percent. Generally, these "Hispanic-serving institutions" (HSIs) were not founded as Hispanic schools but became Hispanic as neighborhoods changed and federal financial aid programs expanded. Primarily low-wealth, low-profile colleges and universities, the HSIs are represented by the Hispanic Association of Colleges and Universities in forming linkages with government, corporations, and foundations and in improving access to and the quality of Hispanic postsecondary educational opportunities. This workshop will present an overview of the needs, capabilities, and experience of the institutions represented by the Hispanic Association of Colleges and Universities.

Dr. Antonio R. Rigual, President, Hispanic Association of Colleges and Universities—San Antonio, Texas **(Workshop Leader)**

11:00 a.m.—12:15 p.m.
Chula Vista

An Update on the Founding of the College of the 21st Century

Last year at the 3rd Annual National Conference on Racial & Ethnic Relations in American Higher Education, held in Santa Fe, this panel called for the creation of a new experiment in multicultural postsecondary education—one that would not only go beyond the Eurocentric university, but create new models both in curriculum and in relationships with multicultural communities. Since that time, this group has held three national planning seminars with associates from both the corporate world and higher education, as well as representatives from American philanthropic organizations and a wide range of community based multicultural workers. Their goal is to announce the creation of a new multicultural college during the 1992 Columbus Quincentenary Year. In this session panelists will provide a briefing on the philosophy underlying the formation of this exciting new institution, and will discuss tangible achievements that have occurred in the past year.

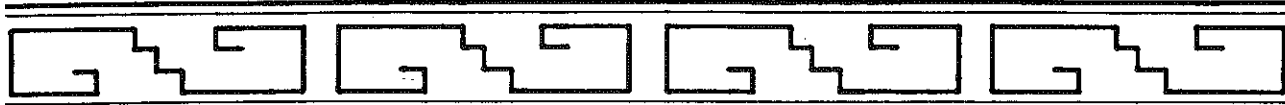
Dr. Tomas Atencio, President, The Rio Grande Institute—Albuquerque, New Mexico **(Co-Leader)**

Dr. Gregory Cajete, Member of Santa Clara Pueblo—Española, New Mexico **(Co-Leader)**

Ms. Dorothy Cotton, Member, Board of Trustees, Martin Luther King, Jr., Center for Non-Violent Social Change—Atlanta, Georgia **(Co-Leader)**

Dr. Peggy McIntosh, Associate Director, Center for Research on Women, Wellesley College—Wellesley, Massachusetts **(Co-Leader)**

Dr. Michael M. Morris, Executive Director, The Kaleel Jamison Foundation—Albany, New York **(Co-Leader)**



11:00 a.m.–12:15 p.m.
Chula Vista Board Room

A Developing Multilevel Partnership Model: A Tool for Reducing Alienation and Promoting Ethnic Minority Student Retention

Mixed messages given by many white institutions of higher education add to the minority student's sense of "being apart from" and emphasize the need for these students to "fit in." This presentation offers information and strategies useful to small, predominantly white colleges and universities in their efforts both to reduce the isolation and negative alienation experienced by many minority students and to promote the retention of these students. Presenters will discuss how a multilevel partnership model being implemented at Shippensburg University is beginning to operationalize one strong, systematic message of support to ethnic minority students in their quest for a higher education.

Dr. Robert L. Hewitt, Associate Professor of Social Work, Shippensburg University—Shippensburg, Pennsylvania (**Co-Leader**)
Ms. Diane L. Jefferson, Director, Office of Minority Student Affairs, Shippensburg University—Shippensburg, Pennsylvania (**Co-Leader**)

12:15–1:45 p.m.
Regency Ballroom

LUNCHEON AND LUNCHEON PROGRAM

Gospel Music Performance

Antioch Youth Choir, Antioch Baptist Church—San Antonio, Texas

Major Address

"Challenges Facing Administrators, Faculty, Staff and Students: Celebrating Diversity and Multiculturalism in the 1990s"

Mr. Dennis Rahiim Watson, Executive Director, National Black Youth Leadership Council—New York, New York

2:00–4:00 p.m.

AFTERNOON PROGRAM

2:00–3:30 p.m.

AFTERNOON PROGRAM—90-MINUTE CONCURRENT SESSIONS

2:00–3:30 p.m.
Frio

Creating a Multicultural University: The Role of a Celebrate Diversity Week

This presentation will outline the diverse yet coordinated activities of an ad hoc community task force created to address the need for greater sensitivity and programs valuing cultural diversity. Efforts of the task force will be described as illustrative of possible ways to initiate community change. The success and setbacks of the task force over the past three years will be highlighted. A Celebrate Diversity covenant and logo on confronting racism and prejudice will be introduced, and small-group discussions will be used to facilitate discussion and problem solving.

Mr. Al S. Thompson, Assistant to the Chancellor for Minority Affairs, University of Wisconsin—Platteville, Wisconsin (**Workshop Leader**)

2:00–3:30 p.m.
Live Oak

Education Excellence 2000: Reaching Back in Order to Go Forward—Kindergarten Through Higher Education

Early intervention programs administered by higher education institutions throughout the academic year can improve minority student achievement, adequately prepare students for entrance into higher education institutions, and increase the number of students



pursuing higher education degrees. The Tacoma Community College Multicultural Student Services program has designed a K-12 through higher education program to assist students of color obtain higher education degrees supporting careers in science, mathematics, and English. The presenter will highlight program features, which include academic achievement, college and career planning and life skills, after-school seminars, and Saturday programs.

Ms. Carolyn T. Vaughn Young, Director, Multicultural Student Services, Tacoma Community College—Tacoma, Washington
(Workshop Leader)

2:00–3:30 p.m.
Directors

The Development of an Instrument to Assess Racial and Cultural Harmony in a Suburban Community College

This session addresses racial and ethnic relations in a community college setting and focuses on a proactive, campuswide approach, including student, administrative, research, and counseling perspectives. The development, findings, and implications of a 68-item instrument to assess racial and cultural harmony on campus will be described, and student panel members will discuss the formation and role of the Committee on Student Concerns, which was responsible for the initiation of this project.

Mr. Ahmed Al-Shehab, Student, Bergen Community College—Paramus, New Jersey **(Co-Leader)**

Dr. Rosaria Caporrimo, Research Associate, Office of Institutional Research, Bergen Community College—Paramus, New Jersey
(Co-Leader)

Mr. Dallas O. Gray, Academic Counselor, Bergen Community College—Paramus, New Jersey **(Co-Leader)**

Ms. Betsey Hoffman, Student, Bergen Community College—Paramus, New Jersey **(Co-Leader)**

Ms. Maria Isaza, Student, Bergen Community College—Paramus, New Jersey **(Co-Leader)**

Ms. Arlene Lindsey, Student, Bergen Community College—Paramus, New Jersey **(Co-Leader)**

2:00–4:00 p.m.

AFTERNOON PROGRAM—2-HOUR CONCURRENT SESSIONS

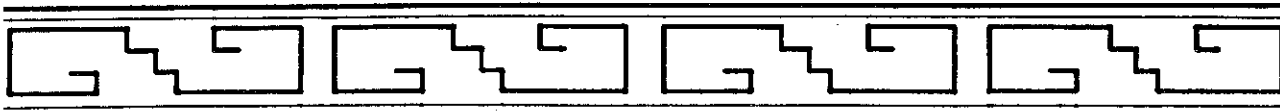
2:00–4:00 p.m.
Rio Grande Center

Addressing Crisis of Meaning: Curriculum Transformation Utilizing American Indian and Afrocentric Approaches

This session will examine the inclusion of American Indian and Afrocentric curriculum as holistic paradigms for multicultural education. Various disciplines such as literature, history, sociology, philosophy, science, and education will be examined within these complementary frameworks, and experiential exercises involving content, form of information, and style of delivery as a reflection of values and world view will be facilitated.

Mr. Tamrat Tademe, Assistant Professor, College of Education, St. Cloud State University—St. Cloud, Minnesota **(Co-Leader)**

Dr. flo wiger, Associate Professor, College of Education, St. Cloud State University—St. Cloud, Minnesota **(Co-Leader)**



2:00–4:00 p.m.
Rio Grande West

Field-Dependent/Field-Independent Cognitive Learning Styles and Academic Performance: Implications for Instruction and Retention of Minority Students

Research and practice indicate that the best remedies for students' academic difficulties involve concern for their cultural and individual needs and excellent instruction. These two concepts may serve as strong motivating factors encouraging instructors to learn more about the cognitive learning style characteristics of minority students. This session will review research findings relating to cognitive learning styles, classroom instruction, and assessment and will indicate effective classroom environment, instructional, and assessment strategies for responding to students' learning styles and enhancing their academic performance.

Dr. Ollie J. Davis, Assistant Professor, Early Childhood Education, College of Education, Prairie View A & M University—
Prairie View, Texas **(Co-Leader)**

Dr. Ordia Limar Harrison, Professor/Coordinator, Special Education/College of Education, Prairie View A & M University—
Prairie View, Texas **(Co-Leader)**

2:00–4:00 p.m.
Nueces

Managing Diversity Through a Campus/Community Intercultural Center

This session will highlight the Golden West College Intercultural Center, a comprehensive, proactive response to increased cultural diversity on campus and in the community. Presenters will describe the development of the center, its activities and community services, its role in providing staff diversity training and development, and its role in intersegmental programs with K–12 and four-year institutions. The viability of campuswide centers as hubs for creating campus institutional change will also be discussed.

Ms. Ruth L. Hunter, Coordinator, Intercultural Center, Golden West College—Huntington Beach, California **(Co-Leader)**

Ms. Brunilda A. Núñez-Cronk, International/Intercultural Education Coordinator/Professor, Intercultural Center/Foreign Languages, Golden West College—Huntington Beach, California **(Co-Leader)**

Mr. I. Frank Patino, Assistant Dean of Instruction and Affirmative Action Officer, Golden West College—Huntington Beach, California **(Co-Leader)**

Dr. Sharon A. Ratliffe, Staff Development Coordinator and Professor, Speech Communication and English as a Second Language/Speech, Golden West College—Huntington Beach, California **(Co-Leader)**

2:00–4:00 p.m.
Blanco

Promoting and Managing Cultural Diversity in Higher Education: The SMU Model

This session will offer a multimedia presentation on the development and implementation of the Intercultural Education and Minority Student Affairs Program at Southern Methodist University, with special emphasis on the development of mid-level managers as campus intercultural change agents. The workshop will discuss



existing intercultural barriers and possible solutions for overcoming them, highlight successful initiatives and their impact on individuals and campus life, and provide an opportunity for participants to assess the effectiveness of their campus intercultural programs and develop models applicable to their institutional settings.

Reverend Clarence Ernest Glover, Jr., Director of Intercultural Education and Minority Student Affairs, Southern Methodist University—Dallas, Texas (**Workshop Leader**)

2:00—4:00 p.m.

Llano

Outreach to Students of Color on a Predominantly White Campus

Due to the combined effects of a national crisis regarding the status of enrollment and retention of students of color in higher education and the rise in racially motivated incidents on college and university campuses, institutions of higher education are challenged to respond proactively and to develop or reinforce existing programs that will effectively meet the needs of diverse students. This session will focus on the needs of students of color and will present a model for empowering them on predominantly white campuses. Presenters will discuss services, intervention, and outreach strategies of the Office of Multicultural Programs at the University of Hartford, as well as the impact of these programs on student transition and adjustment.

Ms. Joyce C. Hamilton Collins, Director, Office of Multicultural Programs, University of Hartford—West Hartford, Connecticut (**Workshop Leader**)


2:00—4:00 p.m.

Pecos

Countering the Trauma of Cultural Diversity

All too often cultural diversity is spoken of in terms of its "inevitability" as if it were a dreaded plague. This interactive workshop will examine three essential components of a comprehensive, proactive approach to growing societal diversity: (1) understanding how institutional differences relating to mission affect campus diversity, (2) creating institutional change through affirmative action strategies and techniques, and (3) creating valuable linkages between the university and the community. These components will be discussed as they affect the recruitment and retention of a culturally diverse student body, serve as a foundation for promoting and managing cultural diversity, and function as a basis for managing and preventing incidents of racial and ethnic conflict on campus. Case studies will be used in a workshop geared primarily toward senior administrative officers and directors of offices of affirmative action and minority affairs.

Ms. Mary L. O'Neal-Flowers, Director of Affirmative Action, Southern Connecticut State University—New Haven, Connecticut (**Workshop Leader**)



2:00-4:00 p.m.
Mesquite

Dialogue Groups: Managing Intergroup Conflict and Cultural Diversity

This session will focus on dialogue groups, a student discussion technique involving face-to-face meetings between two groups with a history of conflict or potential conflict, to explore their commonalities and differences. Broadly defined by ethnicity, race, religion, gender, sexual orientation, geographical origins, and other characteristics or cultural identities, dialogue groups were developed as part of a larger undergraduate living-learning curriculum effort initiated at the University of Michigan three years ago. They serve to educate undergraduates about various forms of conflict among social groups and to explore alternative ways to promote better understanding between groups. Presenters will address issues and dilemmas relating to organizing, facilitating, and evaluating dialogue groups on higher education campuses.

Mr. Biren A. Nagda, Teaching Fellow, Pilot Program and Intergroup Relations and Conflict Program, The University of Michigan—Ann Arbor, Michigan **(Co-Leader)**

Ms. Ximena U. Zúñiga, Director, Intergroup Relations and Conflict Program, The University of Michigan—Ann Arbor, Michigan **(Co-Leader)**

2:00-4:00 p.m.
Chula Vista

College of the 21st Century Discussion

This session is a follow-up to the morning session described on page 61 and will provide an opportunity for a fuller discussion around the concept and plans to create a multicultural college of the 21st century.

Dr. Tomas Atencio, President, The Rio Grande Institute—Albuquerque, New Mexico **(Co-Leader)**

Dr. Gregory Cajete, Member of Santa Clara Pueblo—Española, New Mexico **(Co-Leader)**

Ms. Dorothy Cotton, Member, Board of Trustees, Martin Luther King, Jr., Center for Non-violent Social Change—Atlanta, Georgia **(Co-Leader)**

Dr. Michael M. Morris, Executive Director, The Kaleel Jamison Foundation—Albany, New York **(Co-Leader)**



SPECIAL FEATURES

OPTIONAL LEISURE ACTIVITIES

Offered by Local Arrangements, Inc., of San Antonio

Hill Country Tour #1 — \$20.00 per person

Leaving the Hyatt at 9:00 a.m., the first destination for the 90-minute drive into the Texas Hill Country will be the "Texas White House," the working cattle ranch of former president Lyndon B. Johnson. A tram ride through the LBJ Ranch will include a drive by the one-room junction school first attended by Johnson in 1912, a visit to his reconstructed birthplace and the nearby Johnson family cemetery where Johnson is buried, and a look at the cattle and ranching operation. Then on to Fredericksburg, one of the Hill Country towns settled by German immigrants in the middle 1800s. Time will be allowed for lunch, browsing and shopping in the historical, unique shops, restaurants, and museums lining the broad main street. Return to the Hyatt at 5:00 p.m. Tour fee includes all admission fees. **(Friday, May 31)**

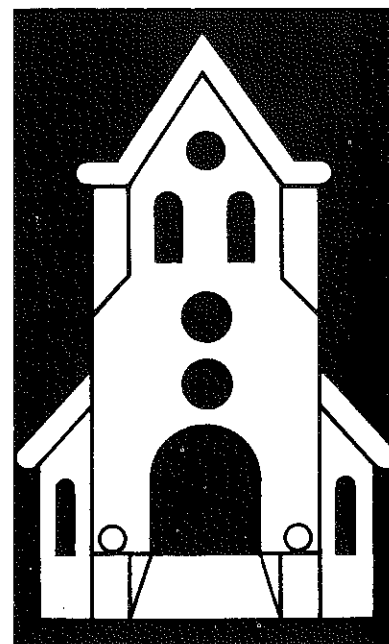


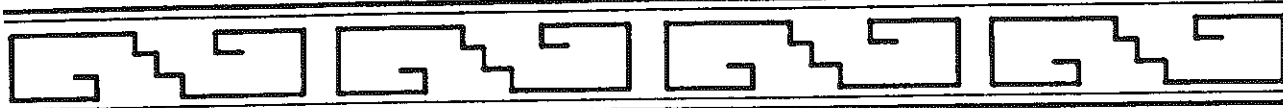
Hill Country Tour #2 — \$33.50 per person

This tour leaves the Hyatt at 9:30 a.m. for the approximately 40-minute drive to the charming town of New Braunfels, a little bit of Germany set deep in the Texas Hill Country. Established in 1845 by German immigrants led by Prince Carl Solms-Braunfels, this first planned German community in Texas is famous for its sausages, breads, and pastries. A visit to the Sophienberg Museum, built by Prince Carl for Princess Sophia, is like walking through the pages of a storybook with all the drama of a children's fairy tale. Then on to the home of Ferdinand Lindheimer, who was the father of Texas botany and editor of the first New Braunfels newspaper, *Zeitung*. On to lunch, served in an old restored cotton gin on the Guadalupe River—the Grist Mill, located in the tiny little town of Gruen, which also offers unique shops in a charming woodslake setting. Return to the Hyatt by 3:30 p.m. Tour fee includes admissions and luncheon at the Grist Mill. **(Friday, May 31)**

Mission Bells — \$10.00 per person

Leaving the Hyatt at 1:00 p.m., this tour of San Antonio's famous missions include Mission Concepcion, located on the left bank of the San Antonio River, about two miles from downtown San Antonio, and Mission San Jose, known as the "Queen of the Missions," which became the most beautiful, most prosperous, and best fortified of all Texas missions. The famous "Rose Window," although weathered by time, is considered one of the finest pieces of Spanish ornamentation in the country. Then on to Mission San Juan and Mission Espada, which were relocated from East Texas. The cluster of five missions in San Antonio, strung like pearls on alternate banks of the river, was well established. All of the missions, with the exception of the Alamo, which is a national shrine, are active Catholic parishes and flourishing today. A final drive by the Alamo is scheduled at the end of the tour. Interested persons can visit and then stroll back the short block to the Hyatt, returning around 4:00 p.m. Tour includes admission fees. **(Friday, May 31 and Wednesday, June 5)**





South of the Border: Nuevo Laredo — \$40.00 per person

Leaving the Hyatt at 8:00 a.m. for the three-hour ride to the border town of Laredo, your guide will explain what to expect when crossing into Mexico, what bargains to look for, and tips on purchasing authentic items such as jewelry, imported fragrances, and embroidered clothing. All Laredo stores accept dollars so it will not be necessary to obtain pesos. Arriving at the border at approximately 11:00 a.m. and walking across a bridge to Nuevo Laredo, Mexico, the guides will point out the most interesting shops on the way to the Market and lead the way to the Winery, where we meet for lunch at 1:30 p.m. After lunch, all will be free to browse through the shops and see the sights of Old Mexico. At 4:00 p.m., everyone will meet at the bus for the return trip to San Antonio, during which refreshments will be served. The bus should return to the Hyatt by 7:00 p.m. Tour price includes guide, lunch at the Winery, and refreshments on the return trip. **(Friday, May 31 and Wednesday, June 5)**



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Treasures of Mexico — \$25.00 per person

Departing from the Hyatt at 1:00 p.m., participants have a unique opportunity awaiting at the San Antonio Museum of Art, housed in the former Lone Star Brewery, with the museum's own impressive Folk Art Collection, plus the blockbuster exhibit, "Mexico: The Splendors of 30 Centuries," which will be shown to only three cities in the United States. This exhibit is the most important and extensive Mexican collection ever to be assembled and exhibited in the United States. The Pre-Columbian section, with over 120 pieces, comprises nearly one-third of the exhibition and covers a time span of approximately 2,500 years from the first millennium B.C. until the time of the Spanish conquests. Documenting the progress of civilization will be works in stone, jade, ceramic, gold, stucco, and wood. Then on to more contemporary shopping treasures at El Mercado, the Mexican Market, with more than 50 shops offering everything from pottery to piñatas, from dresses to jewelry, from blankets to art, and a farmers market with all kinds of produce and plants. Lunch will be served at Mi Tierra Cafe, a San Antonio "institution" since 1935 located in the heart of the Market. Return to the Hyatt at 4:00 p.m. The tour includes museum admission fees and lunch at Mi Tierra. **(Friday, May 31)**



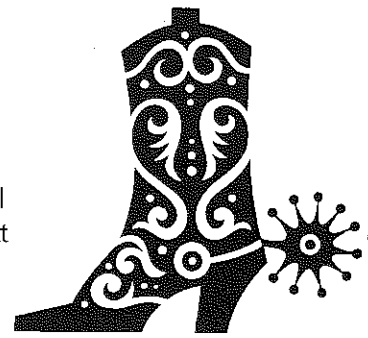
Art Around the World— \$8.00 per person

Departing the Hyatt at 1:00 p.m. for a special three-hour tour of some of the finest art museums in San Antonio, this tour begins at the Carver Community Center, which is a multicultural arts organization that includes a gallery and theater showcasing world-renowned artists. Then on to a work of art in itself, the Mexican Cultural Institute, which focuses on the arts, crafts, dance, and music of Mexico, with its unique entrance and charming outdoor courtyard reminiscent of villages throughout Mexico. Next is the Blue Star Art Space, a non-profit organization located in the historical King William area, presenting challenging regional, national, and international exhibitions and programs. The Blue Star was formed to advance and celebrate quality contemporary art produced in San Antonio. Return to the Hyatt at 4:00 p.m. **(Sunday, June 2)**



Horseback Riding in the Hill Country— \$30.00 per person

Leaving the Hyatt at 1:00 p.m. to travel through the Texas Hill Country to the Lazy Hills Guest Ranch, this tour takes participants to an area that was originally settled by German immigrants in the middle 1800s, offering a guided one-hour horseback ride into the Hill Country, then Hill Country hiking or swimming in an Olympic-size pool. Return to the Hyatt will be by 7:00 p.m. **(Sunday, June 2)**



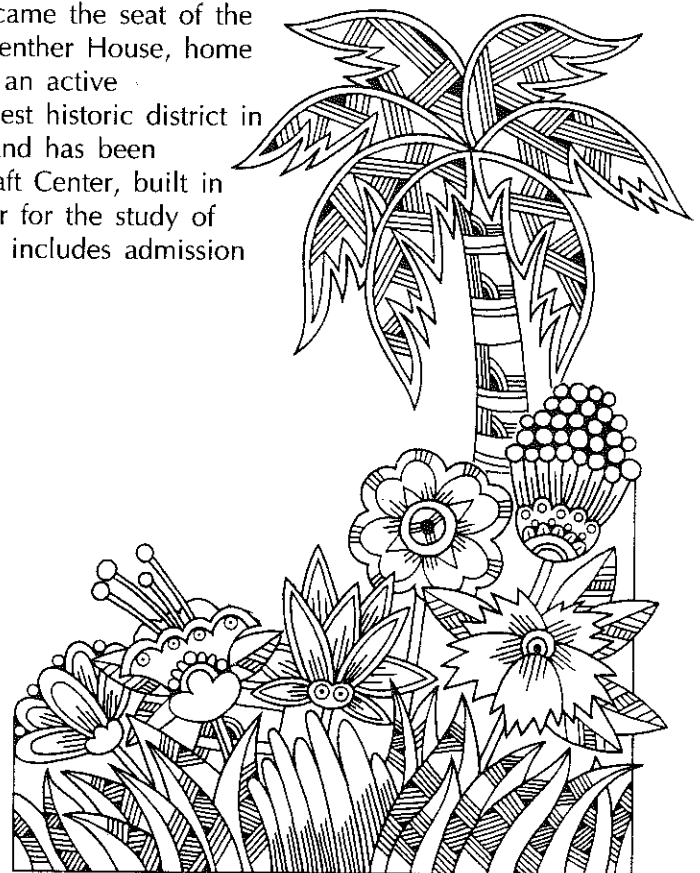
White Water Rafting on the Guadalupe River— \$37.50 per person

Leaving the Hyatt at 12:30 p.m., this tour offers an approximately 45-minute ride to the little German community of Gruene, Texas, and the Guadalupe River for white water rafting from Canyon Dam to New Braunfels, one of the most exciting and popular stretches of white water in Texas. This tubing or rafting adventure will take approximately 3½ hours to complete. Return to the Hyatt by 5:30 p.m. Tour will include rental of equipment and drinks on the water. **(Sunday, June 2 and Wednesday, June 5)**



Out of the Past— \$13.00 per person

Leaving the Hyatt at 2:00 p.m., this tour of historic places first stops at Jose Antonio Navarro State Historical Site, the former home of an eminent statesman, rancher, and the only native Texan to participate in the convention that ratified annexation of Texas to the union. Then on the Spanish Governor's Palace, built to serve as the official residence for the commander of the Villa de San Fernando (San Antonio) and, completed in 1749, the "Commandancia," which became the seat of the Spanish government in Texas. Next is the elegant Guenther House, home of the founding family of the Pioneer Flour Mill, still an active San Antonio business. Located in the heart of the oldest historic district in Texas, this stately home was built during the 1860s and has been completely restored. A final stop at the Southwest Craft Center, built in 1850 as an Ursuline girls academy, and now a center for the study of arts and crafts. Return to the Hyatt at 5:00 p.m. Tour includes admission fees. **(Wednesday, June 5)**

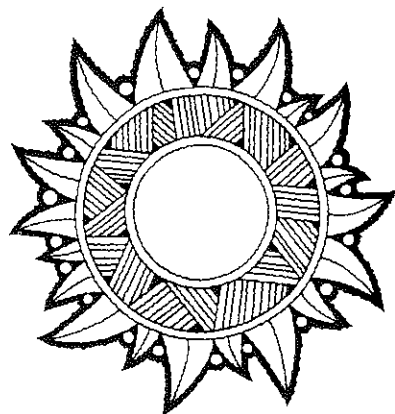


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Solamente San Antonio— \$27.50 per person

This tour of San Antonio begins at 9:00 a.m. with the Institute of Texan Cultures, a component of the University of Texas at San Antonio, exhibiting combined historical and cultural perspectives of Texas, where contributions of 26 different ethnic groups are displayed. Then on to Mission San Jose, known as the "Queen of the Missions," which became the most beautiful, most prosperous, and best fortified of all Texas missions. The famous "Rose Window," although weathered by time, is considered one of the finest pieces of Spanish ornamentation in the country. Next will be a drive through the historic King William District, an elegant now-restored neighborhood established by German immigrants in the middle to late 1800s. Then on to El Mercado, the Mexican Market, with more than 50 shops offering everything from pottery to piñatas, from dresses to jewelry, from blankets to art, and a farmers market with all kinds of produce and plants. Lunch will be served at Mi Tierra Cafe, a San Antonio "institution" since 1935, located in the heart of the Market. The tour returns to the Hyatt at 2:00 p.m. The tour price includes museum admission fees and lunch at Mi Tierra. **(Wednesday, June 5)**



Viva San Antonio— \$50.50 per person

Departing from the Hyatt at 10:00 a.m., participants have a unique opportunity awaiting at the San Antonio Museum of Art, housed in the former Lone Star Brewery, with the museum's own impressive Folk Art Collection, plus the blockbuster exhibit, "Mexico: The Splendors of 30 Centuries," which will be shown only to three cities in the United States. This exhibit is the most important and extensive Mexican collection ever to be assembled and exhibited in the United States. The Pre-Columbian section, with over 120 pieces, comprises nearly one-third of the exhibition and covers a time span of approximately 2,500 years from the first millennium B.C. until the time of the Spanish conquests. Documenting the progress of civilization will be works in stone, jade, ceramic, gold, stucco, and wood. Then on to the beautifully landscaped nursery Los Patios with its hundreds of native, tropical plants and featuring several restaurants and a number of unusual boutiques. Lunch will be provided at La Hacienda Restaurant. After lunch, a stop at the McNay Art Institute where a fine collection of French Impressionism is displayed in the 20 gallery former home of the artist, Marion Koogler McNay. One very special room reflects the influence on the artist during her years spent living with American Indians in New Mexico. The drive back to the heart of San Antonio will be by way of Brackenridge Park and the Japanese Sunken Gardens. Return to the Hyatt will be at 3:00 p.m. Tour includes admissions fees and lunch. **(Wednesday, June 5)**



WITH OUR VERY OWN NAMES

A. One-Woman Show

by
CARMEN TAFOLLA

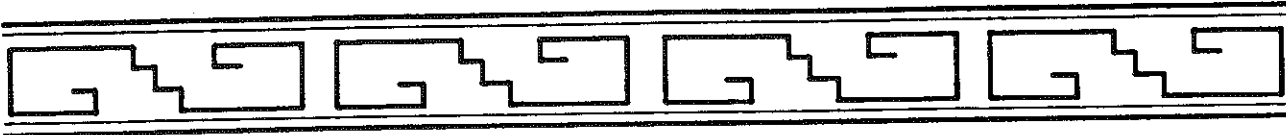


“**W**ith Our Very Own Names” is a dramatic portrait of the perspectives, struggles, and experiences of individuals who are culturally diverse, as they move through our schools, universities and society. It creates a touching human mosaic that includes the professional, the dropout, the graduate student, the first grader, and the elderly as they face the problems and the promise of being seen and known by their very own names.

A noted author and lecturer, Dr. Carmen Tafolla has published three books of poetry; seven television screenplays; one non-fiction volume on racism, sexism, and Chicana women; three children’s books; and numerous short stories and articles. Named a world-class writer by *Roots* author, Alex Haley, Tafolla has completed her fourth book of poetry, the award-winning *Sonnets to Human Beings*, currently in press in Germany, where it will be released in a bilingual edition in early 1992.

A native of San Antonio, Tafolla received her doctorate in bilingual education from the University of Texas and has held various academic posts, including dean of Mexican American studies at Texas Lutheran College; associate professor of women’s studies at California State University, Fresno; headwriter for “Sonrisas,” a children’s television series produced at the University of Texas; and special assistant to the president for cultural diversity programming at Northern Arizona University. She has published in numerous journals, including *Excellence in Teaching*, *The International Journal of Humanities and Peace*, *Southern Exposure*, and the *Dictionary of Literary Biography*.

Tafolla has performed both in the United States and internationally, including presentations at the Institute for Educational Leadership in Washington, D.C.; the National Association for Bilingual Education, in Puerto Rico; the International Symposium on Bilingual Education in Oaxtepec, Mexico; the International Conference on Hispanic Women in the Dominican Republic; and the International Latin American Film Seminar hosted by the University of Mexico and UNESCO in Mexico City.



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4TH ANNUAL NATIONAL CONFERENCE ON RACIAL & ETHNIC RELATIONS IN AMERICAN HIGHER EDUCATION
MAY 31 - JUNE 4, 1991 -- SAN ANTONIO, TEXAS
PROGRAM SCHEDULE AT A GLANCE

A.M.	8:00	9:00	10:00	11:00	12:00	P.M.	1:00	2:00	3:00	4:00	5:00	6:00	7:00	8:00
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FRIDAY, MAY 31, 1991

8:00 a.m.-7:30 p.m.--Registration
 8:00 a.m.-7:00 p.m.--Optional Pre-conference Leisure Activities

9:00-12:00 Major Workshop 1
 9:00 a.m.-4:30 p.m.--Major Workshops 2 & 3
 1:30-4:30--Major Workshop 4

2:00-4:00 Get-Acquainted Informal Job-At-Ike Networking Sessions
 5:00-7:00 Welcoming Reception (No-Host Bar)

SATURDAY, JUNE 1, 1991

8:00-10:30 Plenary Session: Breakfast Keynote Address
 10:45-12:15 90-Minute Workshops
 2:00-3:30 90-Minute Workshops
 2:00-5:00 Major Workshop 5 & 6 and 3-Hour Workshops
 3:00-5:00 2-Hour Workshops
 3:45-5:00 75-Minute Workshops
 5:30-6:30 No-Host Bar
 6:30-8:30 Fiesta Dinner Program at La Villita

SUNDAY, JUNE 2, 1991

8:00-9:15 75-Minute Workshops
 9:00-12:00 Major Workshop 7 and 3-Hour Workshops
 9:30-10:45 75-Minute Workshops
 9:30-11:30 2-Hour Workshops
 11:00-12:15 75-Minute Workshops
 1:00-7:00--Optional Leisure Activities
 2:00-4:00 Special Topic Sessions

MONDAY, JUNE 3, 1991

8:00-9:15 75-Minute Workshops
 9:30-10:45 Plenary Session: Major Address
 11:00-12:15 75-Minute Workshops
 2:00-3:30 90-Minute Workshops
 2:00-5:00 Major Workshops 8 & 9 and 3-Hour Workshops
 3:00-5:00 2-Hour Workshops
 3:45-5:00 75-Minute Workshops
 5:30-6:30 No-Host Bar
 6:30-8:00 Dinner and Major Address

TUESDAY, JUNE 4, 1991

8:00-9:15 75-Minute Workshops
 9:30-10:45 Plenary Session: Major Address
 11:00-12:15 75-Minute Workshops
 12:15-1:45 Luncheon Program: Major Address
 2:00-3:30 90-Minute Workshops
 2:00-4:00 2-Hour Workshops

A.M. 8:00 9:00 10:00 11:00 12:00 P.M. 1:00 2:00 3:00 4:00 5:00 6:00 7:00 8:00



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