

離 合

5th Annual
NATIONAL CONFERENCE
ON RACIAL & ETHNIC RELATIONS
IN AMERICAN HIGHER EDUCATION

The Leading National Forum on Multicultural Issues
in American Higher Education

Sponsored by
The Southwest Center for Human Relations Studies
Public and Community Services
College of Continuing Education
THE UNIVERSITY OF OKLAHOMA

June 4 - 9, 1992
San Francisco, California



PLANNING COMMITTEE Executive Committee Southwest Center for Human Relations Studies

The Executive Committee of the Southwest Center for Human Relations Studies serves as the primary planning body for the Annual National Conference on Racial and Ethnic Relations in American Higher Education and encourages direct, broadly based input into the planning process from all conference participants through the conference evaluation process, discussion, and other written and verbal communication.

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

Mr. Leonard D. Benton
President
Urban League of Greater
Oklahoma City
Oklahoma City, Oklahoma

Mr. David M. Breed
Executive Director
Western Neighbors, Inc.
Tulsa, Oklahoma

Ms. Elva Santos Brewer
Eldercare Case Manager
Eldercare Access Center
Oklahoma City, Oklahoma

Dr. Willie V. Bryan
Vice Provost for Educational
Services and Registrar
The University of Oklahoma
Health Sciences Center
Oklahoma City, Oklahoma

Mr. Melvin C. Hall, Esquire
Attorney at Law
Chapel, Riggs, Abney, Neal and Turpen
Oklahoma City, Oklahoma

Ms. Iola M. Hayden (Vice Chair)
Executive Director
Oklahomans for Indian Opportunity
Norman, Oklahoma

Dr. George M. Henderson
David Ross Boyd Professor,
S. N. Goldman Professor,
and Regents Professor
Department of Human Relations
The University of Oklahoma
Norman, Oklahoma

Dr. Richard E. Hilbert (Chair)
Professor Emeritus, Department
of Sociology
The University of Oklahoma
Norman, Oklahoma

Dr. Thomas L. Hill
Assistant Athletic Director for
Academics
The University of Oklahoma
Norman, Oklahoma

Dr. Man Keung Ho
Professor, School of Social Work
The University of Oklahoma
Norman, Oklahoma

Dr. William J. McNichols
Professor of Law
The University of Oklahoma
Norman, Oklahoma

Dr. J. R. Morris
Regents Professor of Psychology and
Education
The University of Oklahoma
Norman, Oklahoma

Dr. James P. Pappas
Dean, College of Continuing Education
The University of Oklahoma
Norman, Oklahoma

Mr. Richard P. Rush
President and Chief Executive Officer
Oklahoma State Chamber of
Commerce and Industry
Oklahoma City, Oklahoma

Dr. John E. Steffens
Assistant Vice Provost
Public and Community Services
College of Continuing Education
The University of Oklahoma
Norman, Oklahoma

Mr. Richard H. Vallejo, Esquire
Attorney at Law
Oklahoma City, Oklahoma

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

On the Cover: The tree shown on the cover is a *Wisteria sinensis*, native to China. It is a member of the legume family and is commonly known as the Chinese Wisteria. A spectacular spring-blooming deciduous vine with generally seven to 13 leaflets per stem, the Chinese Wisteria is often used in arbors or allowed to climb up either pines or deciduous trees. Superimposed on the tree are the Chinese characters for Separateness and Togetherness, which express an underlying value of this conference series: Unity in Diversity. The Chinese characters state the organic relationship that is symbolized by the leaves, stems, and branches of the Chinese Wisteria. Though each leaf, stem, and branch are separate and unique, they are joined together in a common, organic life form. The Southwest Center acknowledges Mr. Shaun Doering, garden horticulturalist at the Kirkpatrick Center Gardens, for information about the Chinese Wisteria; the Kirkpatrick Center Museum Complex in Oklahoma City, Oklahoma, for cooperation in photographing it; Mr. Bill Williams, director of publications at the University of Oklahoma, as photographer; and Ms. Marlene K. Shigekawa, managing partner, Banks Brown Inc., in San Francisco, and Dr. Man K. Ho, professor, School of Social Work at the University of Oklahoma, for information on the Chinese characters.



**5th 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*

THURSDAY, JUNE 4, 1992

11:00 a.m.–7:00 p.m.
Mezzanine Registration Area

REGISTRATION AND ON-SITE CHECK-IN

1:00–3:00 p.m.

**DROP-BY AND GET-ACQUAINTED INFORMAL "JOB-ALIKE"
NETWORKING SESSIONS:**

1:00–3:00 p.m.
Olympic North

Senior Administrative Officers

1:00–3:00 p.m.
Olympic South

Teaching Faculty, Department Chairs, and Academic Program Directors

1:00–3:00 p.m.
Essex

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

1:00–3:00 p.m.
Yorkshire

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

1:00–3:00 p.m.
Sussex

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

1:00–3:00 p.m.
Victorian

Students and Student Leaders

1:00–3:00 p.m.
Cambridge

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

3:00–5:00 p.m.

ETHNIC GROUP NETWORKING SESSIONS

3:00–5:00 p.m.
Italian

African American Networking Session

3:00–5:00 p.m.
Victorian

American Indian Networking Session

3:00–5:00 p.m.
Borgia

Asian American Networking Session

3:00–5:00 p.m.
Georgian

Hispanic/Latino Networking Session



FRIDAY, JUNE 5, 1992

8:00 a.m.—5:00 p.m.
Mezzanine Registration Area

ON-SITE REGISTRATION

9:00 a.m.—noon
Colonial

Major Workshop Session 1

Executive Briefing: Building Competitive Advantage Through Cultural Diversity—New Paradigms for Management in Higher Education

This session is especially designed for campus and system-level chief executive officers: chancellors, presidents, provosts, vice presidents, and other senior administrative officers. The presenter, president of a management consulting firm specializing in issues of diversity and change in organizations, will present ways in which major companies are addressing issues of diversity within their current business priorities and will outline implications for higher education, as well as effective approaches, strategies, and future directions. Dr. Brown's clients include such corporations as the Proctor and Gamble Company; Avon Products, Inc.; General Electric; Eastern Kodak Company; McDonald's Corporation; Reebok International, Ltd.; and Exxon, USA.

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

9:00 a.m.—noon
California West

Major Workshop Session 2

Issues of Campus Free Speech: Administrative and Legal Perspectives on Working Models to Strike a Balance

Three teams, comprised of the affirmative action officer and legal counsel from Brown University, the University of Michigan, and the University of Oklahoma will discuss their institutions' experiences in developing and implementing campus policies that attempt to address issues of campus civility within the context of campus free speech. The panel will be moderated by Professor Thomas C. Grey, Sweitzer Professor of Law at Stanford Law School—Stanford, California.

Dr. William Baily, Affirmative Action Officer, Brown University—Providence, Rhode Island (Panel Member)

Ms. Elsa Kircher Cole, General Counsel, The University of Michigan—Ann Arbor, Michigan (Panel Member)

Dr. Zaida I. Giraldo, Director of Affirmative Action and Special Adviser to the President, The University of Michigan—Ann Arbor, Michigan (Panel Member)

Professor Thomas C. Grey, Sweitzer Professor of Law, Stanford Law School—Stanford, California (Panel Moderator)

Ms. Beverly E. Ledbetter, Vice President and General Counsel, Brown University—Providence, Rhode Island (Panel Member)

Mr. Larry Naifeh, Legal Counsel, Office of Legal Counsel, The University of Oklahoma—Norman, Oklahoma (Panel Member)

Ms. Beth Wilson, Assistant to the President and University Affirmative Action Officer, The University of Oklahoma—Norman, Oklahoma (Panel Member)

12:00 p.m.
Italian

Exhibitor Showcase and Resource Center
(will be open until noon Tuesday, June 9)



2:00–5:00 p.m.
California East

Major Workshop Session 3

Increasing Student Diversity Through Early Intervention and Community Empowerment Strategies

Three organizations will describe their efforts to reduce poverty, strengthen communities, and bring university resources to community planning. The Urban Strategies Council is an Oakland-based resource policy group that uses data, convenings, and advocacy to reduce persistent urban poverty. The University-Oakland Metropolitan Forum assists the community in problem solving. The Urban Community-School Collaborative of the University of California identifies successful community efforts to improve educational achievement among children of color and seeks to support and expand the benefits they produce.

Ms. Angela Glover Blackwell, Executive Director, Urban Strategies Council—Oakland, California (**Workshop Leader**)

2:00–5:00 p.m.
California West

Major Workshop Session 4

Strategies for Creating Model Multicultural Residence Hall Environments

Three nationally recognized residence hall models will be used to present successful components for building multicultural residence hall environments. Topics will include Project DARE; Student Orientation; Recruitment and Retention of a Diverse Staff; Multicultural Training Components; Educational Programming Efforts; Departmental Mission Statements; Cultural Publications, Events, and Activities; Action Plans; and Evaluation Documents.

Ms. Laura Blake Jones, Assistant Director of Housing and Dining Services of Residential Programs, The University of California—Berkeley, California (**Co-Leader**)

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

Ms. Karen Roth, Associate Director, Residence Life, University of California—Davis, California (**Co-Leader**)

2:00–5:00 p.m.
Colonial

Major Workshop Session 5

Collision in the Academy: Afrocentric vs. Multicultural Education—Visions of Political Correctness

As the strength of the multicultural movement has grown, there has been an increasingly polarized debate over how to reform the “Eurocentric” cast of higher education. At least two distinct camps have formed, the “multiculturalists” and the “Afrocentrists.” On the one hand, some multiculturalists stress the importance of *multiple perspectives* for understanding society and incorporating the contributions of racial minorities and women into scholarship, history, and civilization. On the other, some Afrocentrists argue for a *refocusing* of the curriculum to center around Africa, notably on the accomplishments of early Africans and African Americans. This workshop will provide a thoughtful discussion that includes various and conflicting views about approaches and goals, about the “politically correct” movement, and about race as an identity and



self-esteem-building concept. Presenters will focus their attention on specific controversies in this field and will examine areas of agreement and disagreement. The phenomenon of special schools and educational programming for minorities will also be examined.

Dr. Julianne M. Malveaux, Economist and Syndicated Columnist—San Francisco, California **(Co-Leader)**

Mr. Michael Meyers, Executive Director, New York Civil Rights Coalition—New York, New York **(Co-Leader)**

5:00–7:00 p.m.
Grand Ballroom

WELCOMING RECEPTION and NO-HOST BAR

6:00–7:00 p.m.
Grand Ballroom



Performance:

Unbound Spirit Dance Company of the Asian American Dance Collective, the refreshingly original resident company of the Asian American Dance Collective—San Francisco, California

Founded by the Asian American Dance Collective in 1982, Unbound Spirit serves as a vehicle for Asian American choreographers and dancers to realize and advance their artistic efforts in articulating the Asian American experience. Employing innovative

choreography reflecting Asian American culture, the company is influenced by a diverse representation of Asian American cultures including classical Chinese-Peking Opera, Filipino, and Japanese Buyo. Unbound Spirit is unique in its presentation of Asian American artists and highlights works with Asian American themes, blending with excitement and splendor the depth of the two worlds.

Some of the choreographers who have worked with Unbound Spirit over the years include June Watanabe, Alleluia Panis, Carol Murota, Anna Sun, Kimi Okada, Yukie Shiroma, Young Ae Park, Koichi Tamano, and Alonzo King.

Under the artistic direction of Sachiko Nakamura, the company continues to present choreographic works that reflect the diverse cultural influences involved in the broader Asian American experience.

8:00–10:00 p.m.

ETHNIC GROUP NETWORKING SESSIONS

8:00–10:00 p.m.
Elizabethan D

African American Networking Session

8:00–10:00 p.m.
Elizabethan A

American Indian Networking Session

8:00–10:00 p.m.
Elizabethan B

Asian American Networking Session

8:00–10:00 p.m.
Elizabethan C

Hispanic/Latino Networking Session



SATURDAY, JUNE 6, 1992

8:30 a.m.—noon

MORNING PROGRAM

8:30–10:15 a.m.
Grand Ballroom

Conference Opening and Welcoming Remarks:

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

Keynote Address:

“Redefining America: Imperatives of the Multicultural Society of the 21st Century”

Dr. Ronald Takaki, Professor, Department of Ethnic Studies, University of California—Berkeley, California, and author of *From Different Shores: Perspectives on Race and Ethnicity in America* (Oxford, 1987); *Strangers From a Different Shore: A History of Asian Americans* (Little, Brown, 1989); and *Iron Cages: Race and Culture in 19th Century America* (Knoph, 1979; Oxford, 1990).

10:30 a.m.—noon

MORNING PROGRAM—90-MINUTE CONCURRENT SESSIONS

10:30 a.m.—noon
Colonial

Beyond Faculty Workshops: A Multidimensional, Multilevel Approach to Institutionalizing Multicultural Teaching

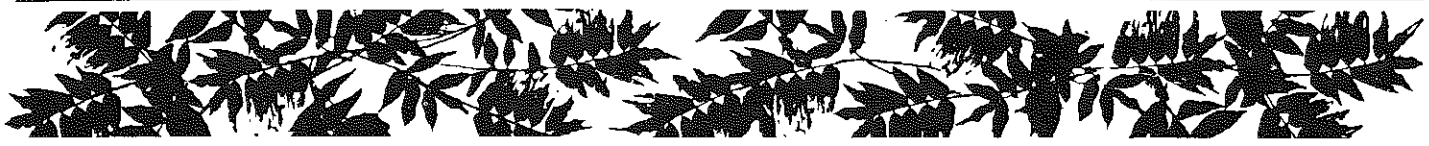
While a 1991 study concludes that most institutional incentives around diversity are assigned to student affairs directors, faculty attitudes and behaviors remain key elements in making students feel welcome and respected and in promoting their academic success. This presentation will focus on the Multicultural Teaching Program at Ohio State University as a multilevel approach to promoting multicultural teaching among faculty and teaching assistants and will present successful program strategies, such as the use of faculty networks to support and revitalize faculty, employing pilot projects to advance discipline specific approaches to multicultural teaching and curriculum development, and utilizing campuswide awards to recognize leadership and exemplary teaching in relation to diverse populations.

Dr. James Francisco Bonilla, Director, Multicultural Teaching Program, Center for Teaching Excellence, The Ohio State University—Columbus, Ohio (Workshop Leader)

10:30 a.m.—noon
Grand Ballroom

Factors Affecting the Workplace Performance and Career Advancement of African American Women

This session reports on a 1991 study of factors affecting workplace performance and career advancement of African American women in middle and upper level management positions in American community colleges. The study was implemented through a survey mailed to 150 African American female administrators at the department chair level and above in 19 states and 65 different districts or campuses, yielding a 33 percent response rate that represented 27 different districts/campuses in 12 states. The survey elicited the extent to which respondents felt gender, age, ethnicity, height, weight, skin color, apparel, hair style, marital status, sense of self-worth, years of experience, educational training, morals/ethics, verbal skills, non-verbal communication, writing skills, mentor relationships, management style, leadership ability, and supervisor support affected their workplace performance and career advancement, as well as



a list of "do's" and "don'ts" for success on the job. The session is designed to provide a forum for the discussion of issues affecting African American women in the workplace, as well as to identify strategies for overcoming barriers to success and creating an institutional climate and culture conducive to the professional development of all people of color.

Dr. Marguerite M. Johnson, Director of Continuing Education, Delaware Technical and Community College—Newark, Delaware **(Co-Leader)**

Dr. Marian Shivers, Executive Dean, Yuba Community College—Woodland, California **(Co-Leader)**

Dr. Helen B. Spencer, Dean, Language Arts and Humanistic Studies, Los Medanos College—Pittsburg, California **(Co-Leader)**

10:30 a.m.—noon
Georgian

Toward a Multicultural Campus: Metropolitan College Initiatives

Following an extended period of rapid growth during the first quarter century of the college's existence, Metropolitan State College of Denver has begun to address other matters that sometimes did not receive full and appropriate attention in an earlier era when growth dominated the college agenda. Since 1988, one key college initiative has been developing a multicultural campus, involving curricular, faculty, and community issues. Some results of this initiative have been the development of a multicultural course requirement; the Target of Opportunity Program to increase ethnic diversity among the faculty; contribution to the Colorado Institute for Hispanic Economic and Educational Development; the African-American Leadership Institute, established jointly with the Urban League of Denver; the President's Committee on the Status of Women; the President's External Multicultural Advisory Committee; and strong initiatives to enhance minority recruitment and retention. This presentation will discuss the issue of developing a multicultural campus from the perspective of a college provost. The presenter will examine both internal and external issues, the politics involved in these issues, and strategies for accomplishing change at other institutions.

Dr. David W. Williams, Provost and Vice President of Academic Affairs, Metropolitan State College—Denver, Colorado **(Workshop Leader)**

10:30 a.m.—noon
Borgia

Connecting Missing Links: Diversity Training and the Human Angle

Enhanced positive outcomes from multiracial and multicultural diversity occur when environments are created where all individuals are viewed and valued for their personal assets and strengths and are able to achieve to their fullest potential. This interactive session will highlight elements that promote understanding and appreciation of human needs and value systems and will employ a six-stage intercultural sensitivity model, personal learning profiles, and a five-stage organizational change model to help participants enhance their personal insights, awareness, skills, and knowledge of the human angle in diversity training.

Dr. Edith Maureen Fisher, President, Tenge Enterprises—Encinitas, California **(Workshop Leader)**



10:30 a.m.—noon
California East

Blacks and Jews: Moving Beyond Conflict on the College Campus

The last 10 years have evidenced an eruption of conflict between African Americans and Jews on campuses throughout the country and accusations of rising African American anti-Semitism. Based on experiences at UCLA, where such tensions were particularly acute, this presentation offers an analysis of the nature of the discord and its diverse determinants. Particular emphasis will be given to the psychological underpinnings of this enmity and to its impact on the identities of both African Americans and Jews. A detailed and creative programmatic proposal for effecting reconciliation and building new coalitions between these two campus communities will be outlined.

Rabbi Chaim Seidler-Feller, Director, Hillel Jewish Center, University of California—Los Angeles, California (**Workshop Leader**)

10:30 a.m.—noon
California West

**White, Economically Privileged, and Suburban:
Bringing Multicultural Awareness to Private University Students**

Students whose images of people of color have been shaped by popular culture, mass media, and predominantly monocultural education face a variety of obstacles concerning multicultural issues. These obstacles range from unintentional condescension to fear of saying the wrong thing, from sheer ignorance to a lack of interest in multicultural topics. This presentation will outline the philosophy, development, and production of the Cultural Diversity Project and the Cultural Crossroads programs at Northwestern University, both designed to enhance student multicultural awareness and understanding. Particular emphasis will be placed on specific challenges facing those whose backgrounds and schools do not proportionally reflect the demographics of American racial and economic diversity. Example experiences, scholarly works, and sociological studies will be employed in the examination of these issues.

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

10:30 a.m.—noon
Elizabethan A

Establishing Cause: Isolated Populations and Multiculturalism

Environments with less than 5 percent minorities present unique challenges in fostering genuine multiculturalism. In the Intermountain West, there exists an unusual set of conditions that facilitates ignorance and denial of issues of multiculturalism in ways not possible in more urban areas. One major challenge is establishing cause for and commitment to restructuring practice and curriculum to reflect broader social issues within a region where residents have had few, if any, encounters with ethnic minorities. This workshop will describe proactive efforts at Idaho State University to effect change through curricular reform and the attitudes of both students and faculty.

Dr. Sally Pena, Assistant Professor of Education, Idaho State University—Pocatello, Idaho (**Workshop Leader**)



10:30 a.m.—noon
Elizabethan B

Lowering the Barriers While Keeping the Boundaries: Toward Cross-Cultural Counseling in Higher Education

The philosophical cornerstone of the Counseling Center at New Mexico Highlands University is belief in and commitment to the individual's right and need to maintain his or her culture of origin. This session will involve participants in an interactive learning experience through presentations and small group experiences that explore definitions of prejudice and bias within the higher education counseling environment, how stereotypes and biases affect interaction with students, role plays of positive cross-cultural counseling sessions, and counseling approaches that help students maintain their identity and meet their needs within the larger campus environment.

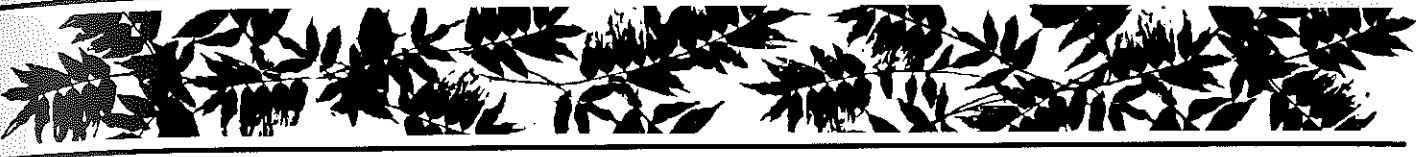
Ms. Janice Bruce Hightower, Counselor and Affirmative Action Officer, New Mexico Highlands University—Las Vegas, New Mexico **(Co-Leader)**
Ms. Lucy M. Reed, Counselor, New Mexico Highlands University—Las Vegas, New Mexico **(Co-Leader)**
Ms. Sara Stevens, Counselor, New Mexico Highlands University—Las Vegas, New Mexico **(Co-Leader)**
Ms. Martha Jo Trujillo, Counselor, New Mexico Highlands University—Las Vegas, New Mexico **(Co-Leader)**

10:30 a.m.—noon
Elizabethan C

Teaching Ethnic Introductory Courses: Philosophy, Concepts, and Themes

The central analytical and interpretive focus of ethnic studies is on the intersection of race, ethnicity, gender, and class within the context of United States culture, thought, and society. In describing the philosophy, concepts, and themes that underlie their introductory courses in African American, Asian American, Mexican American, and Native American studies, presenters will create an interactive discourse on the need for interdisciplinary and holistic approaches both within ethnic studies and across the academic disciplines. Specifically they will address the teaching of ethnic introductory courses; strengths and problems of teaching from an interdisciplinary perspective; issues of cultural diversity; the development of greater uniformity in the contours, themes, and objectives of ethnic introductory courses; and the linkage of ethnic introductory course with university requirements and needs.

Dr. Micheal Clark, Professor and Chair, African American Studies, Department of Ethnic Studies, California State University—Hayward, California **(Co-Leader)**
Dr. Colleen Fong, Assistant Professor, Asian American Studies, Department of Ethnic Studies, California State University—Hayward, California **(Co-Leader)**
Dr. Richard A. Garcia, Professor, Mexican American Studies, Department of Ethnic Studies, California State University—Hayward, California **(Co-Leader)**
Dr. Roxanne Dunbar-Ortiz, Professor, Native American Studies, Department of Ethnic Studies, California State University—Hayward, California **(Co-Leader)**
Dr. Barbara Pointer-Ellis, Associate Professor, African American Studies, Department of Ethnic Studies, California State University—Hayward, California **(Co-Leader)**
Dr. Noel Samaroo, Associate Professor, African American Studies, Department of Ethnic Studies, California State University—Hayward, California **(Co-Leader)**



10:30 a.m.—noon
Olympic South

Bridge Building Through Dramatic Skits as a Way of Promoting Education for Human Understanding in Racial and Ethnic Relations

This workshop introduces the concept of "bridge building" as a theoretical base for promoting education for human understanding and the use of dramatic skits as one innovative way to actualize the building of bridges. The process by which skits with audience participation have been used at Shippensburg University in presentations to students attending residence hall programs, fraternity and sorority meetings, campus club events and academic classes, as well as to faculty and administrators serving on the President's Commission on Women and Minority Issues will be described. Information on the rationale, planning, and implementation of skits involving African American, Hispanic, and Caucasian students and faculty will be presented and a videotaped version of the skits will be shown. Skit content, rehearsal procedures, presentation methods, and evaluation will be discussed.

Ms. Celeste Thomas, Social Worker, Minority Student Affairs, Shippensburg University—Shippensburg, Pennsylvania **(Co-Leader)**
Ms. Diane L. Jefferson, Director of Minority Student Affairs, Shippensburg University—Shippensburg, Pennsylvania **(Co-Leader)**

10:30 a.m.—noon
Victorian

The Performance and Persistence of American Indian Undergraduate Students at Stanford University

Despite having pursued higher education since the mid-17th century, American Indian students continue to register the lowest admission, retention, and graduation rates among students enrolled in private and public higher education. Surprisingly, this also holds true for highly selected American Indian students attending elite private universities. At Stanford University, the American Indian graduation rate was 44.4 percent, compared to 85.4 percent for the 1980 freshman cohort. This workshop presents findings from a study of Stanford American Indian students enrolled during the 1980s and investigates how enculturation, coping with stress, and institutional characteristics contribute to their persistence through graduation or their decision to exit the institution. Using a variety of qualitative methodologies and drawing on theoretical models of persistence, acculturation, and stress and coping, the study suggests personal and institutional factors that contribute to the success of American Indian students in higher education institutions and suggests the need for educators and policy makers to rethink services and educational program delivery for American Indian students.

Dr. Mary Jiron Belgarde, Post Doctoral Fellow, Center for Research on Multiethnic Education, The University of Oklahoma—Norman, Oklahoma **(Workshop Leader)**

10:30 a.m.—noon
Cambridge

Four Model Programs of a State Higher Education Coordinating Board to Recruit and Retain a Culturally Diverse Student Body

This workshop showcases four programs of the Texas Higher Education Coordinating Board designed to increase African American and Hispanic participation and retention in higher education. The four programs targeting high-risk students include (1) College Bound, a student information outreach and early intervention program designed to encourage students in grades 8–12 to complete high school and take courses necessary for college or a meaningful career; (2) the Youth Opportunities Unlimited program (YOU), an innovative and nationally



recognized work-study program for junior high and high school students likely to dropout before graduation; (3) the Blinn Ethnic Students' Transfer Project (BEST), an academic support partnership between Blinn College and Sam Houston and Texas A&M Universities, designed to promote graduation from junior college and subsequent transfer and graduation from universities; and (4) the University of Texas Health Science Center plan for recruitment and retention of minority students, faculty, and administrators to a medical facility with community liaisons.

Mr. Hector Castillo, Program Director, Texas Higher Education Coordinating Board—Austin, Texas **(Co-Leader)**

Mr. James Allen Heggie, Assistant to the President for Multicultural Affairs, The University of Texas Health Science Center—Houston, Texas **(Co-Leader)**

Dr. Betty Nowlin James, Assistant Commissioner, Educational Opportunity Planning, Texas Higher Education Coordinating Board—Austin, Texas **(Co-Leader)**

Mr. R. Michael Kober, Associate Program Director, Youth Opportunities Unlimited, Texas Higher Education Coordinating Board—Austin, Texas **(Co-Leader)**

Dr. Robert Gene Wright, Assistant Vice President for Academic Affairs, Blinn College—Brenham, Texas **(Co-Leader)**

10:30 a.m.—noon
Kent

The Role of Faculty in Creating a Healthy Multicultural University Community

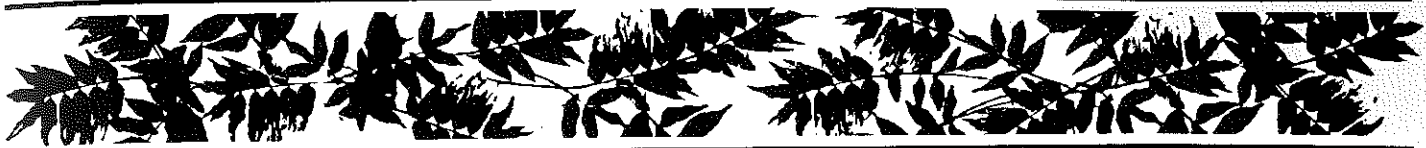
This session will explore ways faculty unions can play an active role in creating healthy, multicultural university communities. A case study will be presented of strategies and programs undertaken by members of the American Association of University Professors Task Force on Racism, Prejudice, and Discrimination at Rutgers University. Some activities to be described include multicultural training, bottom-up institutional change, faculty-student coalitions, and negotiation strategies. Problems with union structure that served as barriers to institutional change will be identified, and participants will have an opportunity to provide input based on their experiences in effecting change within faculty collective bargaining unit structures or other faculty-based forms.

Dr. Joyce Penfield, Associate Professor, Graduate School of Education, Rutgers The State University of New Jersey—New Brunswick, New Jersey **(Workshop Leader)**

10:30 a.m.—noon
Oxford

Celebrating Diversity: A Decentralized Approach Toward Transforming the Curriculum

The 1991–92 Celebration of Diversity Program at the University of Louisville took the form of a yearlong series of initiatives sponsored by each academic unit, designed to transform the curriculum to reflect cultural, racial, and gender differences, and guided by a universitywide Faculty Advisory Committee charged with advising the university provost. Three key organizers of this second annual diversity series will address the kick-off event and the series of programs offered by the schools and colleges throughout the year. They will outline the involvement of central administration, faculty, staff, and students, with particular emphasis on the different types of curricula-related diversity events sponsored by various academic units and evaluative results.



Dr. John I. Gilderbloom, Associate Professor of Urban Policy, School of Urban Policy, University of Louisville—Louisville, Kentucky (**Co-Leader**)
Dr. Wallace V. Mann, Provost, University of Louisville—Louisville, Kentucky (**Co-Leader**)
Dr. Sidney McPhee, Assistant Provost, University of Louisville—Louisville, Kentucky (**Co-Leader**)

10:30 a.m.—noon
Parlor A

How Common Are Our Purposes? Instituting Institutional Change

Since 1987 the Committee to Advance Our Common Purposes has served as a vehicle for promoting diversity at Rutgers University. In the past five years, this committee has grown from a small presidential advisory board to a universitywide committee operating on two levels—with strong leadership from the president and with support from grass-roots activists, including student and faculty groups. This presentation will discuss the evolution of the committee, its activities, and its effectiveness and will address such questions as (1) Can an anti-bigotry project be successful as a top-down initiative? (2) Will other activists on campus support a centralized project? (3) Can a model such as this meet the needs of different constituencies?

Dr. Margaret Klawunn, Director of Special Projects, Office of Student Life Policy and Services, Rutgers The State University of New Jersey—New Brunswick, New Jersey (**Workshop Leader**)

10:30 a.m.—noon
Parlor B

Toward a Realistic View of Opportunity Program Directors as Change Agents

Too often opportunity program directors at predominately white colleges and universities operate their programs in isolation, without organizational support from colleagues or their immediate supervisor. They perform their duties under great job stress and role conflict, are poorly compensated for outstanding efforts in retaining and graduating underprepared students, and are required to navigate the difficult waters of dual reporting responsibilities to both a host campus and a federal agency. This session will examine the role of opportunity program directors as change agents and will identify selected organizational realities that challenge their effectiveness at traditional colleges and universities. The findings and conclusions of a recent comprehensive job study of higher education opportunity program directors in New York state private colleges will be reviewed to reaffirm for both the tenured and new program administrator the similarity of job conditions shared by program directors and to provide a realistic view of the opportunity program director as change agent. Potential strategies to enhance role effectiveness will also be discussed.

Mr. Nicholas V. Wharton, Director, Educational Opportunity Program, Ithaca College—Ithaca, New York (**Workshop Leader**)

10:30 a.m.—noon
Sussex

Second Order Change in a Traditional Institution of Higher Education

This session focuses on the unique infrastructure of Pennsylvania State University's efforts to retain traditionally underrepresented students and increase the pool of students who are likely to enter graduate school. Through the Center for Minority Graduate Opportunities and Faculty Development support, mentoring, and professional development opportunities are provided for minority graduate students and faculty. The Office of Minority Graduate Opportunities offers a variety of services, such



as All-But-Dissertation Seminars, consultation, information on external funding sources, and financial support for conference attendance. The Office of Minority Faculty Development promotes faculty development through professional workshops, seminars, and supplemental funding for research. Presenters will describe these model programs, their role in creating a conducive climate for minority faculty and graduate students, and the internal and external linkages that facilitate their efforts.

Dr. Deborah F. Atwater, Senior Faculty Mentor and Associate Professor of Speech Communication, The Pennsylvania State University—University Park, Pennsylvania **(Co-Leader)**

Mr. Earl F. Merritt, Coordinator, Office of Minority Programs, College of the Liberal Arts, The Pennsylvania State University—University Park, Pennsylvania **(Co-Leader)**

10:30 a.m.—noon
Yorkshire

Healing the Anger Within—Moving Beyond the Blame

This workshop is designed for students of color who are organizers and leaders of ethnic organizations on predominantly white campuses. A valuable workshop for faculty club sponsors as well, this session provides tools for those who have difficulty expressing anger in positive ways. It is designed to help participants understand the difference between “healthy” anger and rage, become aware of both direct and indirect ways anger is expressed, learn constructive ways of expressing anger and ways to deal with anger directed at self. The Latino culture will be used as the cultural frame of reference for this presentation.


Ms. Rosa Guadalupe Perez, Counselor, Puente Program, West Valley College/Latina Leadership Network—San Mateo, California **(Workshop Leader)**

10:30 a.m.—noon
Olympic North

Access to Science and Technology for Culturally Diverse Pre-College Students

It has been well documented that African Americans, Latinos, Native Americans, and some Asians are woefully underrepresented in academic programs leading to careers in mathematics, science, and technological fields. This workshop will present the theoretical framework and pipeline model used at the University at Buffalo to create pre-collegiate programs providing secondary students with increased access to postsecondary educational opportunities, with particular emphasis on programs designed to increase the access of underrepresented minorities and disadvantaged students to careers in science and technology. After-school, in-school, summer residential and non-residential program models will be presented, along with specific information on curriculum design, field experiences, and internships. The need to incorporate multicultural and non-academic components into these programs and to establish cooperative, formalized partnerships with community agencies, business and industry, and postsecondary institutions will also be discussed.

Dr. JoAnn Parla, Executive Director, Office for University Preparatory Programs, State University of New York—Buffalo, New York **(Workshop Leader)**



10:30 a.m.—noon
Elizabethan D

Multiculturalism Without Political Correctness: The University of Massachusetts at Boston Model

In the striking absence of accusations of political correctness, the University of Massachusetts at Boston approved an extraordinarily inclusive, universitywide academic diversity requirement, to go into effect in the fall of 1992. This requirement defines diversity in terms of race, gender, social class, age, culture, disability, and sexual orientation. This workshop will outline the process of grass-roots effort by a diverse, faculty/student/staff coalition responsible for getting this measure implemented. The experience of UMass/Boston and the civility of the change process suggest that a faculty which is itself diverse is particularly likely to recognize the academic legitimacy and importance of multicultural perspectives and that a university culture of respect for teaching encourages faculty to invest time and energy in restructuring the curriculum to include multicultural issues.

Dr. Esther R. Kingston-Mann, Director, Center for the Improvement of Teaching and Professor of History, University of Massachusetts—Boston, Massachusetts (**Workshop Leader**)

10:30 a.m.—noon
Essex

Country A and Country Z: A Lesson in Cultural Diversity

"Country A and Country Z," a simulation experience in cultural diversity designed along the lines of the game, Bafa Bafa, has been successfully used at Pace University to foster cultural understanding, stimulate positive interethnic group relations, and affirm cultural pluralism as a positive societal value. These results—equally true for entering freshmen, student leaders, and peer tutors—demonstrate the adaptability of this non-threatening, interactive experience and its effectiveness in developing an appreciation of differences, how these impact upon communication and social interaction, and the value of community building as an integral part of the educational process. This presentation will contain active group and individual participation, as well as discussion to illustrate "Country A and Country Z" and explore its usefulness for various populations.

Ms. Kim M. Daniel-Clarke, Director, Academic Study Center, Pace University—New York, New York (**Co-Leader**)
Dr. Elizabeth Lee, Director, Challenge to Achieve Program, Pace University—New York, New York (**Co-Leader**)

2:00–5:00 p.m.

AFTERNOON PROGRAM—3-HOUR CONCURRENT SESSIONS

2:00–5:00 p.m.
Colonial

Major Workshop Session 6

Organizing for Campus Diversity

This workshop is designed for persons who are prepared to work to achieve campus diversity, not simply to advocate it. The workshop will focus on the critical task of creating and nurturing broadly based campus coalitions to achieve diversity. Particular attention will be paid to the early stages of campus organizing for diversity, including how to conduct studies of campus climate and use the development of case study material as a way of building a core support group. Workshop leaders will assist in analyzing the experiences of workshop participants at their own institutions, and there will be an opportunity to discuss the role of accreditation with respect to diversity and current diversity controversies involving the U.S. Department of Education.



Dr. Penny L. Edgert, Assistant Director for Program Evaluation, California Postsecondary Education Commission—Sacramento, California (**Co-Leader**)
Dr. Stephen S. Weiner, Executive Director, Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges—Oakland, California (**Co-Leader**)

2:00–5:00 p.m.
California West

Major Workshop Session 7

New Models for White Male Leadership in a Culturally Diverse World

This workshop will address white males as an essential part of the evolution of higher education required to meet the needs of the 21st century. Because many white males feel that efforts to involve their leadership in constructive ways have been hampered by an atmosphere they perceive to be “White Male Bashing,” white males and their colleagues need to better understand their white male culture, their own dimensions of diversity, and their evolving identities. This seminar is a working session to explore creative ways that white males can bring new levels of understanding and new models of leadership to assist in the transformation of American higher education.

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

2:00–5:00 p.m.
Georgian

Major Workshop Session 8

Diversifying the Curriculum: In Retelling the Story Do We Promote Divisiveness or Find a Common History?

This workshop will provide perspectives on history and social science curriculum in higher education through an examination of American Indian history from an American Indian perspective in light of the Columbian Quincentenary and will explore issues in the debate over the canon in higher education.

Dr. Clara Sue Kidwell, Associate Professor, Native American Studies Program, and Acting Associate Dean of the Graduate Division, University of California—Berkeley, California (**Workshop Leader**)

2:00–5:00 p.m.
Elizabethan A

A Community Organizing Approach To Crisis Response

In a 1988 survey of 125 campuses by the New York State Governor’s Task Force on Bias-Related Violence, only 20 percent of all surveyed campuses had developed a response plan after experiencing a crisis in racial/ethnic relations. Less than half of the responding campuses knew of agencies with programs to help in such crises, and only 10 percent said they had learned of promising approaches since their crisis. This workshop will present a case study in crisis response utilizing interactive techniques such as role play, one-on-one interviews, and small-group work sessions to explore the causes and consequences of perceived crises in racial/ethnic relations. Areas to be addressed include what is a crisis; what kinds of racial/ethnic hate crimes occur most often on college campuses; how do incidents typically “play out”; what consequences typically result; and what are the benefits and risks of public leadership on racial/ethnic issues. A “five-point plan” of action will be developed and assessed.

Mr. Michael Miller McQuillan, Adviser for Racial/Ethnic Affairs, Office of the Borough President—Brooklyn, New York (**Workshop Leader**)



3:00–5:00 p.m.

AFTERNOON PROGRAM—2-HOUR CONCURRENT SESSIONS

3:00–5:00 p.m.
Essex

Seeking Comprehensive Institutional Change: The San Francisco State University Commission on Human Relations

Seeking to avoid incidents of racist behavior becoming increasingly evident across the nation, in 1989 the president of San Francisco State University appointed a University Commission on Human Relations, consisting of faculty, staff, students, and administrative representatives from across the university. In 1990, the Commission submitted a seven-volume final report that included 10 general and 24 specific recommendations regarding targeted populations. Central to the commission's information-gathering process were separate surveys of students, faculty, staff, and administrators. In this workshop, the institution's public research institute director and the commission chair will share their experience, survey methodology and results, and future plans.

Dr. Richard E. DeLeon, Director, Public Research Institute and Professor of Political Science, San Francisco State University—San Francisco, California
(Co-Leader)

Ms. Olive C. R. James, Chair, University Commission on Human Relations and University Librarian, San Francisco State University—San Francisco, California
(Co-Leader)

3:00–5:00 p.m.
Borgia

Critical Conversations: A Capacity-Building Strategy for Multicultural Development at Stanford University

The Office for Multicultural Development at Stanford University guides and coordinates efforts to move the institution beyond notions of multiculturalism reflecting simply a by-the-numbers calculus of diversity. This interactive workshop will demonstrate the "Critical Conversations" capacity building strategy currently being used at Stanford to help campus leaders think critically and strategically about multicultural issues. By allowing participants to rate a series of statement on a Likert-type scale, explain their ratings in a non-threatening, non-judgmental public conversation, and hear alternative perspectives on these issues, these conversations provide opportunities for student leaders to clarify their thinking and express views regarding multicultural issues related to ethnicity, identity, and curricular change; compare their understanding of these issues with the viewpoints of others; and experience an approach for facilitating critical conversations about controversial multicultural issues. Discussion will focus on ways certain viewpoints may help or hinder the effort to build multicultural institutions.

Dr. Joyce E. King, American Council on Education Fellow, Stanford University—Stanford, California
(Co-Leader)

Ms. Sharon Parker, Associate Provost and Director, Office for Multicultural Development, Stanford University—Stanford, California
(Co-Leader)

3:00–5:00 p.m.
California East

Multicultural Education vs. the Rhetoric of Neo-Racism

Those who raise arguments indicating the benefits of multicultural curriculum are frequently branded as politically correct hegemonists in the business of thought control and brainwashing. The discourse often becomes misdirected to name calling, effectively trivializing the epistemological and curricular significance of the debate. This workshop will focus on the rhetoric and ideology of neo-racism and its impact on efforts to develop and implement multicultural curricula. Presenters will



focus on strategies to diminish the power and impact of "stoppers" by examining the political history of words, the context in which words gain their power, and cognition systems that promote and inhibit positive self-actualization for culturally diverse communities.

Mr. Tamrat Tademe, Assistant Professor, Center for Human Relations and Multicultural Education, St. Cloud University—St. Cloud, Minnesota
(Co-Leader)

Dr. flo h. wiger, Associate Professor, Center for Perspectives and Educational Planning, Metropolitan State University—Minneapolis, Minnesota **(Co-Leader)**

3:00–5:00 p.m.
Elizabethan C

AVANCE—A Proactive Transitional Model Supporting the Recruitment and Retention of Raza/Latino College Students

This presentation will discuss AVANCE, a 13-year-old instructional model developed and maintained by proactive Raza/Latino instructors and staff. Designed to recruit and retain Raza/Latino students and help them make an effective transition into degree and certificate programs or job training, AVANCE offers opportunities for rapid skills development, enhanced understanding of the academic setting, leadership development, and enriched self-awareness and self-appreciation. Panelists will discuss the use of approaches attuned to the Raza/Latino culture, as well as curricular, counseling, and student support elements of the program.

Ms. Bernadine Cavillio, Instructional Assistant, AVANCE, Los Medanos College—Pittsburg, California **(Co-Leader)**

Mr. Joe DeTorres, Director, Equal Opportunity Program and Services, Los Medanos College—Pittsburg, California **(Co-Leader)**

Mr. Ben Espinoza, Peer Adviser, AVANCE, Los Medanos College—Pittsburg, California **(Co-Leader)**

Mr. Francisco Martín Torres, AVANCE Coordinator and Language Arts Instructor, Los Medanos College—Pittsburg, California **(Co-Leader)**

Mr. L. Felipe Torres, Jr., Director, Special Programs and Services, Los Medanos College—Pittsburg, California **(Co-Leader)**

Mr. Jose Salgado, AVANCE Student, Los Medanos College—Pittsburg, California **(Co-Leader)**

Ms. Lilya Valladolid, Instructional Assistant, AVANCE, Los Medanos College—Pittsburg, California **(Co-Leader)**

3:00–5:00 p.m.
Elizabethan D

A Multidisciplinary Model Utilizing Faculty Development to Achieve Curricular Change Around Diversity

The College of Applied Human Sciences at Colorado State University received a United States Department of Agriculture Challenge Grant for a curriculum enhancement project to increase the understanding of, value for, and knowledge about racial/ethnic diversity for 17 faculty members. Courses in 11 disciplinary areas were targeted for change, and during the 1991–92 academic year, participating faculty succeeded in modifying content in one of their courses to include multicultural perspectives. This session will describe the training and research employed to prepare faculty to make curricular changes and will share project outcomes, including classroom activities integrated into courses and program evaluation. Challenges, successes, concerns, and frustrations involved in the change process will be assessed.



Dr. Victor A. Baez, Director of Hispano-American Studies and Assistant Professor of Social Work, Colorado State University—Fort Collins, Colorado **(Co-Leader)**

Dr. Sharon Bartels, Assistant Professor, School of Occupational and Educational Studies, Colorado State University—Fort Collins, Colorado **(Co-Leader)**

Dr. David MacPhee, Associate Professor, Department of Human Development and Family Studies, Colorado State University—Fort Collins, Colorado **(Co-Leader)**

Dr. Kevin Ann Oltjenbruns, Interim Dean, College of Applied Human Sciences, Colorado State University—Fort Collins, Colorado **(Co-Leader)**

3:00–5:00 p.m.
Oxford

The Greater Washington, D.C., Regional Task Force on Campus Prejudice: Helping Presidents Develop a Comprehensive Campuswide Plan to Combat Bigotry and Bias

This workshop will explore the concept of a regional task force as a vehicle for institutional change, as well as its creation, components, progress, and capacity for replication. This task force of colleges and universities in Maryland, Washington, D.C., and Virginia was established by the Anti-Defamation League and the University of Maryland at College Park to provide assistance to presidents, administrators, and faculty, in the form of an information exchange and resource system, professional development workshops, institutional consultations, and a clearinghouse of successful programs. An annual conference, organized in association with the American Council on Education, showcasing 36 successful, easily replicable programs and attended by presidents and their teams, will also be discussed.

Dr. Gladys Brown, Director, Office of Human Relations Programs, University of Maryland at College Park—College Park, Maryland **(Co-Leader)**

Ms. Teri-Ann F. Gross, Associate Director, Anti-Defamation League, Washington, D.C. Regional Office—Washington, D.C. **(Co-Leader)**

3:00–5:00 p.m.
Yorkshire

A Collaborative Model for Racial, Religious, Ethnic, and Sexual Orientation Training

This experiential training-of-trainers workshop is designed for those who conduct racial, religious, ethnic, and sexual orientation training for campus police and administrators. A sampling of the collaborative training provided at the University of Maryland at College Park by the Office of Human Relations Programs and University Police Department will be presented. This training is designed to aid administrators and police in complying with federal reporting laws and to further the institution's goal of creating a safe working and learning environment for each member of its diverse campus community. The session will include a review of current hate group activities, case studies, a role play, small-group exercises, and segments from two videotapes. Presenters will share data on training program evaluation and will discuss ways to modify training exercises to best serve audiences of different sizes with different levels of experience and professional needs.

Ms. Vicky H. Foxworth, Program Coordinator, Office of Human Relations Programs, University of Maryland—College Park, Maryland **(Co-Leader)**

Mr. Michael McNair, Assistant Chief of Police, University Police Department, University of Maryland—College Park, Maryland **(Co-Leader)**



3:45–5:00 p.m.

AFTERNOON PROGRAM—75-MINUTE CONCURRENT SESSIONS

3:45–5:00 p.m.
Olympic North

How to Encourage and Enable Student Media to Promote and Enhance Cultural Diversity on Your Campus

Veteran journalism educators and media advisers from both urban and rural institutions will describe how student media—often the only vehicles for campuswide discussion but too often overlooked in efforts to promote cultural diversity—can contribute significantly to developing, maintaining, improving, and celebrating racial and ethnic pluralism on college campuses. Presenters will explore ways affirmative action, student activities staff, and related administrators can involve student media in fostering such values. Discussion will focus on sensitizing college student news organizations, improving the diversity of their staffs and news coverage, and attracting minority students to participate in student media. A wide range of possibilities for supporting institutional cultural diversity goals through campus media will be examined, and ways these media and their staffs can be induced to participate in cultural diversity goals will be explored.

Ms. Carolyn Martindale, Director, Journalism Program, Youngstown State University—Youngstown, Ohio (**Co-Leader**)

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

Mr. Vernon C. Thompson, Executive Assistant to the President and Associate Professor of Journalism, San Francisco State University—San Francisco, California (**Co-Leader**)

3:45–5:00 p.m.
Victorian

Responding to the Unique Needs of Southeast Asian Students

Increasingly, a new racial/ethnic/religious group has begun to enter higher education—Southeast Asian students, the sons and daughters of refugees from the Pol Pot regime. A scholarship outreach program has been established at Providence College to respond to the unique higher education needs of these students. This session will discuss challenges and strategies employed in the effective advising of Southeast Asian students and will focus on major areas of value conflict between these students and students representing both the dominant American culture and major racial/ethnic groups. Areas of conflicting cultural values include male/female relationships, family values, religious beliefs, sexual values, recreational activities, occupational aspirations, study habits, and conversational norms.

Dr. Cornelius Riordan, Director of the Southeast Asian Program and Professor of Sociology, Providence College—Providence, Rhode Island (**Workshop Leader**)

3:45–5:00 p.m.
Cambridge

Multicultural Education in the 21st Century: Adapting Our Institutions

For well over a decade the literature has forecast national demographic change and its impact on historically white institutions of higher education. Despite manifest changes at such institutions nationwide and proliferating conflicts based on race and ethnicity, only marginal changes have been made to meet the varying needs of these evolving, multicultural campus communities. This workshop will explore these diverse identities, related needs, and resulting implications for teaching and learning in the 21st century. Several models for assessing campus community environments and developing effective, multicultural campus



environments will be discussed, each capable of easy adaptation by other institutions. Models to be delineated include a campus ecosystem assessment model, a social interaction conceptual framework, the Johari Window behaviorist model, and Maeroff's empowerment model.

Dr. Noah Hart, Jr., Associate Dean, University College, and Assistant Professor of Education, The Wichita State University—Wichita, Kansas
(Workshop Leader)

3:45–5:00 p.m.
Kent

Retaining Multicultural Students With EAS

Facilitating retention of multicultural students requires an organized system that includes assessment of strengths, skills, and interests, combined with a comprehensive counseling program. This workshop focuses on the Enrichment of Academic Success Program implemented at the University of Alabama School of Nursing in 1988 to provide a more individualized approach to meeting the learning needs of undergraduate students from diverse age, cultural, ethnic, educational, and socioeconomic groups. Individually designed learning experiences address a broad spectrum of academic survival, cognitive, and self-enhancement skills. A variety of learning strategies are employed, including small-group activities and seminars, computerized instruction, and tutoring by both peers and faculty. Program evaluation data reveal an increase in student retention from 75 percent to 97 percent over the four-year period of the program's history.

Dr. Arthur Ree Campbell, Coordinator, Enrichment for Academic Success, Birmingham School of Nursing, University of Alabama—Birmingham, Alabama
(Workshop Leader)

3:45–5:00 p.m.
Sussex

Recognition of Diversity: Regression, Platform for Entitlements, or Practical Prescription for the Health of America's Future?

Providing a multicultural environment where respect and community can be learned and enjoyed has as much to do with the acceptance of others' differences as with the enhancement of one's own cultural identity. Broadening the definition of diversity to embrace the range of differences beyond racial and ethnic is not only advisable but appropriate. This session will explore definitions of diversity, strategies for assessing and developing multicultural awareness, and implementation of campus programs and activities reflecting an ethnically interactive community rather than cultures in isolation.

Dr. Moses Turner, Vice President of Student Affairs, Michigan State University—East Lansing, Michigan
(Workshop Leader)

3:45–5:00 p.m.
Elizabethan B

Addressing the Dual Issues of Cultural Diversity and Academic Freedom: The Campus Environment Team at Arizona State University

In response to rising interracial and interethnic tensions and conflicts at Arizona State University, that institution's president created a Campus Environment Team of faculty, staff, and students to operate as a committee on cultural diversity and academic freedom. This workshop presents various formal and informal approaches taken by the team to address the university's commitment to advancing cultural diversity, while also addressing the "politically correct" concerns of many faculty and students. Recognizing the problems of those racial, ethnic, and religious codes found to be unconstitutional, the Campus Environment Team took



an approach designed not to repress offensive speech directed at minorities but to actively employ an open-forum process addressing critical problems. A range of significant case examples of this dual approach to diversity and academic freedom issues will be provided, portending broader implications for campus diversity and academic freedom programming.

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

3:45–5:00 p.m.
Olympic South

Producing a Model for Overcoming Race and Gender Bias in Higher Education Curriculum: Method, Content, Pedagogy

As almost 90 percent of college students take just one course in economics, these classes must present an accurate picture of the causes and consequences of the economic marginalization of minorities and women. Yet scholarship that grapples with these issues is not currently integrated into introductory courses. This session will discuss the only currently existing model for multicultural curriculum development in introductory economics. The model, developed by the Committee for Race and Gender Balance in the Economics Curriculum and funded by the National Science Foundation, is presented as an important vehicle for advancing change in social and behavioral components of the curriculum. Sources of race and gender bias, the relevance of the new scholarship on minorities and women to the persistent marginalization of these groups, and pedagogic styles that explicitly address issues of cognitive and affective diversity in higher education will be discussed.

Dr. Robin A. Bartlett, Professor of Economics, Dennison University—Granville, Ohio **(Co-Leader)**

Dr. Susan F. Feiner, Associate Professor of Economics, Hampton University—Hampton, Virginia **(Co-Leader)**

5:00–7:00 p.m.
Grand Ballroom

NETWORKING RECEPTION and NO-HOST BAR

6:00–7:00 p.m.
Grand Ballroom

Performance:

“Multicultural Confluence: Tribute and Tributaries”

A performance by Lawson Fusao Inada, Poet; Russel Hisashi Baba, Performer, Composer, and Lyricist; and Jeanne Aiko Mercer, Drummer and Percussionist. (See page 66)

8:00–10:00 p.m.

ETHNIC GROUP NETWORKING SESSIONS

8:00–10:00 p.m.
Elizabethan D

African American Networking Session

8:00–10:00 p.m.
Elizabethan A

American Indian Networking Session

8:00–10:00 p.m.
Elizabethan B

Asian American Networking Session

8:00–10:00 p.m.
Elizabethan C

Hispanic/Latino Networking Session

SATURDAY



SUNDAY, JUNE 7, 1992

8:00 a.m.–noon

MORNING PROGRAM—4-HOUR CONCURRENT SESSION

8:00 a.m.–noon
Yorkshire

Tools for Managing Differences: Staff Diversity Training at the University of California, Santa Barbara

This workshop presents the Staff Diversity Training Program used at the University of California at Santa Barbara to assist staff understand and value differences of race, culture, ethnicity, sexual orientation, age, gender, and disabilities; recognize and combat overt and subtle forms of prejudice and "isms"; comprehend the dynamics that cause misunderstanding among diverse people; interact and/or manage effectively in a multicultural environment; and determine the organizational roles and responsibilities required to effect institutional change. The session offers a condensed version of the full-day "Tools for Managing Diversity" class, providing participants with exposure to exercises, videos, workbook materials, and sample agendas used in the training program.

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

8:30–9:45 a.m.

MORNING PROGRAM—75-MINUTE CONCURRENT SESSIONS

8:30–9:45 a.m.
Colonial

Connecticut College's Partnership Program for Identifying and Nurturing "Second Tier" Minority High School Students: Preliminary Findings

This session presents a strategy for increasing the pool of minority applicants to higher education institutions by identifying and nurturing "second tier" minority students, i.e., less-than-outstanding students who fall into the third and fourth deciles of their classes and who have ability but need motivation and direction to prepare for, apply to, and attend college. The Connecticut College High School Students Advancement Program is a collaborative effort of local high schools, public corporations and foundations, and Connecticut College, providing less-than-outstanding 10th-graders with a summer program of college-style courses co-taught by high school teachers and professors; special workshops treating such things as financial aid, admissions, career knowledge, social skills, and racial, sexual, and health issues; and mentoring by teachers and college student counselors. The presenter will share data demonstrating that such at-risk students are reachable and that they aspire to college, have high self-esteem, and are encouraged to attend college by their parents.

Dr. Arthur C. Ferrari, Professor of Sociology and Director, High School Students Advancement Program, Connecticut College—New London, Connecticut
(Workshop Leader)

8:30–9:45 a.m.
Elizabethan A

Differential Application of Strategies in Cross-Cultural Awareness and Race Relations

Improving race relations and reducing prejudice levels that may lead to racial violence requires the sensitive selection and application of strategies that take into account the subjective experiences of individuals and groups toward racial and ethnic differences. This workshop presents a continuum of stages of racial sensitivity that allows facilitators to diagnose stages of racial sensitivity and apply appropriate strategies according to a



developmental plan. The developmental continuum covers sequential stages ranging from ethnocentrism to ethnorelativism. Diagnostic skills and strategies to facilitate movement from one stage to another will be discussed and experientially demonstrated. Mastery of a racially sensitivity developmental plan for interracial encounters will also be presented.

Dr. Man Keung Ho, Professor, School of Social Work, The University of Oklahoma—Norman, Oklahoma (**Workshop Leader**)

8:30–9:45 a.m.
Georgian

Institutional Responses to Top-Down Innovation

In 1988, the governing body of the Minnesota State University System approved a cultural diversity initiative that has been implemented on each of its seven member campuses through different courses of action and with different outcomes. This session examines the pattern of responses to this top-down directive, addressing such issues as how is change implemented in response to an externally imposed initiative? What are the incentives for change? Who carries out the change and what are the forms of resistance? Presenters will identify the locus of change for each institution and indicate why particular choices were made. Key theoretical constructs, such as Bormann's rhetorical vision and rhetorical community, Baldrige's institutional saga, and Gross' resistance to innovation will be used in examining the change process of each institution. Ways of facilitating and sustaining change around cultural diversity will be discussed, and implications for other institutions will be identified.

Dr. Bassey Eyo, Assistant Professor, Department of Speech Communication, St. Cloud State University—St. Cloud, Minnesota (**Co-Leader**)

Dr. June M. Parrott, Associate Professor, Minority Studies Department, St. Cloud State University—St. Cloud, Minnesota (**Co-Leader**)

8:30–9:45 a.m.
Borgia

Doing the Work of Cultural Diversity: Moving From Individual Efforts to Institutionwide Approaches


Before Boston College received a grant from the Ford Foundation to sustain cultural diversity and improve race relations on campus, most of this kind of work had been done on an individual basis within departments, with occasional attempts to spread the effort more broadly across campus. The Ford Foundation grant enabled putting into place a broad programmatic approach to cultural diversity on campus. This workshop will share Boston College's experience in such areas as developing faculty mentoring programs for African American, Hispanic, Native American, and Asian American students; assessing student racial attitudes and campus climate; developing new pedagogies for a changing student body; and bringing about curricular change in a setting where there is considerable competition for the attention of both faculty and students.

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

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

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

Dr. Seymour Leventman, Associate Professor of Sociology, Boston College—Chestnut Hill, Massachusetts (**Co-Leader**)



8:30–9:45 a.m.
California East

Minorities and Leadership Roles in Higher Education

The U.S. Department of Labor's 1991 report confirmed what many of us knew was a "glass ceiling" phenomenon that inhibits the promotion of women and minorities to leadership roles in both the public and private sectors. Certainly the path to presidencies at predominately white colleges and universities has many hidden obstacles for minorities. This panel of higher education executive officers will explore some of the key issues that influence the selection of people for leadership roles in higher education. Critical to this discussion will be an identification of hidden biases or perceptions that may impede the selection of minorities for presidencies and academic vice presidencies, particularly at white institutions.

Dr. Roberto P. Haro, Director and Professor, Monterey County Campus, San Jose State University—Salinas, California (**Panel Moderator**)
Mr. Sperry MacNaughton, President of MacNaughton Associates, Executive Search Firm—Los Angeles, California (**Panel Member**)
Dr. Yolanda Moses, Academic Vice President, California State University—Dominguez Hills, California (**Panel Member**)
Dr. Robert Suzuki, President, California Polytechnic University—Pomona, California (**Panel Member**)

8:30–9:45 a.m.
California West

Institutional Recruitment Activities and the Experience of African American and U.S. Hispanic Graduate Students

At the same time that a substantial increase in African American and U.S. Hispanic populations is projected, a severe shortage is projected in American faculty throughout the educational pipeline. An increase in African American and U.S. Hispanic faculty is needed to offset their current underrepresentation and meet the need for a more diverse faculty pool. This session will present results of a two-and-a-half-year primary data collection project supported by the Graduate Record Examination Board, designed to investigate institutional policies and practices at six graduate institutions regarding the recruitment, enrollment, and financial support of African American and U.S. Hispanic doctoral students and to document their academic and social experience and perceptions pertaining to both institutional policies and practices and their graduate education. Major findings, policy implications, and recommendations will be presented from both case study and survey data.

Dr. Gail E. Thomas, Director, Race and Ethnic Studies Institute and Professor of Sociology, Texas A&M University—College Station, Texas (**Workshop Leader**)

8:30–9:45 a.m.
Elizabethan B

Effecting Positive Social Change Through Multicultural Leadership Training: The Asian Student Union Leadership Training Institute

This workshop will describe the Asian Student Union Leadership Training Institute, initiated by the Asian Student Union at the University of Maryland, College Park. Participants of the institute, an annual two-day program, include the presidents and officers of the Chinese Culture Club, Filipino Cultural Association, Hong Kong Club, Japan Club, Indian Student Association, Korean Student Association, Malaysian Student Association, Vietnamese Student Association, and members and officers of the Asian Student Union. Presenters will discuss institute content and objectives, which include increasing campus sensitivity to issues relating to Asian students; enhancing understanding of Asian history, contributions, and role



in American society; developing greater understanding of the concept of leadership and its application to Asian students; facilitating better comprehension of the mission, goals, and objectives of the Asian Student Union and its member organizations; enhancing communications between member organizations' leaders; and creating an interactive learning community established upon trust, openness, and communication.

Ms. Gloria J. Bouis, Program Coordinator, Office of Human Relations, University of Maryland—College Park, Maryland **(Co-Leader)**

Mr. William Liu, Graduate Assistant, Stamp Union Student Council, University of Maryland—College Park, Maryland **(Co-Leader)**

8:30–9:45 a.m.
Oxford

A Program Overcoming Non-Academic Barriers to Retention of Native American Students in Multiresource Forestry

This workshop showcases the Native American Forestry Program at Northern Arizona University, at Flagstaff, which focuses primarily on overcoming non-academic obstacles to the retention of Native American forestry majors. Non-academic barriers to be addressed include the primacy of family requirements over school; inconsistencies between Native American culture and the dominant Western higher education culture, and accompanying stress; and low self-esteem. Program elements to be discussed include utilizing family and community participation; changing curriculum content to encompass Native American values, tradition, and knowledge; advising and mentorship by Native American professionals; faculty cultural sensitization; and counseling and other programs addressing cultural dissonance and low student self-esteem.

Dr. Ronald L. Trosper, Director, Native American Forestry Program, School of Forestry, Northern Arizona University—Flagstaff, Arizona **(Workshop Leader)**


8:30–9:45 a.m.
Elizabethan D

African American-Focused Models to Enhance Diversity: Black Studies Programs and Historically Black Colleges

Black studies programs and historically Black colleges serve not only African American students but the broader collegiate and general community. This workshop will discuss diversity and multiculturalism within each of these frameworks; identify resources in Black studies that enhance the quality of life for both Blacks and non-Blacks; identify the contributions of historically Black colleges; present assessment tools useful for identifying resources, qualities, and characteristics of positive diversity programs; discuss strategies to strengthen Black studies programs at both historically White and historically Black colleges; and provide a "must know" bibliography on Black studies programs and historically Black colleges.

Dr. Mary R. Hoover, Professor, Black Studies Department, San Francisco State University—San Francisco, California **(Co-Leader)**

Dr. Shirley A. R. Lewis, Assistant General Secretary, The Black College Fund, General Board of Higher Education and Ministry—Nashville, Tennessee **(Co-Leader)**



8:30–9:45 a.m.
Cambridge

Diversity University: The Challenge of Articulating Multicultural Studies

This workshop will outline progress toward articulating a program of multicultural studies, undertaken with a Ford Foundation funding to map a multicultural curriculum, and will describe early work on a user-friendly computer programming project to facilitate student and faculty understanding of a rich mixture of complexly interrelated clusters of courses from 26 departments and programs, grouped around seven areas of central importance in multicultural inquiry. Through clustering—which groups courses around a theme, topic, or pedagogical focus even though they may be situated in different divisions, departments, or programs—faculty are being brought together; students are being provided with maps guiding them in how classes fit together in intellectually integrated courses of study; and existing curricular diversity is being transformed into interlinked clusters of courses, providing a creative, coherent, and intellectually integrated curriculum without requiring additional faculty or financial resources.

Dr. Robert S. Steele, Professor, Department of Psychology, Wesleyan University—Middletown, Connecticut (**Co-Leader**)

Dr. William Weitzer, Assistant Provost, Wesleyan University—Middletown, Connecticut (**Co-Leader**)

8:30–9:45 a.m.
Kent

The Diversity Advocate Program: Celebrating Diversity in the Residence Halls

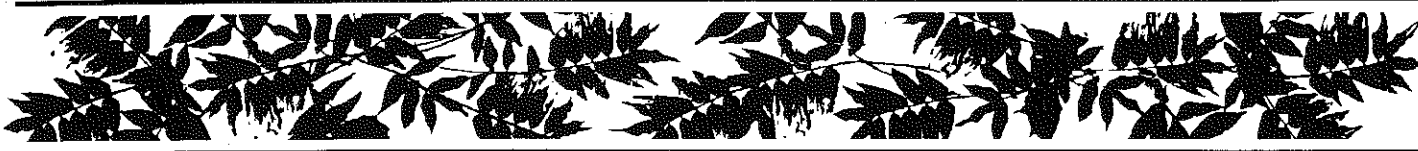
In 1989, the Diversity Advocate Program was established at Indiana University in an effort to increase diversity awareness on campus. The uniqueness of the program is that it was not conceived primarily as a “minority” student support group but is aimed directly at majority student involvement in diversity issues relating to race, ethnicity, culture, religion, gender, sexual orientation, and ability. Currently employing 28 diversity advocates in five residence halls, the program tries particularly to reach white, male, protestant, able, heterosexuals who see no self-interest in multiculturalism. This workshop will describe the development and implementation of the Diversity Advocate Program and will share information on staff selection, training, supervision, data collection, and methods of program and staff evaluation.

Mr. Bill C. Shipton, Assistant Director of Residence Life for Diversity Education and Associate Director of the Office of Student Ethics, Indiana University—Bloomington, Indiana (**Workshop Leader**)

8:30–9:45 a.m.
Elizabethan C

Defending the Multicultural Curriculum From Charges of Political Correctness

Conservative authors such as Dinesh D’Souza have attacked multicultural courses and course requirements as “politicized,” thus placing some universities in defensive postures. This session, based on a law review article in progress, will respond critically to such attacks and will discuss qualities a multicultural curriculum should have to insulate itself from such challenges. Specifically, this session will provide politically neutral definitions of political correctness and political oppression; will review fundamental concepts of academic freedom and freedom of speech as related to academic institutions, classroom instructors, and students; will describe multicultural courses and teaching styles that are consistent with



these concepts, thus insulating them from charges of political correctness or oppression; and will respond to conservative fears that a multicultural curriculum necessarily abandons indispensable canons of Western civilization.

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

8:30–9:45 a.m.
Parlor A

Creating and Implementing a One-Credit Course on Race and Culture for First-Year Students at the University of Vermont: A View from Ringside

In April of 1988, the president of the University of Vermont, a predominantly white institution, signed an agreement with concerned minority students pledging a comprehensive universitywide program that included instituting a required credit course for all first-year students. A multicultural faculty committee was formed to develop a one-credit course, and by May 1992, approximately 3,800 students and faculty members were projected to have participated in this program. This workshop will share the structure, content, pedagogy, and results of this effort, including systematic quantitative data on the course's impact on student knowledge and attitudes and information on faculty training and support.

Professor Samuel B. Feitelberg, Chair, Race and Culture Course Committee, and Chairperson and Professor, Department of Physical Therapy, University of Vermont—Burlington, Vermont (**Workshop Leader**)

8:30–9:45 a.m.
Parlor B

Integrating Community Service, Career Development, Multicultural Sensitivity, and Cultural Diversity: The University of Connecticut Urban Semester Program

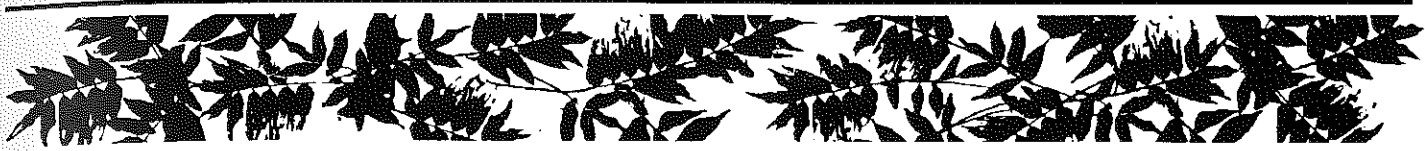
Community service opportunities within the University of Connecticut Urban Semester Program provide a major linkage between that state institution and Hartford, an impoverished central city 30 miles from campus. This public service partnership program brings students from rural Storrs, Connecticut, to dense and distinctly urban Hartford, where they live in leased apartments in a multiple-unit building, spend three and one-half days per week in internships, and participate in two weekly seminars on urban issues. The program affords an opportunity for career development, public service, exposure to diverse cultures, social problem solving, and relevant classroom discussions. This presentation focuses on the program director's observations of student growth through participation in the program and ways that program purposes and outcomes may be useful to other institutions.

Dr. Louis B. Simmons, Director, Urban Semester Program, School of Social Work, University of Connecticut—West Hartford, Connecticut (**Workshop Leader**)

8:30–9:45 a.m.
Sussex

The Effect of Ethnic Studies Course Completion on Student Attitudes Toward Race, Class, and Gender Issues

Recent implementation of a University of Wisconsin-La Crosse requirement that students take at least one ethnic studies course raises a question as to the effect such a requirement would have on student attitudes toward race, class, and gender issues. This workshop will present findings of a study using the Vega Attitude Inventory to assess student attitudes on race, class, and gender, undertaken to compare the attitudinal effects of courses



containing ethnic studies content with those of courses without such content. Study results indicate a significant difference in attitudes between experimental and control groups, suggesting completion of courses containing ethnic studies content may significantly alter student attitudes on race, class, and gender issues.

Ms. Elice E. Rogers, Coordinator of Minority Achievement and Doctoral Student, University of Missouri—Columbia, Missouri (**Workshop Leader**)

8:30–9:45 a.m.
Essex

Improving Minority Recruiting Through Strategic Marketing

In 1987, the School of Journalism at the University of Missouri-Columbia received a \$500,000 five-year grant from the Knight Foundation to establish a model recruiting program aimed at attracting minority students to journalism education. The program, which has increased minority student admission by 290 percent over a three-year period, was approached from a strategic-target marketing perspective that included research into why minority students attend particular programs, the identification of target audiences, theme development, and the creation of communications vehicles aimed specifically at minority students. This session will provide college recruiters with a better understanding of specific marketing techniques effective in the design of strategic marketing plans to attract minority students. The presenter will critically review and analyze keys to marketing effectiveness and obstacles to success, provide examples of communications vehicles effective in attracting students of color, and discuss critical required linkages between successful recruitment and retention efforts.

Dr. Gail Baker Woods, Chair, Advertising Department, University of Missouri—Columbia, Missouri (**Workshop Leader**)

9:00 a.m.—noon

MORNING PROGRAM—3-HOUR CONCURRENT SESSIONS

9:00 a.m.—noon
Victorian

Working Effectively With White Administrators and Faculty

Frequently white administrators and faculty are stymied when issues of racism arise. Denial, guilt, fear, and confusion hinder their ability to respond. This workshop will explore ways to work effectively with white administrators and faculty in assessing their own levels of awareness; moving from feelings of guilt to responsibility; understanding how working on racism is different, in some ways, for white people than for people of color; and identifying ways to use their positions of power to bring about change. Participants will examine several exercises and will discuss successes and challenges on their campuses.

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

9:00 a.m.—noon
Olympic North and South

Reducing Stereotyping and Enhancing Cross-Cultural Sensitivity Through Experiential Simulations

Cultural diversity and stereotypes often make it difficult for those on higher education campuses to learn, live, and work together effectively. BAFA BAFA, a fun and highly interactive cross-cultural simulation, will help participants understand and internalize cultural differences and the process by which stereotypes are formed and perpetuated. This simulation serves as an excellent model for experiencing the seven stages of the



multicultural process in a non-threatening way. Workshop participants will receive training allowing them to facilitate BAFA BAFA on their own campuses and to engage in follow-up activities relating to the study of culture and diversity.

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

Dr. James R. Romero, Project Coordinator, Norman Prevention Coalition, Public and Community Services, College of Continuing Education, The University of Oklahoma—Norman, Oklahoma **(Co-Leader)**

10:00 a.m.—noon

MORNING PROGRAM—2-HOUR CONCURRENT SESSIONS

10:00 a.m.—noon
Colonial

The Rise of Urban Racism and Violence: The Law Enforcement—University Connection II

In January 1992, in front of the capitol building in downtown Denver, the Ku Klux Klan and related white supremacist groups gathered to protest the celebration and memory of Reverend Dr. Martin Luther King. It was one of the first Klan rallies in which Klan robes and hoods were not worn and in which the Klan message was presented without the usual rhetoric of racial hatred; it was the emergence of the "new" old Klan. This workshop focuses on the rise of white supremacist groups and their strategies and activities relating to the urban environment and urban institutions of higher education. Presenters will discuss the problem of racism among university personnel and the role of higher education in addressing racism, describe the new Klan and its strategies, provide a briefing on activities of supremacist groups on college campuses, and make available examples of supremacist group literature being disseminated on secondary and postsecondary school campuses.

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

Deputy Chief Vincent J. DiManna, Denver Police Department—Denver, Colorado **(Co-Leader)**

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

10:00 a.m.—noon
Sussex

From the Ground Up: Continuing Curricular Infusion Through the New Jersey Multicultural Studies Project

The New Jersey Multicultural Studies Project, now in its fourth year of funding by the New Jersey Department of Higher Education, has successfully adopted strategies for curricular change, promoting multicultural infusion at New Jersey colleges through a variety of initiatives, including summer institutes, faculty development workshops, and a scholarly writers' conference. Other new programs include expanded roles for faculty on the state advisory council, involvement of student assistants in events planning, and increased interaction between regional coordinators and individual institutions. Presenters will discuss these and other initiatives as models for curricular change, and faculty will indicate how the project has influenced attitudes and pedagogy on specific campuses.



Dr. Peter Li, Central Regional Coordinator, New Jersey Multicultural Studies Project, Department of East Asian Languages and Cultures, Rutgers The State University of New Jersey—New Brunswick, New Jersey
(Co-Leader)

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

Dr. Pargellan A. McCall, Director, New Jersey Multicultural Studies Project, Jersey City State College—Jersey City, New Jersey
(Co-Leader)

Dr. Franklin Ojeda Smith, Southern Regional Co-Coordinator, New Jersey Multicultural Studies Project; and Professor of Sociology, Stockton State College—Pomona, New Jersey
(Co-Leader)

Ms. Cynthia Werthamer, Northern Regional Coordinator, New Jersey Multicultural Studies Project—Kingston, New York
(Co-Leader)

10:00 a.m.—noon
Georgian

Transculturating Majority Faculty Toward Minority Students: A Two-Way Process of Change

Most cultural diversity projects at colleges and universities place more emphasis on acculturating minority students to fit the institution than on changing the institution to better "fit" the increasing representation of culturally diverse students. This workshop will present results following the third and final year of a faculty development project funded by the Fund for the Improvement of Postsecondary Education at Texas A & I University, an institution in South Texas with a student population nearing 60 percent Mexican American and a faculty that is less than 10 percent Hispanic. Major components of a faculty development program involving prominent Mexican American scholars and consultants and a three-week language culture immersion program in Mexico will be described. Factors involved in program evaluation and institutionalization will be discussed, and suggestions for adapting the program to other institutional settings will be offered.

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

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

10:00 a.m.—noon
Elizabethan A

Welcome to Campus, Now Go Home

A great number of students of color who go to predominantly white campuses are still first-generation college students experiencing living away from home for the first time. Many have lived in uniraical neighborhoods, have attended uniraical or biracial schools, and have not had substantial experience with the dominant culture or multicultures. When these students reach the campus, the banners and handouts say "Welcome to Campus," but once there, the attitudes and barriers say "Now Go Home." This session will indicate the many conflicting messages sent to and received by students of color on predominantly white campuses from all areas, including student, academic, and administrative affairs. Stress and anger management, issues of interaction and separation, student empowerment, and student support systems will be addressed utilizing case study analysis, policy analysis, and critical self-analysis.

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



10:00 a.m.—noon
California East

Strategies to Improve the Retention of American Indian Students at the Postsecondary Level: Succeeding While Retaining a Cultural Identity

At the recent White House Conference on Indian Education, the Indian Nations At Risk Task Force submitted the report, *Indian Nations At Risk: An Educational Strategy for Action*, which included major findings supported by various tribal and urban Indian people and others involved in Indian education around the country. From this work came recommendations for addressing specific educational needs, including suggestions for colleges and universities. This workshop will focus on the American Indian Learning and Resource Center, a program at the University of Minnesota that addresses some of these recommendations through both student support and academic support services. Presenters will address issues of American Indian student and staff recruitment and retention and will assist participants in developing models and strategies appropriate to their campuses.

Ms. Marcie Ardito, Acting Director, American Indian Learning and Resource Center, University of Minnesota—Minneapolis, Minnesota
(Co-Leader)

Dr. Roger Buffalohead, Director of Cultural Studies, Institute of American Indian Art—Santa Fe, New Mexico **(Co-Leader)**

Dr. flo h. wiger, Associate Professor, Center for Perspectives and Educational Planning, Metropolitan State University—Minneapolis, Minnesota **(Co-Leader)**

10:00 a.m.—noon
California West

Programming Independent Film/Video for Multicultural Events

This workshop will explore incorporating independent film and video—which continues to be the only consistent source of media expressing the thoughts, beliefs, and hopes of a community through its own voice—into non-classroom activities designed to sensitize members of the campus community to racial/ethnic attitudes and preconceptions. The presenter will analyze how to match film and video to the goals, structure, and participants of activities such as freshman orientation, residence life, counseling, student activities, and faculty/staff development programs. While the focus of the workshop will be on independent media as opposed to institutionally produced media, approaches discussed will be applicable to the use of film/video in general; and while the workshop will emphasize activities outside the classroom, faculty who use media and engage in discussions of racial/ethnic issues will also benefit. Excerpts from the California Newsreel *Black America Emerges* collection of award-winning documentaries will be shown.

Ms. Linda M. Gibson, Director, African American Media Project, California Newsreel—San Francisco, California **(Workshop Leader)**

10:00 a.m.—noon
Borgia

The Multicultural Awareness Retreat: A Step in Creating an Affirming Environment for Diversity

Social climate aspects of campus environments are gaining increased recognition as central factors in the retention of minority students. As a step toward creating a more affirming climate for diversity, a multicultural awareness retreat was developed and implemented at the University of Illinois at Carbondale. This session will examine the conceptual framework used to guide program initiatives, the development and implementation of the retreat, and the content and sequencing of retreat sessions, with



special attention to the dynamics of group process. Project benefits and plans for further development will be indicated, and issues of university politics that may threaten the implementation and success of the retreat will be shared.

Dr. Rosemary Simmons, Counseling Psychologist, Southern Illinois University—Carbondale, Illinois **(Co-Leader)**

Ms. Carmen A. Suarez, Affirmative Action Officer, Southern Illinois University—Carbondale, Illinois **(Co-Leader)**

10:00 a.m.—noon
Elizabethan B

When the Professional Becomes Personal: A Commitment to Pluralism

How have your life experiences affected who you are? How do the issues of diversity on your campus touch you? Is your institution committed to a pluralistic environment? This interactive, experiential session will heighten awareness of how cultural differences affect personal and professional interactions; present two theoretical frameworks for understanding cross-cultural training and programming; share experiential models for learning about cultural and ethnic diversity; and model a comfortable, non-threatening setting for positive dialogue, capable of replication in both campus and workplace settings.

Mr. Renato Almanzor, Consultant, Empower Perspectives, and Academic Adviser, University of California—Berkeley, California **(Co-Leader)**

Ms. Eva Caraher, Consultant, Empower Perspectives—Berkeley, California **(Co-Leader)**

Mr. Calvin J. Gavin, Consultant and Trainer, Empower Perspectives, and Consultant for Greek Life, San Diego State University—San Diego, California **(Co-Leader)**

Mr. Steven Jones, Consultant and Trainer, Empower Perspectives, and Hall Adviser and Student Affairs Consultant, University of San Diego—San Diego, California **(Co-Leader)**

10:00 a.m.—noon
Parlor B

Preparing Management Students to Facilitate the Development of a Pluralistic Work Environment

Schools of management must be on the cutting edge in preparing future managers to create organizations where culturally diverse groups are not merely present but share in the governance and administration of the workplace. While most schools of management offer courses on discrimination and equality, these classes tend to focus on underlying theories or the implications of cultural diversity for practice. What is missing is content developed specifically to provide management students with a review of relevant literature, including experiential material for increased awareness of self when working with others. This presentation will explore a model outlining key elements, benchmarks, and skills for pluralistic management, while also looking at the implications for management curriculum.

Dr. Darlyne Bailey, Assistant Professor, Weatherhead School of Management, Mandel School of Applied Social Sciences, Case Western Reserve University—Cleveland, Ohio **(Co-Leader)**

Dr. Regina Nixon, Faculty Associate, Mandel School of Applied Social Sciences, Case Western Reserve University—Cleveland, Ohio **(Co-Leader)**

Ms. Margaret Spearmon, Assistant Director of Field Education and Instructor, Mandel School of Applied Social Sciences, Case Western Reserve University—Cleveland, Ohio **(Co-Leader)**



10:00 a.m.—noon
Elizabethan D

Diversity Tables: A Grass-Roots Strategy for Institutional Change

This session introduces the Diversity Table, a grass-roots, open-participation discussion format used successfully at Princeton University since the spring of 1991 as a means of nurturing the institutional climate for diversity. The tables, which are based on experiential rather than intellectual discussion, have been used in a variety of institutional settings and have included discussions on race, class differences, gender, and ageism. Participants have included all members of the campus community, including faculty, janitors, students, security officers, and administrators. Presenters will demonstrate the power of the concept, discuss its implementation, and suggest practical methods for introducing Diversity Tables into other institutional settings.

Mr. Angelo John Lewis, Assistant Director of Development Communications and Director of the Princeton University Diversity Table, Princeton University—Princeton, New Jersey (**Co-Leader**)
Mr. Michael Rodriguez, Director, Third World Center, Princeton University—Princeton, New Jersey (**Co-Leader**)

10:00 a.m.—noon
Cambridge

Diverse High Schools and Effective Minority Student Recruitment

The University of California at Los Angeles has considerably larger minority student enrollments than any other highly selective major research university in the country. A significant percent of UCLA's undergraduates are minorities who are recruited from racially diverse high schools and tend to achieve better academically than their counterparts who attended mostly minority high schools. This workshop outlines the Goal-Attainment Model, Implicit Recruitment, Niche Recruitment, and related strategies and techniques used effectively at UCLA, as well as their impact on minority student enrollment and achievement.

Mr. Forrest Brigham, Coordinator of High School Field Services, UCLA's Partnership Program, Office of Undergraduate Admissions and Relations with Schools, University of California—Los Angeles, California (**Workshop Leader**)

10:00 a.m.—noon
Kent

Assessing the Presence and Impact of Diversity on Your Campus

This workshop will provide a model diversity-assessment agenda allowing participants to formally assess the readiness of their institution, department, program, and themselves to embrace diversity. Information will be provided on how to move from a monocultural to a multicultural and gender-sensitive environment; survey design and development will be discussed; and sample survey feedback will be presented. Particular emphasis will be given to the administrative, curricular, and co-curricular arenas, as well as the student population and the teaching/learning dyad in the classroom.

Dr. James A. Anderson, Professor of Psychology, Indiana University of Pennsylvania—Indiana, Pennsylvania (**Workshop Leader**)



10:00 a.m.—noon
Oxford

Creating Institutional Change at Temple University: The Strategy of the Cultural Diversity Committee

In response to a number of racial incidents on the Temple University campus, in the fall of 1989 a diverse group of middle-level administrators formed a Cultural Diversity Committee. This session will share techniques and strategies for affecting institutional change, an instrument for determining an organization's readiness for diversity, a model for training trainers, and a paradigm for meeting the challenge of diversity within higher education. The formation, membership, and impact of the Cultural Diversity Committee will be discussed, and practical suggestions on replicating elements of this model at other institutions will be offered.

Dr. Rebecca T. Alpert, Associate Director, Russell Conwell Educational Services Center/Adult Programs, Temple University—Philadelphia, Pennsylvania **(Co-Leader)**

Ms. Marie A-T Anderson, Assistant Director, Human Resource Development, Temple University—Philadelphia, Pennsylvania **(Co-Leader)**

Mr. Malcolm Bonner, Director, ACT 101, Russell Conwell Educational Services Center, Temple University—Philadelphia, Pennsylvania **(Co-Leader)**

Mr. Jeffrey W. Montaque, Adviser/Recruiter, Department of Sport Management and Leisure Studies, College of Health, Physical Education, Recreation, and Dance, Temple University—Philadelphia, Pennsylvania **(Co-Leader)**

Mr. Victor Vazquez, Outreach Coordinator, Adult Programs and Veteran Affairs, Russell Conwell Educational Services Center, Temple University—Philadelphia, Pennsylvania **(Co-Leader)**

10:00 a.m.—noon
Parlor A

An Institutional Model for an Inclusive Education

In slightly over 25 years, Metropolitan State College has evolved from an open-admissions college with a student enrollment of less than 1,000 students to become the third largest higher education institution in Colorado and the largest undergraduate-only institution in the country, with an enrollment of nearly 18,000 and courses offered at three principal sites strategically located among the ethnically diverse populations of the Denver metropolitan area. New realities of the American scene mandate that the college address in strategic and tactical ways the notion of an inclusive campus. This panel will discuss the rationale and imperative for multicultural education, a specific curricular model and its evolution from an unwelcome creature to adoption in the core curriculum, and administrative responses to the changing realities of an inclusive campus.

Dr. Larry S. Johnson, Dean, School of Letters, Arts, and Sciences, Metropolitan State College—Denver, Colorado **(Co-Leader)**

Dr. Lupe Martinez, Assistant Professor of Teacher Education, Metropolitan State College—Denver, Colorado **(Co-Leader)**

Dr. Akbarali Thobhani, Director, Institute for Intercultural Studies and Services, Metropolitan State College—Denver, Colorado **(Co-Leader)**

10:00 a.m.—noon
Elizabethan C

Women of the Third World in Higher Education

This workshop is designed to provide an introduction to the little-known history of women of color in higher education and to open avenues for serious scholarly scrutiny of their roles, positions, and contributions. Drawing upon a critical evaluation of the literature and experiences of students who have participated in the University of San Francisco course,



"Women of the Third World in Higher Education," this presentation will develop a basis for understanding how current situations in higher education impact the educational plans and participation of women of color and will provide social, political, and psychological strategies for their positive inclusion, particularly in graduate and professional programs.

Dr. Anita P. DeFrantz, Chairperson, International Multicultural Education Program, University of San Francisco—San Francisco, California
(Workshop Leader)

10:00 a.m.—noon
Essex

Developing and Institutionalizing Multicultural Perspectives Through Faculty Development

Four faculty members from three different institutions will present practical ways to prepare faculty members for multicultural teaching based on four years of work with faculty development activities at universities, community colleges, and schools. They will offer concrete suggestions for specific activities designed to address cognitive styles, learning strategies, and issues of course content; describe current institutional approaches; and discuss critical issues relating to funding, target discipline areas, resources, needs of second-language students, resistance, and keeping programs alive.

Dr. Virgie Chattergy, Interim Director, Center for the Study of Multicultural Higher Education, University of Hawaii—Honolulu, Hawaii **(Co-Leader)**
Ms. Kate Kinsella, Department of English/ESL, San Francisco State University—San Francisco, California **(Co-Leader)**
Dr. Jane Patton, Communication Division Chair, Mission College—Santa Clara, California **(Co-Leader)**
Dr. Katherine Ramage, Faculty Member, Department of Secondary/Postsecondary Education, San Francisco State University—San Francisco, California **(Co-Leader)**

2:00–5:30 p.m.

AFTERNOON PROGRAM—SPECIAL EVENTS

2:00–4:00 p.m.
Elizabethan A, B, C, D

"Ethnic Scholars Speak About the Ethnic Communities of the Bay Area"
Ethnic scholars from the Department of Ethnic Studies at the University of California, Berkeley, and the School of Ethnic Studies at San Francisco State University will talk about the cultures, development, contributions, and concerns of present-day Bay-Area ethnic communities.

Mr. Jeff Chan, Professor of Asian American Studies, San Francisco State University—San Francisco, California **(Panel Moderator)**
Dr. Jose B. Cuellar, Professor and Chair, La Raza Studies Department, San Francisco State University—San Francisco, California **(Panel Member)**
Dr. Laura D. Head, Professor, Black Studies Department, San Francisco State University—San Francisco, California **(Panel Member)**
Dr. Clara Sue Kidwell, Associate Professor, Native American Studies Program, and Acting Associate Dean of the Graduate Division, University of California—Berkeley, California **(Panel Member)**
Dr. Benjamin Robert Tong, Research Associate, Institute for the Study of Social Change, University of California at Berkeley, and Visiting Lecturer, Asian American Studies Department, San Francisco State University—San Francisco, California **(Panel Member)**



4:30–5:30 p.m.
California East and West

LATE AFTERNOON SOIREE
(No-Host Wine Service)

Performance Feature:

Connections to the Past, Voices Toward the Future—A humor-filled collage celebrating work by contemporary African American writers, featuring Schyleen Qualls of the Last Word Productions in San Francisco, a highly sought-after performer on college campuses across the country and recent recipient of the Harvard University Foundation's Medallion Award, recognizing her "outstanding contributions to Americans performing arts and to race and intercultural relations."

5:30–7:30 p.m.
Grand Ballroom

STANFORD UNIVERSITY MULTICULTURAL DEVELOPMENT NETWORKING RECEPTION

Stanford University invites conference attendees to a multicultural networking reception coordinated by the university's Office for Multicultural Development. Come and share ideas; meet some of the administrators, faculty, and staff involved in Stanford's multicultural programs; and learn about Stanford's institutional change initiatives.

MONDAY, JUNE 8, 1992

8:30–10:15 a.m.
Grand Ballroom

MORNING PLENARY SESSION

Keynote Address:

"The Demographics of the New Pluralism: Dimensions of Change"

Dr. Harold L. Hodgkinson, Director, Center for Demographic Policy, Institute for Educational Leadership—Washington, D.C.; author of *All One System: Demographics of Education—Kindergarten Through Graduate School* and *The Same Client: The Demographics of Education and Service Delivery Systems*; and co-author of *The Demographics of American Indians: One Percent of the People, Fifty Percent of the Diversity*

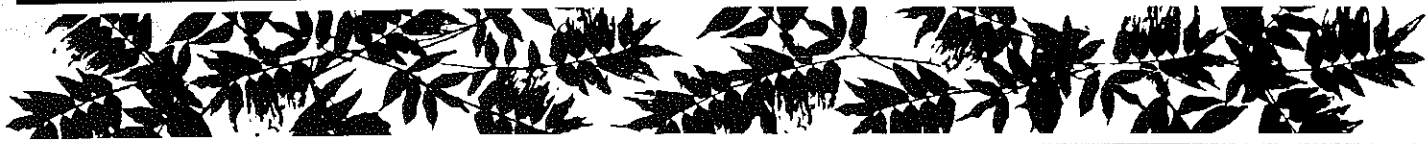
10:30 a.m.—noon

MORNING PROGRAM—90-MINUTE CONCURRENT SESSIONS

10:30 a.m.—noon
Colonial

Building a Comprehensive American Indian Center

This session will discuss progress to date and future plans for the creation of a Center for American Indian Studies at the University of Oklahoma, envisioned both as a comprehensive educational, research, and living center and the premier center for the study of American Indians in the United States. Presenters will provide details on the history, planning, development, and problems associated with the creation of such a center. Areas to be addressed include the center's structure, focus, and primary mission; territoriality; personal and political agendas; resources and timelines; curricular, academic and other programmatic initiatives; relations with tribes and tribally operated colleges; and the extent of institutional change required to support the center's current scope and projected future development. The linear approach and timeline used to link curriculum, teaching, research, recruitment, community, and tribal elements into a functional whole will be presented, and academic and programmatic materials will be shared.



Dr. Phil Lujan, Associate Professor, Department of Communications,
The University of Oklahoma—Norman, Oklahoma **(Co-Leader)**
Dr. Blake Thurman, Assistant Dean and Adjunct Assistant Professor,
College of Arts and Sciences, The University of Oklahoma—Norman,
Oklahoma **(Co-Leader)**

10:30 a.m.—noon
Essex

Developing a Successful Minority Scholars Program Within a Predominantly White Institution

This presentation will discuss the Minority Scholars Program established in 1990 to recruit and retain minority students at Case Western Reserve University, a private institution with a predominantly white student population, located in the heart of the African American community of Cleveland. Areas to be addressed include gaining upper-level administrative support; struggling with institutional culture and values; dealing with the territoriality of existing minority programs; establishing a team effort and maintaining a successful interface among various departments; building a sense of student ownership within the program; assisting students to create peer support systems; implementing a monitoring system to track student progress; creating proactive support services that attend to the academic, emotional, and noncognitive needs of student program participants; developing an institutional assessment process; and establishing successful internal and external communication about the program.

Ms. Judith Kay Olson-Fallon, Reading Consultant, Educational Support Services, Case Western Reserve University—Cleveland, Ohio **(Co-Leader)**
Mr. Gardner Dean Patterson, Jr., Associate Dean of Students/Minority Affairs, Case Western Reserve University—Cleveland, Ohio **(Co-Leader)**

10:30 a.m.—noon
Georgian

Myths and Milestones of Affirmative Action

This session examines the pros and cons of affirmative action in the American labor force, giving particular attention to its impact in higher education. The presenter will discuss substantial gains and improvements in the participation of ethnic minorities and women in all areas of employment since the onset of affirmative action, dispel many negative misperceptions, address persistent challenges and barriers, and illustrate the effectiveness of affirmative action in creating workforce diversity and improved productivity. Important implications for the future of affirmative action will be addressed in view of labor force projections for the turn of the century and the sustained responsiveness of business and industry.

Dr. Freddie Lang Groomes, Executive Assistant to the President, The Florida State University—Tallahassee, Florida **(Workshop Leader)**

10:30 a.m.—noon
Borgia

Creating a Climate of Civility

One major barrier to the development of understanding and appreciation of cultural diversity is the frequently hostile and argumentative environment in which interaction among members of different cultural groups occurs. This workshop presents a model for establishing and maintaining a non-threatening atmosphere that encourages honest dialogue and frank discussion about feelings relating to cultural differences. Presenters will describe the "Three Question Exercise" used to promote



constructive dialogue around cultural diversity, facilitate an abridged version of the activity, and present information on facilitator recruitment and training as well as information on evaluation and suggestions useful for replicating the approach in other institutions.

Dr. Theresa A. Powell, Vice President for Student Affairs, Western Michigan State University—Kalamazoo, Michigan **(Co-Leader)**
Mr. Danny Eugene Sledge, Director, Division of Minority Affairs, Western Michigan University—Kalamazoo, Michigan **(Co-Leader)**

10:30 a.m.—noon
California East

Fallout in the Year 2000: The Aftermath of a Five-Year Effort to Build a Multicultural and Diverse University

Despite widespread implementation of cultural diversity initiatives in curriculum, affirmative action, and cultural programming, many universities continue to meet strong opposition and resistance to cultural diversity efforts. Much of the reaction to diversity efforts has been masked under the rubric of "political correctness" and the debate over first amendment rights. This session will discuss the aftermath of five years of experience at St. Cloud State University in the implementation of that institution's comprehensive cultural diversity plan. The impact of diversity on students, faculty, the institution, and the university community will be discussed, and implications and strategies for other institutions will be suggested.

Dr. Bernard Oliver, Dean, College of Education, Washington State University—Pullman, Washington **(Co-Leader)**
Mr. Tamrat Tadame, Assistant Professor, College of Education, St. Cloud State University—St. Cloud, Minnesota **(Co-Leader)**
Dr. flo h. wiger, Associate Professor, Center for Perspectives and Educational Planning, Metropolitan State University—St. Paul, Minnesota **(Co-Leader)**

10:30 a.m.—noon
California West

Successful Campuswide Cultural Diversification: A Model for the 21st Century

New Jersey has received national attention for advancing the status of minority students and faculty among the state's two- and four-year institutions. Stockton State College has received widespread recognition for achieving collegiate diversity and is widely recognized for the diverse composition of its freshman enrollment, its diverse institutionwide enrollment, and its diverse faculty profile. This presentation will describe state-of-the-art methodologies for successful campuswide cultural diversification, focusing particularly on issues relating to sensitizing the collegiate community to cultural diversity; gaining support of the Board of Trustees; developing techniques for an all-inclusive curriculum; developing a long-range plan for faculty diversification; utilizing effective teaching strategies to foster multicultural learning; developing effective methodologies for staff recruitment and retention; and developing effective initiatives for student recruitment, retention, and graduation.

Dr. Franklin Ojeda Smith, Southern Regional Co-Coordinator, New Jersey Multicultural Studies Project, and Professor of Sociology, Stockton State College—Pomona, New Jersey **(Co-Leader)**
Mr. William C. Jaynes IV, Associate Professor of Social Work, Stockton State College—Pomona, New Jersey **(Co-Leader)**



10:30 a.m.—noon
Elizabethan A

Assisting Students, Administrators, and Faculty to Understand the Jewish Experience on Campus

This presentation will explore reasons for and ways to address bigotry-motivated violence directed toward Jewish individuals on campus. Similarities and differences between bigotry-motivated violence directed toward the Jewish community and other forms of bigotry-motivated violence will be explored. Areas of focus will include the cyclical nature of anti-Jewish violence, its current forms on campus, and potential consequences of efforts to address this issue. Participants will have an opportunity to work in small groups to discuss possible strategies and to engage in problem solving around local barriers on their campuses.

Dr. Diane J. Goodman, Coordinator of Human Relations Education, University of Rhode Island—Kingston, Rhode Island **(Co-Leader)**
Dr. Andrea C. Kandel, Coordinator of Student Development and the Center for Diversity and Development, University of Massachusetts—Amherst, Massachusetts **(Co-Leader)**

10:30 a.m.—noon
Elizabethan B

Awakening Appreciation Within Our Diversity: An Introduction to a Cross-Cultural Encounter

On campuses with pluralistic populations, cultural misunderstandings create barriers to effective communication and appreciation of differences. "Barnqa: A Flexim on Cultural Clashes" provides a short, simple, cross-cultural simulation game rich in participatory experience and opportunities to learn about cross-cultural behavior. Despite its simplicity, this simulation generates rich discussion of culture clashes in situations where people either do not recognize how they are different or find it difficult to bridge their differences. During the discussion and debriefing, facilitators will assist workshop participants in exploring real-life situations.

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

Dr. James R. Romero, Project Coordinator, Norman Prevention Coalition, Public and Community Services, College of Continuing Education, The University of Oklahoma—Norman, Oklahoma **(Co-Leader)**

10:30 a.m.—noon
Elizabethan C

Cultural Identification and Institutional Character: Implications for the Retention of American Indian Students in Higher Education

Despite increased access to higher education and a decade of concerted recruitment of American Indians, the percentage of these students retained to graduation has declined. This workshop presents research in progress at San Diego State University and Northern Arizona University, focusing on relationships between the cultural identification of American Indian students and institutional frameworks that promote or inhibit the retention to graduation of these students. A cultural-identification continuum based on a broad range of Indian/Non-Indian beliefs and behaviors and a self-assessment model for higher education institutions will be employed to highlight preliminary study findings, which indicate a correlation between retention, cultural identification of Native Americans along the continuum and institutional factors such as student/faculty interaction, mentoring, and peer support. These findings provide implications for institutional change and greater retention of American Indian students in higher education.



Mr. David M. Whitehorse, Lecturer in American Indian Studies,
Department of American Indian Studies, San Diego State University—
San Diego, California (**Workshop Leader**)

10:30 a.m.—noon
Elizabethan D

A Student-Focused Conference on Multicultural Perspectives for Student Empowerment

This workshop will highlight the development and implementation of a student-focused conference addressing multicultural diversity through a non-traditional, proactive approach to effective student cultural awareness. The conference project, funded by a college grant and held in the spring of 1992, presented an alternate student learning experience by focusing on several different areas of multicultural concern, including ethnicity and the interaction between culture and gender, socioeconomic status, religion, age, and self-esteem. The six half-day conferences involved a leadership core of students trained to serve as moderators of conference panel sessions and responsible for several of the final products resulting from the conference, including interpretive journals and student evaluations. Presenters will discuss the development and proceedings of the conference, how it served as a forum for the development of curricular materials, student leadership training and roles, and evaluations of conference effectiveness.

Dr. Rosaria Caporrino, Research Associate, Office of Institutional Research, and Supervisor, Office of Testing and Assessment, Bergen Community College—Paramus, New Jersey (**Co-Leader**)

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

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

Ms. Debra Schader, Student, Professional Studies, Bergen Community College—Paramus, New Jersey (**Co-Leader**)

Mr. Shaun A. Williams, Student, Professional Studies, Bergen Community College—Paramus, New Jersey (**Co-Leader**)

10:30 a.m.—noon
Victorian

Developing a Campuswide Diversity Awareness and Skills Development Program: The University of Missouri-Columbia Experience

This session will focus on MU TO THE FUTURE, a diversity-awareness and skills-development program designed for all members of the academic community at the University of Missouri at Columbia. The presenter will discuss developing consensus through task forces, student activism, and administrative line authority for minority affairs; assembling a dedicated internal staff management team responsible for the program; samples of activity in a freshman experience course for 500 students; working with faculty experiencing problems in human relations; and the working proposal for a human relations staff training program on diversity, to be housed in a Center for Multiculturalism. Participants will have an opportunity to develop a human relations awareness program strategy based on concepts and information presented.

Dr. KC Morrison, Vice Provost for Minority Affairs and Faculty Development, University of Missouri—Columbia, Missouri (**Workshop Leader**)



10:30 a.m.—noon
Cambridge

Using Personal and Political Transformation Theory to Build Approaches for Empowering Students Through Ethnic Consciousness Building

This presentation applies a theory of personal and political transformation to the traumas, dilemmas, and possibilities for liberation that undergraduates confront in developing their ethnic identity/consciousness and is based on the theoretical work of Professor Manfred Halperin (Princeton) and the applied work of Professor David Albalos (Seton Hall). The theory presents three paradigms useful in understanding and responding to the process of ethnic identity formation. A comprehensive strategic and tactical approach will be presented, outlining how middle-level ethnic administrators, faculty, and staff can function through a cohesive, participatory working group to empower students to develop an ethnic identity/consciousness that is both multicultural and community based. A variety of specific programming and training models capable of adaptation to various institutional environments will be presented.

Mr. Michael S. Rodriguez, Director, Third World Center, Princeton University—Princeton, New Jersey (**Workshop Leader**)

10:30 a.m.—noon
Kent

On-Site Admissions: An Innovative and Intensive Approach to Recruiting and Admitting Equity Students

This workshop showcases the On-Site Admissions Program of California State University, Northridge, a successful, innovative recruitment and admission effort designed to develop an intersegmental and intracampus partnership providing greater opportunities for educational equity students to access the university. Distinct but interactive university units cooperate to bring the application process, evaluation, and admission determination directly to students at their home schools and to ensure successful matriculation through personalized follow-up and priority services provided by such units as the Financial Aid Office, Housing, and the Educational Opportunity Program.

Mr. Britt Ortiz, Coordinator, Outreach Internship Program, California State University—Northridge, California (**Co-Leader**)

Ms. Ludim T. Seja, Director, Pre-College Programs, University Outreach and Recruitment, California State University—Northridge, California (**Co-Leader**)

10:30 a.m.—noon
Oxford

Developing a Multicultural Curriculum: Why and How

This workshop focuses on why and how to develop a multicultural curriculum. Presenters will discuss ways a multicultural curriculum enhances rather than diminishes the teaching and learning process, identify obstacles to developing such a curriculum, describe different developmental strategies and approaches, and share models currently in place at colleges and universities. An interactive exercise, "Diversity Pursuit," will be used to underscore the importance of multicultural content.

Dr. Wallace B. Appelson, President, Truman College—Chicago, Illinois (**Co-Leader**)

Dr. Ruth Burgos-Sasscer, Vice President for Instructional Services, Truman College—Chicago, Illinois (**Co-Leader**)

Dr. Pamela Fisher, Vice Chancellor, Yosemite Community College District—Modesto, California (**Co-Leader**)



10:30 a.m.—noon
Parlor A

The Relearning Process: Developing and Implementing Effective Participatory Models for Change and Fostering Multiculturalism in Institutions of Higher Education

Developed and piloted in Colorado in 1990, the Institute for Ethnic Diversity is a participatory model and effective change agent in institutional efforts to address diversity and build multicultural communities. The institute is currently being implemented in six institutions in New Mexico and four institutions in North Dakota, and work is under way to expand these efforts statewide. This session will present the institute as a participatory model involving a 12-month, campus-based process to develop and implement comprehensive plans and strategies capable of stimulating needed changes in institutional culture as a way of developing a multicultural community and strengthening and sustaining minority participation and achievement. Specific areas to be addressed include defining and better understanding the concept of diversity as a value and institutional priority, defining multiculturalism within the institutional context, preparing campuses for accepting and working with change, creating campus diversity leadership, and preparing the campus community to address and use conflict as a learning tool.

Ms. Suzanne Benally, Senior Staff Associate, The Western Interstate Commission for Higher Education—Boulder, Colorado (**Workshop Leader**)

10:30 a.m.—noon
Parlor B

Using Cooperative Learning Structures and Interactive Teaching Strategies to Empower Students From Diverse Backgrounds

As efforts to facilitate proactive responses to diversity in higher education increase, academic disciplines in many areas have become the focal point of critique and analysis, influencing teaching and learning in important ways. Many innovative techniques involve interactive and cooperative models that incorporate validating students, communicating, developing a democratic group process, examining conflict, and using principles of cooperative learning. This session will discuss and explore process skills necessary to utilize interactive teaching strategies. Cooperative learning structures, including shared leadership, community building, group autonomy, interdependence, heterogeneity, and mutuality, will be presented as one model for encouraging the empowerment of diverse students.

Dr. Donnalee A. Cockrille, Coordinator of Women's Programs, Marshall University—Huntington, West Virginia (**Co-Leader**)

Dr. Susan J. Criswell, Assistant Professor of Education, Edinboro University of Pennsylvania—Edinboro, Pennsylvania (**Co-Leader**)

10:30 a.m.—noon
Sussex

Academic Achievement Among African American Male Students in Science

This workshop focuses on the Meyerhoff Scholarship Program, a multimillion-dollar initiative designed to increase the number of African Americans, especially males, who enter and succeed in undergraduate studies and ultimately in graduate or professional programs in science, engineering, and technology. A unique feature of the presentation is a 27-minute videotape on successful African American male youth, designed to motivate minority students and stimulate discussion among educators, parents, and community organizers regarding minority student achievement. It documents the Meyerhoff Program, provides profiles of



students in the program, and examines problems of low achievement among African American males and their shortage in science professions. The presenter will discuss characteristics of successful young African American males and their families, with special attention given to specific strategies for supporting young African American males.

Dr. Freeman A. Hrabowski, Executive Vice President, University of Maryland Baltimore County—Baltimore, Maryland (**Workshop Leader**)

10:30 a.m.—noon
Yorkshire

Multiculturalism in a Bilingual Framework: The Case of Postsecondary Education In Canada

The familiar metaphors of the Canadian "mosaic" and the American "melting pot" are intended to convey a difference between the two countries in the pressures on members of minority racial and ethnic groups to discard their distinctive cultures. Certainly official policy in the two countries suggests significant differences in their approaches to minority cultures. In Canada, there is a long tradition of according official recognition, special rights, and entitlements on the basis of group membership, and multiculturalism is given explicit recognition and protection in the Canadian constitution. This forms the basis for explicit government involvement in the protection and promotion of racial and ethnic group cultures and state-supported multiculturalism within a bilingual framework. This session will examine multiculturalism from a comparative perspective, focusing on multiculturalism in postsecondary institutions in Canada. Examples from colleges and universities in Ontario, the most multicultural province in Canada, will be provided, along with comparisons to American higher education. In addition, presenters will describe the Multicultural Initiatives Fund, the main vehicle for multiculturalism at the postsecondary level, and some of the challenges to the Canadian multicultural model. A videotape, "The Chilly Climate," dealing with racism, sexism, and issues of campus climate on Canadian campuses will also be shown.

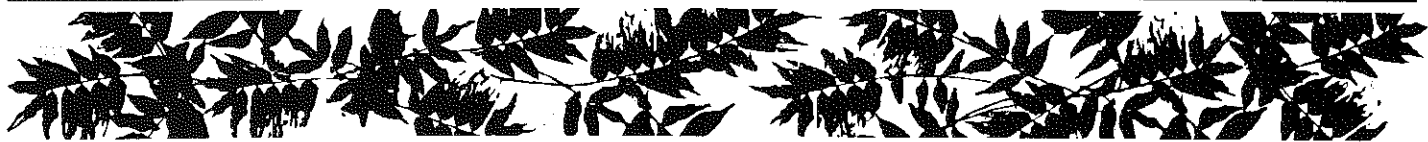
Ms. Gail Benick, Professor, Faculty of Applied and Language Arts, Sheridan College—Oakville, Ontario, Canada (**Co-Leader**)

Dr. Anver Saloojee, Professor, Department of Politics, School of Public Administration, Ryerson Polytechnical Institute—Toronto, Ontario, Canada (**Co-Leader**)

10:30 a.m.—noon
Olympic North

Extending the 50-Minute Hour: A Proactive Role for Mental Health Professionals in Campus Diversity and Retention Issues

Mental health professionals, trained to work with issues of self-esteem, alienation, and conflict, have the potential to play an important role in helping colleges and universities manage and resolve complicated challenges of diversity, yet this resource is underutilized on many campuses. Traditionally, many institutions have focused on the retention of ethnic students through attention to academic skills building. While this approach has merit, it is incomplete since students of color frequently experience emotional setbacks such as alienation, culture shock, and other cultural conflicts not addressed through academic skills building. This workshop will explore how through consultation, outreach, and programmatic efforts Student Psychological Services at UCLA has moved beyond the "50-minute hour" approach to providing psychological services for students of color and has taken a proactive role in campus diversity and retention activities.



Dr. William D. Parham, Psychologist, Student Psychological Services, University of California—Los Angeles, California **(Co-Leader)**
Ms. Patricia Rodriguez-Holguin, Social Worker, Student Psychological Services, University of California—Los Angeles, California **(Co-Leader)**
Ms. Nan Sensaki, Social Worker, Student Psychological Services, University of California—Los Angeles, California **(Co-Leader)**
Dr. Jeanne Stanford, Psychologist, Student Psychological Services, University of California—Los Angeles, California **(Co-Leader)**

10:30–noon
Olympic South

Asian Pacific Students in Higher Education: A Student Panel

Although Asian and Pacific Islander students in higher education are a profoundly diverse group representing great differences in background, these students often encounter campus situations in which their uniqueness as individuals is not recognized. The idea of the “model minority,” often subscribed to by administrators, faculty, and students alike, frequently prevents Asian and Pacific Islander students from getting their needs recognized and/or met. With the support of two facilitators, a panel of students will voice major issues, questions, and challenges facing Asian and Pacific Islander students in higher education. Ways in which stereotyping, cultural misunderstandings, campus attitudes, and institutional structure affect Asian Pacific students will also be explored. With the input of session participants, students and panel facilitators will formulate a framework for looking at the Asian and Pacific Islander student experience, along with some ways in which institutions can positively respond to critical issues and challenges.

Ms. Leilani Clark, Instructor of Sociology and Cross-Cultural Studies, Grossmont College—El Cajon, California **(Co-Leader)**
Dr. Joseph DeTorres, Director, Extended Opportunity Programs and Services, Los Medanos College—Pittsburg, California **(Co-Leader)**

Noon–1:45 p.m.
Grand Ballroom

LUNCHEON AND LUNCHEON PROGRAM

Keynote Address:

“Sushi and Grits: Ethnic Identity in a Newly Multicultural America”

Itabari Njeri, staff writer of the *Los Angeles Times*, currently on leave to write her second book, *The Last Plantation* (Random House, 1992), which explores ethnic identity and conflict in America, and winner of the 1990 American Book Award for *Every Good-Bye Ain't Gone*, a family memoir (Times Books/Random House, 1991).

2:00–3:00 p.m.
Dutch Kitchen

AFTERNOON PROGRAM—SPECIAL FEATURE

“Dialogue With Itabari Njeri”

Itabari Njeri, Journalist and Award-Winning Author

2:00–5:00 p.m.

AFTERNOON PROGRAM—3-HOUR CONCURRENT SESSIONS

2:00–5:00 p.m.
Colonial

Major Workshop Session 9

Diversity Issues in Professional and Graduate Education

A panel representing different professional and graduate education environments will discuss legal and pragmatic issues relating to efforts to promote diversity in professional and graduate programs. Panelists will discuss strategies for creating and nurturing diversity within professional and graduate education settings.



Dean Paul Brest, Richard E. Lang Professor and Dean, Stanford Law School—Stanford, California (**Panel Moderator**)

Dr. Willie V. Bryan, Vice Provost for Educational Services and Registrar, The University of Oklahoma Health Sciences Center—Oklahoma City, Oklahoma (**Panel Member**)

Ms. Sally M. Dickson, Associate Dean and Lecturer, Stanford Law School—Stanford, California (**Panel Member**)

Dr. Michael R. Dingerson, Associate Vice Chancellor for Research and Dean of the Graduate School, The University of Mississippi—University, Mississippi (**Panel Member**)

Mr. James Allen Heggie, Assistant to the Vice President for Multicultural Affairs, The University of Texas Health Science Center—Houston, Texas (**Panel Member**)

Ms. Sharon Parker, Associate Provost and Director, Office for Multicultural Development, Stanford University—Stanford, California (**Panel Member**)

2:00–5:00 p.m.
Georgian

Major Workshop Session 10

Creative Approaches to Teaching From a Multicultural Perspective

Combining presentation and participation, this workshop is designed to provide direct access to the multicultural experience from the “inside out” toward the objective of overcoming and transcending the “them/us” barriers that confront all segments of American society. Examples of multicultural literature, music, and visual arts will be provided for sharing and discussion. Various multilevel teaching methods will be demonstrated in practical, “hands on” fashion, and participants will be encouraged, through brief writing activities, to express and share their own perspectives regarding identity and ethnicity. The workshop leader has been recognized by the Excellence in Teaching award, is a widely published and award-winning author and winner of the 1990 American Book Award, and was named the Oregon Poet of the Year in 1991.

Dr. Lawson Fusao Inada, Professor, Department of English, Southern Oregon State College—Ashland, Oregon (**Workshop Leader**)

2:00–5:00 p.m.
California West

Major Workshop Session 11

Power and Politics in Organizational Life: Concepts, Mindsets, and Skills for People of Color

Power and politics are key dynamics in the organizational life of institutions of higher education. People of color are uniquely challenged to comfortably and effectively participate in numerous power relationships in their daily interactions on campus. Personal and cultural values are challenged, evolving frustrations, emotional conflict, and a sense of high risk. People of color are looking for more effective ways to understand “the game” and become major power players in it. This seminar will explore useful concepts, mindsets, and skills to enable people of color to participate more effectively in campus power relationships and assume increasing leadership positions.

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



2:00–5:00 p.m.
Borgia

Training Dialogue Group Facilitators: Teaching About Conflict and Multiculturalism

This session will engage participants in a demonstration of principles and techniques used in training facilitators for intergroup dialogues, a technique that brings together members of different groups with a history of conflict or potential conflict to explore commonalities and differences. Co-facilitated by undergraduates who have undergone both substantial training and in-services, these dialogues meet weekly for four to seven weeks. Effective facilitation of the groups requires a broad repertoire of skills—co-facilitation, communication, conflict management, alliance building, and multicultural awareness. Presenters will discuss the successes, complexities, and challenges of training dialogue facilitators through the use of experiential exercises, illustrative materials, and brief presentations.

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

2:00–5:00 p.m.
Olympic South

The Prejudice Reduction Model of the National Coalition Building Institute

This session presents the Prejudice Reduction Training Model developed by the National Coalition Building Institute. This model is based on a series of exercises that use nonconfrontational techniques to help participants address issues of stereotyping and prejudice and 20 assumptions that allow participants to explore beliefs and deeply held opinions relating to issues of group identity. Presenters will facilitate the development of vital skills needed to cope effectively with prejudicial beliefs and demonstrate ways to overcome powerlessness in situations involving prejudice through techniques that effect positive change in others.

Ms. Virginia Vilarreal Mann, National Diversity Awareness Trainer, American Association of University Women—McAllen, Texas (**Co-Leader**)

Ms. Joan N. Strutton, Diversity Awareness Facilitator, American Association of University Women—Linden, Texas (**Co-Leader**)

3:00–5:00 p.m.

AFTERNOON PROGRAM—2-HOUR CONCURRENT SESSIONS

3:00–5:00 p.m.
California East

Cross-Cultural Studies: A Successful Working Model for Revitalization and Growth

At risk as a department by 1980, multicultural studies at Grossmont Community College is now the fastest growing department on campus. Presenters will describe the community-building processes utilized to build the curriculum, elicit extensive “buy-in” from the campus community, and create a high number of co-curricular and in-service projects with other departments and sectors on campus. They will also demonstrate innovations in teaching styles and the use of simulations as an integral part of their class activities.

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



Ms. Leilani Clark, Instructor, Cross-Cultural Studies, Grossmont Community College—El Cajon, California **(Co-Leader)**
Mr. Tom Gamboa, Coordinator, Cross-Cultural Studies, Grossmont Community College—El Cajon, California **(Co-Leader)**
Mr. Jimines Gilbert, Student, Cross-Cultural Studies, Grossmont Community College—El Cajon, California **(Co-Leader)**
Ms. Jamie Kander, Student, Cross-Cultural Studies, Grossmont Community College—El Cajon, California **(Co-Leader)**
Ms. Nicole Potter, Student, Cross-Cultural Studies, Grossmont Community College—El Cajon, California **(Co-Leader)**
Mr. Zayid Saleem, Student, Cross-Cultural Studies, Grossmont Community College—El Cajon, California **(Co-Leader)**
Ms. Emon Shemami, Student, Cross-Cultural Studies, Grossmont Community College—El Cajon, California **(Co-Leader)**

3:00–5:00 p.m.
Elizabethan B

Faculty Development for Multicultural Curriculum, Part II

The issue of changing curriculum to better reflect the nation's diversity was approached at Bloomfield College through establishment of the Faculty Development Program, which helps faculty become more exposed to other cultures; enables them to research new ways of teaching a diverse student body; provides resources for restudying their own disciplines for content and perspectives on race, gender, ethnicity, and class; and supports their efforts through ongoing assessment, feedback, and encouragement. Presenters will discuss key elements of this faculty development model, including working with preceptors, sacrifices of traditional materials, teaching techniques, and other institutional support. They will also discuss how to create a climate for curricular change; issues of academic freedom; and how participants can work to adapt the program, evaluate its success, and secure funding at their own institutions.

Ms. Martha J. LaBare, Associate Dean of Academic Affairs and Director of the Excellence Initiative Grant, Bloomfield College—Bloomfield, New Jersey **(Co-Leader)**
Dr. Reginald Ross, Assistant Professor of Psychology, Bloomfield College—Bloomfield, New Jersey **(Co-Leader)**

3:00–5:00 p.m.
Elizabethan D

Communicating for Institutional Change

Queens College is one of five schools nationally to receive a 1991–92 Ford Foundation Diversity Grant, constituting yet another aspect of a total institutional approach to multiculturalism. A President's Advisory Council on Multiculturalism guides collegewide efforts in areas of student support services, community outreach, curriculum, and staff development, while the grant focuses on faculty-initiated activities at the departmental level. This session will examine the structures, processes, and dynamics of this institutionwide approach and will describe the components of effective cross-cultural communication essential to implementing successful valuing diversity programs. Participants will have an opportunity to participate in activities designed to help them become more effective cross-cultural communicators and develop diversity action plans for their own departments/institutions.

Ms. Sonya E. Delgado, Multicultural Diversity Trainer, City University of New York—New York, New York **(Co-Leader)**
Mr. George J. Meyer, Executive Assistant to the President and Director of Affirmative Action, Queens College, City University of New York—Flushing, New York **(Co-Leader)**



3:00–5:00 p.m.
Victorian

Ethnoviolence on Campus: The Victims and Victimiziers, the Individual and Social Effects, and Future Prospects

This session addresses multifaceted dimensions of ethnoviolence on campus. Reviewing systematic studies that have been done on 22 campuses since the National Institute Against Prejudice and Violence initiated this research in 1986, the presenter will address the extent of ethnovoilent behaviors on campuses; differences by ethnicity, race, religion, gender, and sexual orientation; the unique traumatic effects of being a victim of prejudice-motivated acts; the extent of revictimization, that is, how frequently the same students are targeted for attack; the prevalence of convictimization, that is, how an incident of ethnoviolence affects those who see or hear about it; what we know about the perpetrators of these acts; why victimized students don't report incidents; the conservative undercurrents of intergroup conflicts on campus; and new targets of campus bigotry.

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

3:00–5:00 p.m.
Kent

The Academic Enrichment Program: An Intrusive Intervention/Retention Model

The Academic Enrichment Program at Kansas State University is a working retention model that creates a bridge between individual minority students and the university community through an intrusive support network involving two academic colleges, an academic support program, and the university enrollment center. This model has now been used for three continuous semesters and has produced steady growth and matriculation for students of color whose academic performance was lower than their entry measures predicted or below university standards. Retention strategies used in the program are drawn from the growing body of theory on cooperative learning and research that emphasizes the creation of communities of scholars among students of color. Program components, procedures, and initial results will be described, and presenters will discuss environmental "warming," strategies for obtaining necessary administrative and faculty support, and ways to create a climate supportive of innovative retention strategies.

Dr. Anne Butler, Director, Educational Supportive Services, Kansas State University—Manhattan, Kansas (**Co-Leader**)

Ms. Anita Cortez, Learning Skills Specialist, Educational Supportive Services, Kansas State University—Manhattan, Kansas (**Co-Leader**)

Ms. Charlotte Shoup Olsen, Academic Services Coordinator, Educational Supportive Services, Kansas State University—Manhattan, Kansas (**Co-Leader**)

3:00–5:00 p.m.
Oxford

From Recruitment to Graduation—A Minority Recruiting Tale

This session will profile the Minority Recruitment Program at the University of Minnesota St. Paul Campus, begun five years ago to increase minority faculty and both undergraduate and graduate minority students in five of the institution's colleges, its extension center, and experiment station. The four major components of the model—recruitment, support, retention, and completion—will be discussed, and key ingredients and measures of program effectiveness will be indicated.

Dr. Charles E. Williams, Minority Recruiting Director and Director of Equal Opportunity and Affirmative Action, University of Minnesota—St. Paul, Minnesota (**Workshop Leader**)



3:45–5:00 p.m.

AFTERNOON PROGRAM—75-MINUTE CONCURRENT SESSIONS

3:45–5:00 p.m.
Grand Ballroom

Ready for the 21st Century: A Comprehensive, Four-Year Plan for the Multicultural Education of Undergraduate Students

Minority affairs offices have been given the responsibility of supporting minority students while also providing for campuswide multicultural education. This approach has met many needs, yet does not address the need for comprehensive diversity education for all students. This session explores a comprehensive, four-year planning model of multicultural education that prepares students for gender, racial, ethnic, and cultural diversity. Unlike one-time or semesterlong efforts, this plan infuses multicultural awareness, experiences, and activities in a staged, four-year comprehensive plan adaptable to any institution serious about multicultural education.

Mr. Richard A. Ford, Associate Dean of Students, Guilford College—Greensboro, North Carolina (**Workshop Leader**)

3:45–5:00 p.m.
Elizabethan A

Managing Intracultural Differences: An African American Perspective

Although some of South Florida's culturally diverse groups have come together to learn to manage their differences more effectively, very little has been done to facilitate more harmonious relationships among people of African descent in the Miami area, i.e., Haitians, Jamaicans, Afro-Cubans, Bahamians, and African Americans. Communication between these groups is limited due to barriers of language, mistrust, preconceived notions, stereotypes, and a lack of understanding of each other's history and culture. This workshop will focus on differences among these African ancestry groups in terms of such things as their history, religion, language, social structure, politics, and socioeconomics and will discuss strategies for facilitating meaningful dialogue between these groups.

Ms. Phyllis Stripling Baker, Instructor, Miami Dade Community College—Miami, Florida (**Workshop Leader**)

3:45–5:00 p.m.
Elizabethan C

Finding the Comfort Zone for Minority Student Mentoring: An Action Plan That Works

One of the often cited causes of poor retention of minority students at predominantly white colleges is that minorities tend to be far less likely than their white counterparts to seek counseling or tutoring. This session presents a model program for retention of minority students through early contact with faculty and peer mentors. Presenters will provide action steps for developing an exemplary minority mentoring program, including suggestions for appointing a steering committee, identifying mentors, matching mentors and mentees, eliciting minority student participation, identifying key administrative, faculty, and staff roles and responsibilities, and related implementation strategies.

Dr. Jacqueline C. Comas, Assistant Professor, Instruction and Curriculum, University of Florida—Gainesville, Florida (**Co-Leader**)

Dr. Jacquelyn D. Hart, Assistant Vice President, Affirmative Action Office, University of Florida—Gainesville, Florida (**Co-Leader**)



3:45–5:00 p.m.
Cambridge

Creating an Appropriate Academic Advising Environment for Minority Male Adults With Entry Fears: The Path to Retention

As academic advising is critical to retention, adviser sensitivity to minority male college-entry fear and the cultural, socioeconomic, and adult developmental transitions that affect academic success becomes a core issue in the path to retention for this population. This workshop presents findings of a case study of the advising needs of five minority males, using the technique of illuminative evaluation. Through discussion, brainstorming, and role play, conclusions will be drawn to enhance academic advising for minority male adults.

Dr. Mary J. Didelot, Academic Adviser and Faculty, English and Philosophy, Purdue University Calumet—Hammond, Indiana (**Workshop Leader**)

3:45–5:00 p.m.
Parlor A

Living in a Diverse Community: An Approach to Comprehensive Campus Programming

This presentation will describe the University of Maryland at College Park's weeklong diversity program entitled "Living in a Diverse Community: Creating a Common Ground." This annual event, featuring workshops, panel presentations, art exhibits, cultural entertainment, and lectures, has recently been expanded from two to five days, with 42 coordinated activities that reach over 5,000 participants at various levels of multicultural development. This session will highlight program content and special events and will discuss planning and implementation processes for this event, as well as critical roles played by students, staff, and faculty.

Ms. Gloria Bouis, Program Coordinator, Office of Human Relations Programs, University of Maryland—College Park, Maryland (**Co-Leader**)
Ms. Vicky Foxworth, Program Coordinator, Office of Human Relations Programs, University of Maryland—College Park, Maryland (**Co-Leader**)

3:45–5:00 p.m.
Parlor B

Retaining and Empowering At-Risk Students

This session reports on a study to investigate the effects of differing levels of learning preference strategies upon the retention rate and academic achievement of a group of full-time freshman students enrolled in a medium-sized public community college in the Southwestern United States. Experimental and control cohorts with comparable demographics and basic academic skills were obtained and partitioned into different treatment groups. Analysis of the end-of-year retention rates for the study's six treatment groups revealed statistically significant differences in retention rates, indicating the relevance of academic achievement to retention rate and, in particular, the importance of individualized study strategies for at-risk students.

Mr. John W. Dobbins, Jr., Associate Dean, College of Business Administration, St. John's University—Jamaica, New York (**Co-Leader**)
Dr. Barbara N. Knapp, Assistant Vice President for Reporting Services and Compliance Officer, St. John's University—Jamaica, New York (**Co-Leader**)



3:45–5:00 p.m.
Sussex

Using Critical and Feminist Theories to Understand Diversity in Academe: Strategies for Empowerment

This session will examine marginalized groups in higher education through case studies that analyze the interactions of race, gender, and sexual orientation for selected underrepresented groups. In particular, presenters will take issue with standard, functionalist analyses and will offer an alternative lens with which to develop strategies for change, addressing the following four concerns: (1) How do institutional policies and practices promote or inhibit educational participation, progress, and achievement for underrepresented groups? (2) What structures impede change for minorities? (3) What organizational processes must be modified to produce a climate for organizational innovation and change? (4) What programs have been successful in improving the climate for minorities on campus, and how have these been implemented and assessed?

Dr. Estela M. Bensimon, Assistant Professor and Research Associate, Center for the Study of Higher Education, The Pennsylvania State University—University Park, Pennsylvania **(Co-Leader)**

Dr. William G. Tierney, Associate Professor and Senior Research Associate, Center for the Study of Higher Education, The Pennsylvania State University—University Park, Pennsylvania **(Co-Leader)**

3:45–5:00 p.m.
Yorkshire

Design Strategies and Techniques in Employee Diversity Training Programs: New Lessons to Learn, New Issues to Weigh

The ability to interact effectively with people of diverse backgrounds will increasingly become the hallmark of excellence for employees at all organizational levels. Recognizing this, many institutions are implementing diversity training for their employees. Often mid-level staff people are charged with this task but do not have the requisite knowledge, relevant experience, or comfort level to effectively develop programming and conduct training in this sensitive and highly specialized area. This workshop is designed for facilitators who have been given the added responsibility of developing diversity training without adequate preparation and for the managers responsible for choosing them. Presenters will discuss situations unique to training in issues such as race, gender, and sexual orientation; demonstrate techniques for remaining focused on training goals and objectives; present a model workshop format; and provide a resource bibliography.

Ms. Deborah Orlowski, Affirmative Action Representative, The University of Michigan—Ann Arbor, Michigan **(Co-Leader)**

Ms. Darlene Ray-Johnson, Affirmative Action Representative, The University of Michigan—Ann Arbor, Michigan **(Co-Leader)**

3:45–5:00 p.m.
Olympic North

Building Competitive Advantage: Encouraging Community Through Environmental Management

As institutions of higher education become increasingly multicultural, they must also become more hospitable, weaving diversity into the very fabric of the campus environment. Many changes are required to complete this transition. Some have to do with the academic and non-academic services we provide, while other opportunities exist in the physical environment, through architecture, landscape, art, and interior design. Even without additional funds, many opportunities exist to change the physical environment in ways that both enhance diversity and involve the campus community, including ethnic studies departments and classes in



engineering, architectural landscape, and environmental design. This session will identify literature relating to this topic and will employ slides to illustrate specific examples of approaches for creating enhanced multicultural environments. Difficulties and successes will be frankly discussed, with opportunities for group discussion and problem solving.

Mr. Robert E. Chason, Acting Vice Chancellor, Student Affairs, University of California—Davis, California (**Co-Leader**)

Ms. Patricia A. Kearney, Acting Assistant Vice Chancellor, Student Life, University of California—Davis, California (**Co-Leader**)

3:45–5:00 p.m.
Essex

Peer Mentoring and Tutoring as a Tool for Recruiting and Retaining a Culturally Diverse Student Body

One of four freshman programs at Pace University, the Challenge to Achievement at Pace Program (CAP) is designed for students who are academically underprepared but show potential for succeeding in college. This session will describe the peer support and peer tutor components of this program, which offer a holistic approach to retention through formal and informal social contact, assistance, and tutoring during the freshman year. Both peer supporters and peer tutors are former CAP students who have successfully entered their majors, and program data indicate a 70 percent retention rate, with 36 percent of the current class volunteering to serve as peer supporters for the incoming class.

Mr. Gabriel Amor, Academic Adviser, Challenge to Achievement at Pace Program, Pace University—New York, New York (**Workshop Leader**)

8:00–10:00 p.m.
Colonial

WE ARE ALL IN THIS TOGETHER: PAN-ETHNIC GROUP NETWORKING SESSION

TUESDAY, JUNE 9, 1992

8:00–9:15 a.m.

MORNING PROGRAM—75-MINUTE CONCURRENT SESSIONS

8:00–9:15 a.m.
Colonial

Mentoring: An Aid to Faculty Diversity

Like most other California community colleges, City College of San Francisco faces two converging demographic trends: a major turnover in the ranks of its senior faculty and the increasing presence of persons of color in its communities and classrooms. In partnership with San Francisco State University, the University of California—Berkeley, Hayward State University, Stanford University, the University of San Francisco, and San Jose State University, the Faculty Diversity Intern/Mentor Program was initiated in 1990, both as an innovative component of the college's long-range planning for the turnover of substantial numbers of senior faculty and administrators and as a way of achieving a more multiethnic faculty. This workshop highlights experiences during the founding of this Faculty Diversity Intern/Mentor Program and emphasizes program components, mentoring models, strategies for gaining senior faculty support, and a dynamic mentor/protege relationship.

Mr. Horace V. Alexander, Educational Diversity Recruitment Specialist, City College of San Francisco—San Francisco, California (**Co-Leader**)

Ms. Judy Teng, Dean, Contract Education, City College of San Francisco—San Francisco, California (**Co-Leader**)



8:00–9:15 a.m.
Olympic South

The Native American Initiative: A Community Approach to Serving Native American Students in Western New York

This session will discuss the State University of New York (SUNY) Native American Initiative, designed to address serious underrepresentation of Native American faculty, staff, and students on system campuses and implemented by two regional consortia comprised of representation from Native American reservation communities and SUNY institutions.

Presenters will describe the planning and implementation processes for this initiative, with particular emphasis on the established need, policy, and organizational structure of the consortium. They will also discuss issues of politics and equity, with specific reference to programming within consortium schools and community linkages.

Ms. Wendy N. Huff, Coordinator, SUNY Native American Initiative: Western Consortium, State University of New York, College at Fredonia—Fredonia, New York (**Co-Leader**)

Ms. Cheryl K. John, Support Staff, and Student, SUNY Native American Initiative: Western Consortium, State University of New York, College at Fredonia—Fredonia, New York (**Co-Leader**)

8:00–9:15 a.m.
Georgian

A Survey of Student Perceptions of and Responses to Cultural Diversity

This session provides an update on a total-campus approach to addressing racial and ethnic relations at Bergen Community College and presents results of a study of student perceptions of racial and ethnic relations based on a survey mailed to a random sample of 1,200 students meeting specific criteria. Presenters will report results from the 60-item survey instrument, which employed Likert-type scaling to create four distinct subscales: perception of race/ethnic relations (21 items); collegewide attitudes toward diversity (18 items); self-concept (11 items); and a lie scale (10 items). Plans to use study findings as a basis for implementing student- and faculty-focused workshops, conferences, and special events dealing with racial/cultural diversity and harmony will be addressed.

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

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

8:00–9:15 a.m.
Borgia

Creating an Organizational Umbrella of Student Organizations to Combat Racism

Because the strength that minority student organizations have gained on predominantly white campus has created both a strong support system for minorities and a growing trend toward exclusivity and polarization, there is a need to create effective campuswide coalitions with greater power to combat racism. One method of achieving this is to develop an "umbrella group," such as the Racial Environment Project at Vanderbilt University, comprised of both minority and non-minority students. The presenter will describe the umbrella student organization geared toward improving race relations and the campus climate at Vanderbilt and will discuss its membership, functions, and ongoing activities. Guidelines for establishing similar coalitions in other campus settings will also be provided.

Ms. Kimberly F. Vaden, Activities Coordinator, Campus Student Services, Vanderbilt University—Nashville, Tennessee (**Workshop Leader**)



8:00–9:15 a.m.
California East

The Role of a Community College in Recruiting and Retaining Culturally Diverse Urban Students: A Working Model in Lowell, Massachusetts

The Outreach Programs at Middlesex Community College constitute the primary tools for recruiting culturally diverse, urban students in the Lowell, Massachusetts, area. This workshop will explore seven working programs providing outreach to economically disadvantaged, culturally diverse, and high-risk students. Effective recruitment methods and proven retention strategies will be presented as a comprehensive model for replication.

Ms. Linda Ferragamo, Director, Health Careers Opportunity Program, Middlesex Community College—Lowell, Massachusetts **(Co-Leader)**

Ms. Ilene Freedman, Assistant Director, Educational Talent Search Program, Middlesex Community College—Lowell, Massachusetts **(Co-Leader)**

Ms. Pecki Griselda Gonzalez-Wilson, Director, Community Outreach Center, Middlesex Community College—Lowell, Massachusetts **(Co-Leader)**

Ms. B. J. Lanoux, Coordinator, Massachusetts Educational Opportunity Program, Middlesex Community College—Lowell, Massachusetts **(Co-Leader)**

Ms. Diane Leary-Uong, Director, Educational Talent Search Program, Middlesex Community College—Lowell, Massachusetts **(Co-Leader)**

Ms. Karen J. Saberi, Director, The Lowell Middlesex Academy Program, Middlesex Community College—Lowell, Massachusetts **(Co-Leader)**

8:00–9:15 a.m.
Olympic North

Racial Harassment Case Study

Early in the fall semester of 1990, a student newspaper article called attention to the stigmatization its author felt in response to a particular label for his racial group. In response, a faculty member wrote a critique of the article; numerous letters to the editor ensued taking issue with the views of one or the other or both; the debate caught the attention of media in the larger community; and a campus rally drew a sizable crowd of participants and observers. Resolution of the matter was achieved under the institutional discrimination complaint policy, which had hitherto been untested. This workshop will review two related instances of racial harassment allegations and discuss the application of an institutional discrimination-complaint policy. The roles of students, faculty, and campus administrators will be analyzed to reveal the relative success of mediation efforts, fact-finding activities, and conflict resolution and prevention strategies.

Dr. Thomas W. Gething, Dean of Students, University of Hawaii—Honolulu, Hawaii **(Workshop Leader)**

8:00–9:15 a.m.
Elizabethan A

TRIO Programs: A Diversity Paradigm for the Future

Emphasizing equity and excellence, the U.S. Department of Education-funded TRIO programs provide a historically validated model for recruitment and retention of diverse populations. Spanning a 28-year history and a pattern of increased funding, TRIO programs are currently assisting more than 500,000 students in six federally funded programs designed to increase the numerical strength and success of disadvantaged, traditionally underserved students in postsecondary education. Using both didactic and interactive formats, the presenters will share background



information and specific program components with direct application for educational institutions interested in developing programs to recruit and retain historically underrepresented populations and/or developing public school, community, and postsecondary linkages.

Ms. Patricia A. Carlisle, Director, Student Support Services, and Equal Opportunity and Affirmative Action Officer, Purdue University North Central—Westville, Indiana **(Co-Leader)**

Dr. Neil G. McFarlane, Director, Student Support Services, Indiana Wesleyan University—Marion, Indiana **(Co-Leader)**

Dr. Roland B. Smith, Jr., Executive Assistant to the President, University of Notre Dame—Notre Dame, Indiana **(Co-Leader)**

8:00–9:15 a.m.
Kent

Project Adelante (Onward!): A Partnership to Expand the Educational Pipeline of Latino Students

The session focuses on one of Kean College of New Jersey's partnerships with the surrounding public schools, Project Adelante, a multitiered pre-college academic program that addresses the high secondary school dropout rate of Latino students. The program, a collaborative venture between public schools, the college, and AT&T, was begun in 1988 after a year of planning with 83 sixth-, seventh-, and eighth-graders. Over 60 students of the original cohort are still in the program and still in school. Strategies for identification of at-risk youngsters, proven educational approaches, sources of funding, and techniques for involving parents and community will be shared.

Ms. Anna Lopez, Director, Bilingual Education, Perth Amboy Public Schools—Perth Amboy, New Jersey **(Co-Leader)**

Ms. Edna Rank, Business Leader, AT&T Corporation, AT&T HISPA Association—Union, New Jersey **(Co-Leader)**

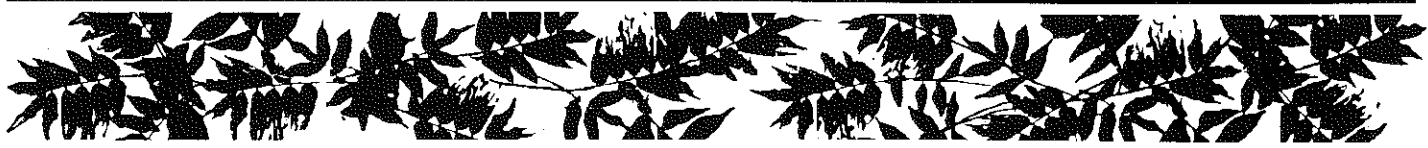
Dr. Ana Marie Schuhmann, Dean, School of Education, Kean College of New Jersey—Union, New Jersey **(Co-Leader)**

8:00–9:15 a.m.
Elizabethan D

The USC Norman Topping Student Aid Fund: A Model Program for Diversity, Scholarship, and Community Service

Founded in 1970 from the vision and commitment of two African American student leaders and a campuswide student ballot, the Norman Topping Student Aid Fund at the University of Southern California is currently in its third decade of providing access to higher education for economically disadvantaged students, developing student leadership, and creating opportunities for community service. The fund is unique in that it is the largest student-body-funded student aid program in the country. Since its inception, it has contributed over \$2 million in scholarships to more than 400 USC alumni, boasts a 75–78 percent graduation rate, and each year involves Norman Topping Scholars in over 4,000 hours of service to over 50 community agencies, located primarily in the surrounding community. This workshop will review the history, activities, and community service contributions of this program and will provide suggestions for implementing such a program on other campuses.

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



8:00–9:15 a.m.
Cambridge

Recruiting and Retaining a Culturally Diverse Student Body

Too often, the problem of campus diversity has been left to minority professionals, and too few resources have been made available to make recruitment and retention efforts successful. In this workshop, presenters will focus on how working together works and will explore effective leadership models and techniques for recruiting and retaining minority students by involving the entire campus in the process. Issues of the balance of non-minority personnel involvement and ownership of minority concerns on predominantly white campuses will be explored, and the importance of courage, vision, and the will to take risks will be discussed. Three dimensions that confound efforts for campus diversity will be examined, and effective collaborative strategies for enlarging the pool of minority applicants, recruiting students, and retaining them once they have been recruited will be provided.

Dr. Zenebe Abebe, Associate Dean of Students for Multicultural Affairs and Associate Professor of Psychology, Goshen College—Goshen, Indiana
(Co-Leader)

Ms. Bettye J. Poignard, Director of Multicultural Services and Assistant Dean of Students, Indiana University-Purdue University—Fort Wayne, Indiana
(Co-Leader)

8:00–9:15 a.m.
Elizabethan B

CT vs. PC: Enhancing Teaching About Multiculturalism Through Critical Thinking

Contrary to articles in the popular press that stress the real or imagined effects of "political correctness," teaching about race, gender, class, or ethnicity need not be divisive or biased. Rather, courses about multicultural issues can become the personal and intellectual touchstone of a student's academic career. This session examines theoretical and practical aspects of integrating critical thinking into courses on multicultural issues, focusing on three widely promulgated models. The presenter will examine a series of successful interactive and reflective activities used in a University at Buffalo general education course entitled "American Pluralism and the Search for Equality." Student responses to these exercises will be discussed, and suggestions for adapting critical thinking strategies to courses at other institutions will be offered using a simple three-question protocol for assessing the effectiveness and value of individual exercises.

Dr. Jeannette M. Ludwig, Professor of French, State University of New York—Buffalo, New York
(Workshop Leader)

8:00–9:15 a.m.
Oxford

Planning and Presenting a College Conference on Race: Catalyst, Consciousness-Raiser, Catastrophe?

The City College of New York, an institution with approximately 11,000 undergraduate and 3,000 graduate students, planned and carried out a two-day conference entitled "Hopes and Impediments: A Conference on Race and Other Differences," endorsed by top administrators of the college. This presentation will provide an overview of the development of the conference, highlighting ways to motivate participation by faculty, students, alumni, ethnic studies departments, student clubs, and community groups and indicating methods to facilitate candid communication about issues of race, ethnicity, and gender differences. Conference outcomes will be evaluated and pitfalls clearly noted.



Dr. Jerome Brooks, Professor of English, The City College of New York—New York, New York (**Co-Leader**)

Dr. Phyllis D. Zadra, Deputy to the Provost, The City College of New York—New York, New York (**Co-Leader**)

8:00–9:15 a.m.
Yorkshire

Institutionalizing Curricular Reform in the College of Liberal Arts

The University of Michigan's College of Literature, Science, and the Arts created the University Course 299 Board to assume a twofold responsibility for supporting University Course 299 ("Race, Racism, and Ethnicity") and supporting and strengthening teaching about racism in the curriculum. This workshop will review the activities of the UC299 Board, its oversight of the course, and its numerous efforts to encourage curricular revision throughout the liberal arts college. The presenter will discuss the course's structure, college review, public criticism and rebuttal, course evaluation, and a range of other activities designed to encourage curricular and pedagogical change.

Dr. David Schoem, Assistant Dean for Undergraduate Education, The University of Michigan—Ann Arbor, Michigan (**Workshop Leader**)

8:00–9:15 a.m.
Essex

Reaching Back in Order to Go Forward: K–12 Higher Education

The Multicultural Student Services program at Tacoma Community College is designed to increase the number of students of color and women in the community college system. Presenters will describe this comprehensive K–12 outreach program and will discuss major program components, including student leadership, cultural awareness, project and program development, recruitment and retention, industry/education partnerships, and the transition process from college to employment.

Mr. Steve P. Ellis, Coordinator of Multicultural Student Services, Tacoma Community College—Tacoma, Washington (**Co-Leader**)

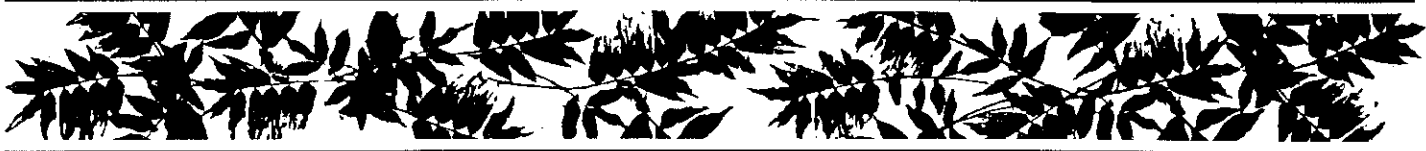
Ms. Carolyn Vaughn Young, Director of Multicultural Student Services, Tacoma Community College—Tacoma, Washington (**Co-Leader**)

8:00–9:15 a.m.
Sussex

A Comprehensive Plan Linking Educational and Community Constituencies: A Case Study in Cross-Cultural Collaboration

Community and school cooperatives have been suggested by both the William T. Grant Foundation (1988) and the Carnegie Council on Adolescent Development (1989) as viable mechanisms for addressing the dropout problem. Common themes in these cooperatives are parental involvement, leadership development, apprenticeships, and youth services. This session reports on a comprehensive plan linking the University of Nebraska with the Nebraska Scottsbluff and Gering communities, where Hispanics constituted 14.5 percent of the county population, 23.1 percent of the total student population, and 38 percent of the total school dropouts in the decade ending in 1991. A unique feature of this project is the provision of leadership in comprehensive educational planning and cross-cultural collaboration among a network of community constituencies of Mexican and Anglo participants, including school personnel, parents and concerned citizens, students, social service personnel, community and civic organizations, and postsecondary institutions. The presenter will discuss the program, its components, challenges, and successes.

Dr. Theresa E. Aguilar, Associate Professor and Coordinator, Multicultural Education, The University of Nebraska—Lincoln, Nebraska (**Workshop Leader**)



8:00–9:15 a.m.
Parlor B

Toward a Multicultural Curriculum in Physical Therapy

This session will describe a three-point strategy developed by faculty of the Department of Physical Therapy at the University of Vermont to enhance cultural diversity in the curriculum and move the program from a minimal level of cultural awareness to a high level of effective cultural sensitivity. The presenter will discuss the resultant recruitment program, the support and services developed to facilitate successful adaptation to the academic setting, and the design for curricular change. Student responses and the growth in program competencies for working with patients from varied cultural backgrounds will also be discussed.

Mr. Samuel B. Feitelberg, Professor and Chair, Department of Physical Therapy, University of Vermont—Burlington, Vermont (**Workshop Leader**)

8:00–9:15 a.m.
Elizabethan C

Critical Attributes of an Effective Faculty Development Program: Learning From a Curriculum Transformation Project

This session focuses on the project for the Infusion of Multicultural Perspectives and Approaches in College Teaching (IMPACT), initiated in 1990 by Connecticut State University's Center for Educational Excellence in an effort to raise awareness of cultural diversity and support faculty efforts to infuse multicultural perspectives into the curriculum. Presenters will describe major program components, indicate project outcomes from the perspective of its director and a university system administrator, identify factors that account for its overwhelming success, and share recommendations for project replication or creation of similar projects in other institutional environments.

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

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

9:30–10:30 a.m.
Grand Ballroom

MORNING PLENARY SESSION

Keynote Address:

"Diversity and Its Discontents: A Policy Agenda for Change"

Dr. Arturo Madrid, Founding President of the Tomás Rivera Center—Claremont, California, the nation's first institute for policy studies on Hispanic issues; former Director of the Fund for the Improvement of Postsecondary Education, U.S. Department of Education; and Executive Director, Ford Foundation Graduate Fellowships Programs.

10:45 a.m.–noon

MORNING PROGRAM—75-MINUTE CONCURRENT SESSIONS

10:45 a.m.–noon
Colonial

The Diversity Challenge: Adapting Programs for America's Future

Higher education institutions must intensify their efforts to address the needs of increasingly diverse and pluralistic populations. Existing programs and services must be adapted to more effectively accommodate prospective students from all segments of society, especially those from groups historically underrepresented in higher education. This workshop will present content about a range of innovative, model programs capable



of ready adoption by other community colleges, including strategies for effectively reaching and serving African Americans, Latinos, single parents, persons with limited English-speaking skills, and other special populations.

Dr. Gustavo A. Mellander, Director of the Center for Community College Education, George Mason University—Fairfax, Virginia **(Co-Leader)**
Dr. Fred Prochaska, Director of Grants and Development, West Valley-Mission Community College District—Saratoga, California **(Co-Leader)**

10:45 a.m.—noon
Elizabethan A

The African American Achievement Program

The African American Achievement Program (AAAP) at City College of San Francisco is designed to reduce the high dropout rate of African American students and enhance their success in college by preparing them to be successful in English and library information technology skills. A unique model among California's 107 community colleges, AAAP features a three-semester program based on an Afrocentric psychological, sociological, and political value system. The model incorporates African and African American literature into the English curriculum and features original instructional material; multiple instructional strategies and intensive writing and reading; cooperative learning experiences; intensive individual and group educational, career, and personal counseling; peer and instructor evaluation; and a strong mentoring component. This interactive session will include a simulated English class using faculty and students from the program to illustrate successful program strategies, as well as a panel discussion of program components and the challenges of establishing such a model on a large, urban, multicultural community college campus.

Ms. Joyce Bailey, Mentor Counselor/Coordinator, City College of San Francisco—San Francisco, California **(Co-Leader)**

Mr. Henry Collins, Mentor Counselor/Coordinator, City College of San Francisco—San Francisco, California **(Co-Leader)**

Mr. Edward Hackett, Student, City College of San Francisco—San Francisco, California **(Co-Leader)**

Ms. Veronica Hunnicutt, Instructor of English, City College of San Francisco—San Francisco, California **(Co-Leader)**

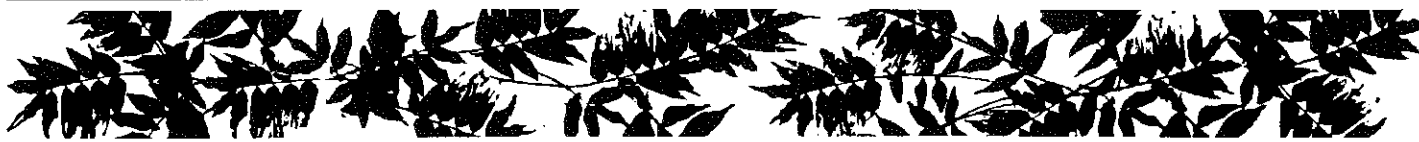
Ms. Rita Jones, Dean of Library Services, City College of San Francisco—San Francisco, California **(Co-Leader)**

Ms. Keely Williams, Student, City College of San Francisco—San Francisco, California **(Co-Leader)**

10:45 a.m.—noon
Georgian

Illusion vs. Reality: Using Multicultural Archives for Multicultural Presentations in the Classroom

Through a project supported by the Ford Foundation and an equipment grant from IBM, Virginia Commonwealth University (VCU) is developing a digitized data base that focuses on developing the rich archival resources in the Richmond area to enable students and faculty to question assumptions, incorporate new perspectives, and challenge traditional views of history and culture. The project's goals are to enhance the multicultural archives in the VCU library and to develop or adapt 12 undergraduate courses in nine disciplines, whose students and faculty will use and add to the collection. Working with Virginia Union University, a private and historically Black institution in Richmond, and the Black History Museum and Cultural Center of Virginia, "at-risk" materials of historical significance have been located and accessed, and they are being scanned



electronically into a data base from which presentation software can combine images, sound, and text, thus creating sophisticated multimedia presentations. This session will demonstrate how archival material and students' work has been integrated into a multimedia package for one of the project courses and will illustrate the potential use of archival data and multimedia for a variety of purposes and audiences.

Dr. Samuel M. Craver, Professor of Educational Studies, Virginia Commonwealth University—Richmond, Virginia **(Co-Leader)**

Dr. Jon E. Wergin, Professor and Director, Center for Educational Development and Faculty Resources, Virginia Commonwealth University—Richmond, Virginia **(Co-Leader)**

Dr. John H. Whaley, Director, Special Collections and Archives, Virginia Commonwealth University—Richmond, Virginia **(Co-Leader)**

10:45 a.m.—noon
Borgia

Building Communities: A Leadership Approach to Creating a Climate That Supports Diversity

This workshop highlights work in progress on 10 California community college campuses based on an American Association of Community and Junior Colleges/Kellogg Beacon College award for exemplary college programs targeting diversity in leadership and in the classroom. The overall theme of the Beacon College award is building communities. Rio Hondo College assumes a leadership role in working with chief executive officers, chief instructional officers, and local project directors to develop strategies that support diversity at each consortia campus. This executive-level panel representing the Beacon consortia will focus on the leadership role the chief executive plays in creating and maintaining a climate of pro-diversity in times of fiscal distress. Panel members will also discuss barriers they face on their campuses and will share successful strategies used in overcoming obstacles and developing a pro-diversity climate among institutions participating in the consortia.

Dr. Vivian Blevens, Superintendent and President, Rancho Santiago College—Santa Ana, California **(Co-Leader)**

Dr. David George, President, College of the Desert—Palm Desert, California **(Co-Leader)**

Dr. Grace Mitchell, Superintendent and President, Cuesta College—San Luis Obispo, California **(Co-Leader)**

Dr. Alex Sanchez, Superintendent and President, Rio Hondo College—Whittier, California **(Co-Leader)**

Dr. Carol A. Sigala, Director, Beacon College Project, Rio Hondo College—Whittier, California **(Co-Leader)**

10:45 a.m.—noon
Olympic North

We Are All Related: The "Native" Americans Meet the "New" Americans—A Retrospective on the First 500 Years

This session will discuss a five-part cultural enrichment series addressing the Columbian Quincentenary and the dynamics of Native American influence on the world, hosted by the College of Education at Wichita State University. The series employs discussion, performance, exhibits, and collaborative learning activities to explore cultural aspects of Native American history, ritual and traditions, ceremonial music and dance, art and symbolism, nature and science, health and wellness, holistic learning,



and world view. The presenter will describe critical issues relating to the development and implementation of this series, including the initial needs assessment, project content and structure, the focus on collaborative learning approaches, and evaluation.

Dr. Tonya Huber, Assistant Professor of Education, Curriculum, and Instruction, The Wichita State University—Wichita, Kansas (**Workshop Leader**)

10:45 a.m.—noon
Elizabethan C

White Students and the Dilemmas of Diversity: Understanding and Responding Effectively to a Crisis of Identity

In response to increasing diversity in higher education, white students on many college campuses are experiencing increased awareness of their white identity and are being challenged to engage in a new process of self-identification. It is critical to understand and respond effectively to their reactions to diversity, which often range from passive avoidance to harassment and violence. This workshop will offer several developmental theories for understanding white racial-identity development and white reactions to diversity and will particularly examine Helms' theory and diagnostic model (1990). The presenter will focus on understanding the anxiety and hostility white students often express when confronted with their own or others' racial-identity consciousness and will indicate implications for psycho-educational intervention to promote sensitivity and mutual understanding within diverse higher education communities.

Mr. Michael J. Fenlon, Assistant Dean for Residence Life, Columbia College and School of Engineering and Applied Science, and Doctoral Candidate, Department of Counseling Psychology, Teachers College, Columbia University—New York, New York (**Workshop Leader**)

10:45 a.m.—noon
Elizabethan B

Enhancing Cultural Diversity Through Educational Partnerships

This session will discuss the process and outcomes of a partnership formed between the William Howard Taft Middle School, in Brighton, Massachusetts, and the Harvard Business School, designed to provide students with the opportunity to become self-sufficient finders, users, and interpreters of information and data; reenergize the curriculum; provide supplies and materials enabling both students and teachers to perform more effectively; and provide better counseling and support services to students whose lives are affected by complex and stressful inner-city conditions. Presenters will describe various partnership programs, including tutorials, pen pals, mentorships, training programs, administrative guidance, and managerial support and will discuss the range of program benefits accruing to both institutions in the first three years since the partnership was formed.

Ms. Eric B. Dupree-Walker, Director of Special Programs, Harvard Business School—Boston, Massachusetts (**Co-Leader**)

Dr. Irene McCarthy, Principal, William Howard Taft Middle School—Brighton, Massachusetts (**Co-Leader**)

Ms. Gwendolyn Weaver, Director of Informational Resources, Harvard Business School—Boston, Massachusetts (**Co-Leader**)



10:45 a.m.—noon
Elizabethan D

Learning Beyond the Classroom: Innovative Programs on the Asian American Experience and Resources for Asian American Students

In response to Asian student and faculty concerns about the need for culturally and socially relevant student resources on campus, Stanford University established an Asian American cultural center and an Asian American theme house to provide cultural exchange and education for an increasingly diverse student body. The Okada House, established in 1980, and the Asian American Activities Center, established by a group of students in 1978, play pivotal roles in promoting positive institutional growth, developing curricular change, increasing awareness of research needs and significant issues in the Asian community, and providing a culturally sensitive learning environment for all students. Presenters will discuss Asian American programs and resources within the context of an evolving Stanford campus and will share strategies for increasing institutional support for Asian American students and faculty in the face of increasing budget cuts. They will also address issues of community building among diverse Asian ethnicities, the role of separate ethnic centers and/or theme houses, and current political and academic debates concerning multiculturalism and ethnic community building.

Ms. Virginia L. Mak, Resident Fellow, Okada House, and Career Counselor and Communication Specialist, Stanford University—Stanford California **(Co-Leader)**

Mr. Richard J. Yuen, Assistant Dean of Students and Director, Asian American Activities Center, Stanford University—Stanford, California **(Co-Leader)**

10:45 a.m.—noon
Victorian

Recruitment and Retention of Minority Graduate Students at the University of Mississippi

The Graduate School at the University of Mississippi has developed a comprehensive minority outreach and support program bringing faculty and prospective students from Historically Black Institutions to campus. This effort, recognized by the 1990 Peterson's Award for Excellence in Graduate Admissions for Minority Students and editorial comment in both the *Chronicle of Higher Education* and *Black Issues In Higher Education*, has resulted in an enrollment increase of full-time minority graduate students from nine in the fall of 1987 to 287 in the fall of 1991, an increase of over 3,000 percent over a four-year period. The presenter will discuss five specific program initiatives designed to (1) recruit and retain minority faculty to serve as mentors and role models for minority students; (2) assign key administrative positions to focus on minority student recruitment; (3) develop an extensive minority student identification and outreach program; (4) provide supportive organizational structures and an institutional environment conducive to transitions and problem solving; and (5) establish a "pipeline" of educational support to encourage full minority participation in educational opportunities ranging from secondary school through college and graduate school.

Dr. Michael R. Dingerson, Associate Vice Chancellor for Research and Dean of the Graduate School, The University of Mississippi—University, Mississippi **(Workshop Leader)**



10:45 a.m.—noon
Kent

Building Community: Three Models Treating Multiculturalism and the Freshman-Year Experience

As institutions of higher education respond to the dual problems of first-year student attrition and strained intergroup relations on campus, some are developing freshman orientation and retention programs focusing on pluralism and cultural diversity. An increasing number of these institutions have come to recognize the vulnerability of first-year students and to realize that an early sense of identification with the campus community must be created if attrition is to be effectively reduced. This workshop will describe three very different approaches to the freshman year experience, developed by institutions with diverse academic missions, geographical locations, and student populations. These approaches target different groups within the entering student class and involve different types of support and resources but share a common focus on human and cultural pluralism and the implications of diversity for the establishment and maintenance of community.

Ms. Catherine A. Burack, Doctoral Candidate, Harvard Graduate School of Education, Harvard University—Salem, Massachusetts (**Co-Leader**)
Dr. Patricia A. Gozemba, Professor of English and Interdisciplinary Studies, Salem State College—Salem, Massachusetts (**Co-Leader**)
Dr. Barbara G. Taylor, Director of Human Relations, University of Arkansas—Fayetteville, Arkansas (**Co-Leader**)

10:45 a.m.—noon
Oxford

A Comprehensive Approach to Institutional Change—The Success of Saint Martin's College in Creating a Culturally Diverse Campus

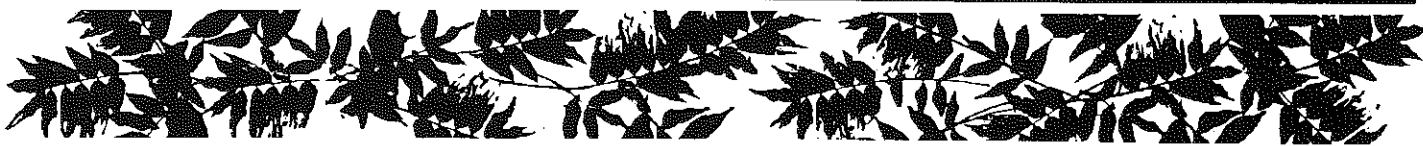
To ease racial tension and promote intercultural understanding on a campus with an international student body largely from Pacific Rim nations, in 1988 Saint Martin's College established the Institute of Pacific Rim Studies to provide a focus for academic studies related to Pacific Rim nations, promote educational and cultural exchange between American and Pacific Rim students, and serve as a community resource regarding Pacific Rim cultures. This session will describe the institute's three-tiered programming approach, which includes programs for Pacific Rim students, American students, and the external community.

Ms. Josephine S. Yung, Director, Institute of Pacific Rim Studies, Saint Martin's College—Lacey, Washington (**Workshop Leader**)

10:45 a.m.—noon
Yorkshire

A Task-Force Approach to Enhancing Cultural Diversity on Campus

In 1990, Eastern Illinois University, a rural midwestern university whose faculty and student populations include fewer than 8 percent persons of color, initiated a task-force approach to the comprehensive study of racial and ethnic diversity on campus. Thirty members of the campus community—including students, faculty, administrators, and staff—undertook the effort, led by the university's affirmative action office and advised by a minority affairs consultant from the American Council on Education. Nine months later, a voluminous report was published and distributed in a 12-page supplement to the daily student newspaper, generating controversy and a great deal of discussion among the campus community. Two members of the Eastern Illinois University Task Force on Enhancing Minority Participation will discuss the task-force approach to assessing campus diversity and generating affirmative measures to promote racial and ethnic diversity. Presenters will describe task-force membership, procedures, and strategies; provide an overview of study design and



findings; and indicate campus community and administrative responses to the report's recommendations. Problems and pitfalls will be highlighted, and the effectiveness of the task-force approach as an indicator of an institution's commitment to achieving cultural diversity will be examined.

Ms. Johnetta Jones, Director, Minority Student Affairs, Eastern Illinois University—Charleston, Illinois **(Co-Leader)**

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

10:45 a.m.—noon
Olympic South

Effecting Ethnic Identity: Three Views

Previous research suggests that Chicano college students perceive themselves as less well prepared academically than their Anglo counterparts; in need of more encouragement to use academic support systems and personal support groups; and unaware of the sources of their anxiety, unhappiness, or guilt and the effects these can have on academic performance (Munoz, 1986). This workshop presents preliminary results of an embedded multiple case study using Weiner's attribution model as a basis for investigating the influence of attributional factors on academic achievement of Chicano undergraduate seniors. Although the study is exploratory, its underlying logic is that each case, since carefully selected, should predict similar results or a literal replication. Preliminary analysis reveals compelling support for an initial set of basic propositions regarding the academic experiences of Chicanos.

Dr. Sara Garcia, Assistant Professor, Division of Counseling Psychology and Education, Santa Clara University—Santa Clara, California **(Co-Leader)**

Ms. BJ Manriquez, Project Support Specialist, Office of Affirmative Action, Santa Clara University—Santa Clara, California **(Co-Leader)**

Dr. Bernice Zamora, Professor of English, Santa Clara University—Santa Clara, California **(Co-Leader)**

10:45 a.m.—noon
Essex

An International-American Living and Learning Residence Center

As part of an effort to internationalize the University of Kentucky, Jewell Hall was created to serve as an international living and learning center. The mix between the 103 international and American undergraduate students living in the hall is 60 percent international students and 40 percent American students, with 22 different countries represented and more than half the roommate pairs comprised of students from different countries. As a focal site for international living, Jewell Hall offers both cross-cultural programming and course work for its residents, as well as lectures and events open to the university community. This workshop will discuss ongoing research about the programming, students, resident staff, and faculty active in the hall, as well as issues relating to the establishment, successes, and difficulties encountered in such residential/curricular programs.

Ms. Sharon Ann Childs, Director, Commuter Student Office, University of Kentucky—Lexington, Kentucky **(Co-Leader)**

Dr. Beth Leah Goldstein, Assistant Professor, Department of Educational Policy Studies, University of Kentucky—Lexington, Kentucky **(Co-Leader)**

Ms. Marilyn Miller, Consultant, Jewell Hall International Living/Learning Center, University of Kentucky—Lexington, Kentucky **(Co-Leader)**



10:45 a.m.—noon
Sussex

A 10-College Consortium Collaborates to Assess Campus Racial Climate: Problems, Possibilities, and—Yes—Results

This session reports on a three-year, federally funded project sponsored by a consortium of 10 colleges in Westchester County that came together in 1988 to promote cross-cultural awareness and racial harmony on their campuses. The presenter will describe major program components and roles, including pre-assessment questionnaires, staff training, prejudice reduction teams, an advisory council, and campus-based plans for institutionalizing the project's work at the end of the grant period.

Dr. Barbara B. Barnes, Project Coordinator, Westchester Colleges Project on Racial Diversity, Westchester Colleges Consortium on Racial Diversity, State University of New York—Purchase, New York (**Workshop Leader**)

10:45 a.m.—noon
Parlor B

In This Together: Building a Better Campus Community

An angry reaction to a racist document found in a wastebasket prompted a collaborative effort between Greensboro College, a small liberal arts college, and the National Conference of Christians and Jews (NCCJ). This workshop will present an easily replicable model developed to empower students, faculty, and staff to identify ways in which they could effectively work together in building a better campus community. The collaborative process between the NCCJ and Greensboro College will be described, including the development of a cultural diversity workshop for students, faculty, and staff; follow-up diversity initiatives; and the "Voice of the People" task force, composed of representatives of the three groups and established to address specific concerns brought forward by task force members, to develop action plans, to assign responsibilities and set time frames, to plan additional strategies, and to monitor institutional community-building efforts.

Ms. Elizabeth N. Reinecke, Executive Director, Greensboro Chapter, The National Conference of Christians and Jews—Greensboro, North Carolina (**Workshop Leader**)

12:15—2:00 p.m.
Grand Ballroom

LUNCHEON AND LUNCHEON PROGRAM

Keynote Address:

"The Rebrowning of America: Preparing for the Second 500 Years"

Mr. Reuben Snake, dean of the Cultural Resources and Studies Center, Institute of American Indian Art—Santa Fe, New Mexico; former vice chairman and national chairman of the American Indian Movement; executive member of the Coalition of Indian-Controlled School Boards; tribal chairman of the Winnebago Tribe of Nebraska; president of the National Congress of American Indians; member of the Advisory Committee on Education of the National Tribal Chairman's Association; and member of the Board of Directors of the Seventh Generation Fund, a culturally based Indian economic development fund.



2:15–4:15 p.m.
Colonial

BRINGING THE SHARING CIRCLE TOGETHER

Beginning with the 1990 conference in this annual national conference series, a spontaneous gathering of attendees has joined in a Sharing Circle facilitated by Mr. John Eagle Day, of the Bannock Tribe of Idaho. The Circle represents a way to value unity in diversity by those wanting to experience and share their thoughts and perspectives and is centered upon interfaith spiritual and cultural values.

Mr. John Eagle Day (Bannock Tribe of Idaho), Multicultural Services Specialist, Spokane Community College—Spokane, Washington (**Co-Leader**)

Mr. Reuben Snake (Winnebago Tribe of Nebraska), Dean of the Cultural Resources and Studies Center, Institute of American Indian Art—Santa Fe, New Mexico (**Co-Leader**)

2:15–5:00 p.m.
California East

A CAMPUS OF DIFFERENCE

In light of the increase in racial, religious, and ethnic tensions on campuses across the country, more than ever colleges and universities need to work to create an atmosphere in which a diverse student body can achieve both intellectual productivity and intergroup harmony. To assist colleges and universities in shaping such an atmosphere, the Anti-Defamation League has created "A Campus of Difference." Designed by human relations specialists with significant professional experience on college and university campuses, the program is delivered by an ethnically diverse team of professionals who come from college and university backgrounds.

Ms. Pam Moore, National Training Specialist, Anti-Defamation League—New York, New York (**Co-Leader**)

Dr. Edward Negrete, Associate Professor, School of Education, California State University—Los Angeles, California (**Co-Leader**)



Multicultural Confluence: Tribute and Tributaries



A performance featuring poet Lawson Fusao Inada, accompanied by Russel Hisashi Baba and Jeanne Aiko Mercer. Lawson Inada is the author of *Before the War* (Morrow, 1971), the first volume of poetry by an Asian American to be published by a major firm, and editor of two Asian American anthologies: *Aiiieeeee!* (Doubleday, 1976) and *The Big Aiiieeeee!* (New American Library, 1991). One of 21 American writers invited to read at The White House in "A Salute to Poetry and American Poets," Inada is a widely published and award-winning author whose poetry has appeared in numerous collections and is part of *Encyclopedia Britannica* filmstrip series on American literature. He has been recognized for excellence in teaching, received the American Book award in 1990, and in 1991 was named the Oregon Poet of the Year.

Russell Hisashi Baba, performer, composer and lyricist, plays alto and soprano saxes, Chinese musette, hichiriki (Japanese double reed), fue (Japanese bamboo flute), other flutes, and percussion. A native of San Francisco, he studied taiko (Japanese drums) at the Taiko Dojo of San Francisco and Gagaku (ancient Japanese court music) under Suenobu Togi, a professor at UCLA and a member of the Imperial Gagaku Ensemble in Japan. He has formed and led various music

groups, including "Culturally Deprived" and "Legal Aliens" and composed and produced music for a critically acclaimed album, "Russell Hisashi Baba," described by *Downbeat* magazine as "having a fierce uncompromising integrity" and favorably reviewed in *Downbeat* (four stars), *Musician Magazine*, *Jazz Times*, *Cadence*, and *Ear*.

Jeanne Aiko Mercer, a drummer and percussionist, has studied and performed professionally for over a decade with the Taiko Dojo of San Francisco. Both Baba and Mercer have performed with leading Jazz musicians and completed performance tours in the United States, Canada, Mexico, and Europe. Baba and Mercer work to create a new music rooted in traditions—jazz, Japanese folk, classical, and other world musics—inspired by natural elements in the spirit of the timeless; striving for the universal; emphasizing the similarities between peoples, their arts, and cultures; and appreciating their differences.

Together Inada, Baba, and Mercer present a multimedia performance combining ancient elements of Japanese tradition with those of contemporary American expression, creating a range of moods from meditative reflection to festive celebration.



NOTES

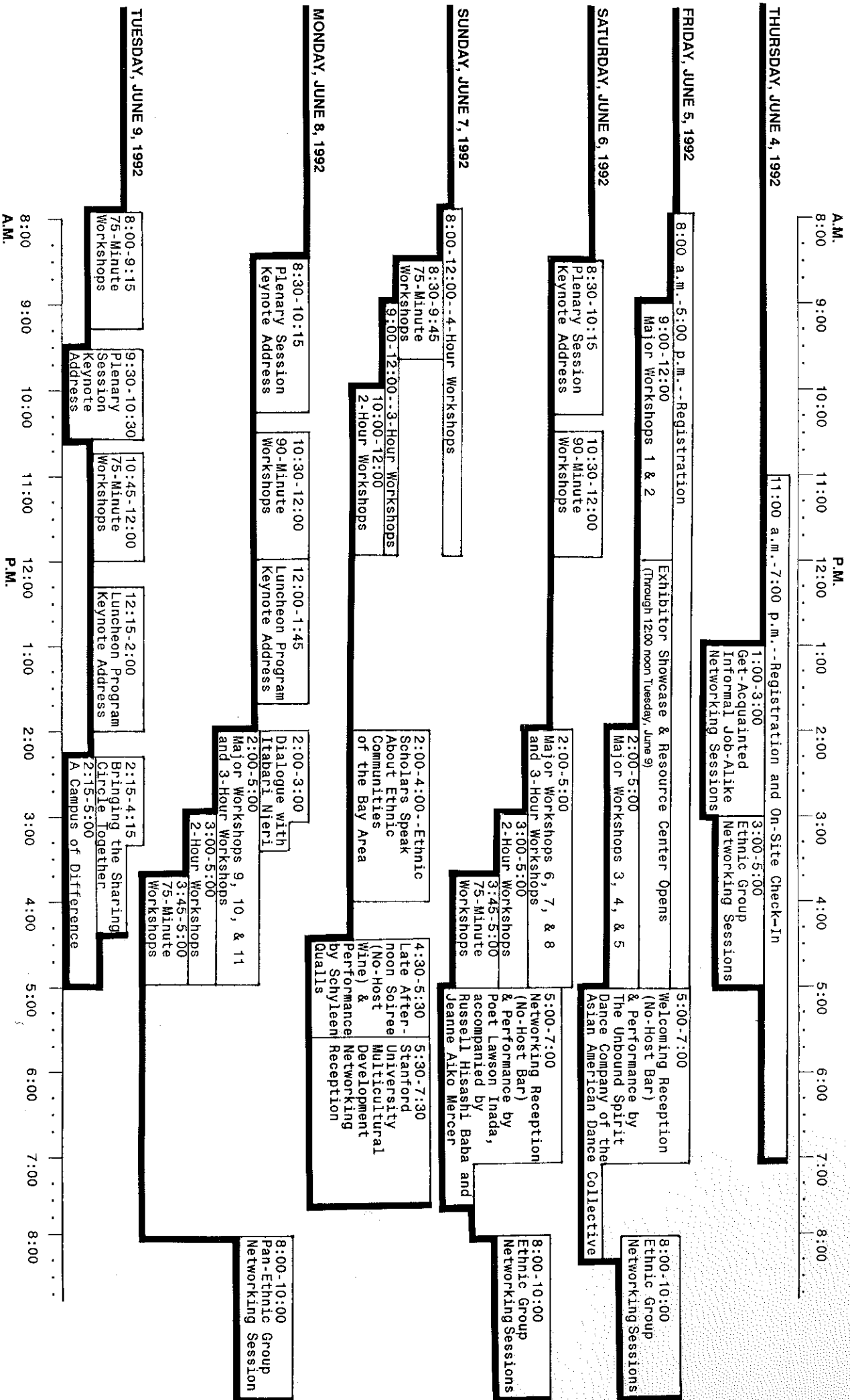


NOTES

5th ANNUAL NATIONAL CONFERENCE ON RACIAL & ETHNIC RELATIONS IN AMERICAN HIGHER EDUCATION

June 4-9, 1992 -- San Francisco, California

PROGRAM SCHEDULE AT A GLANCE





The Southwest Center for Human Relations Studies
Public and Community Services Division
College of Continuing Education
The University of Oklahoma
1610 Asp Avenue, Suite 500
Norman, Oklahoma 73037-0003

The University of Oklahoma is an equal opportunity institution.