

**7th Annual  
National Conference on Race and Ethnicity  
in American Higher Education**

JUNE 2-7, 1994 ATLANTA, GEORGIA

Sponsored by  
The Southwest Center for Human Relations Studies  
College of Continuing Education

**THE UNIVERSITY OF OKLAHOMA**

**7th ANNUAL NATIONAL CONFERENCE  
ON RACE AND ETHNICITY IN AMERICAN HIGHER EDUCATION  
ANNOUNCEMENT  
AND CALL FOR PRESENTATIONS**

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**On the Cover:** Internationally renowned artist William Tolliver created the cover image, titled "A Candle in the Dark," as a gift to Morehouse College in 1992, in commemoration of the 125th anniversary of the college's founding. In titling the artwork, Tolliver referenced the words of the college's historian, E. A. Jones, who described the founding of the institution in 1867 as the founders' efforts to "light a candle in the dark" – to educate newly freed slaves in the post-Civil War South. Located in Atlanta, Morehouse College is the nation's only private, four-year liberal arts institution dedicated primarily to the education of African American men. Morehouse is renowned for the strength of its academic program and is one of the nation's few select colleges with an established chapter of Phi Beta Kappa. Approximately 3,000 students attend the college, representing 43 states and 14 foreign countries. Among the college's alumni are notable African American men, including the late reverend Dr. Martin Luther King, Jr.; former Atlanta mayor Maynard Jackson; director of the Centers for Disease Control Dr. David Satcher; former Health and Human Services secretary Louis Sullivan; Olympic gold medalist Edwin Moses; and filmmaker Spike Lee. Tolliver has generously dedicated a portion of the proceeds from the sale of this commemorative poster to the Morehouse College Endowed Scholarship Fund. The poster is available through the Tolliver Gallery in Atlanta.

# SHAPING HIGHER EDUCATION TOWARD THE 21st CENTURY

You and colleagues at your institution are invited to join administrators, faculty, professional staff, and student leaders representing hundreds of institutions of higher education across the nation to address the wide array of critical issues of race and ethnicity on college and university campuses and to focus on the complex task of creating and sustaining comprehensive institutional change designed to improve racial and ethnic relations on campus and to expand opportunities for educational access and success by culturally diverse, traditionally underrepresented populations.

## BACKGROUND

The 7th Annual National Conference on Race and Ethnicity in American Higher Education is part of the series of conferences begun by the Southwest Center for Human Relations Studies in the spring of 1988 to address changing national demographics and their projected impacts on all aspects of higher education in the decades to come. This highly recognized national forum on race and ethnicity in American higher education last year attracted over 1,100 administrators, faculty, professional staff, and student leaders, representing institutions of higher education in 48 of the 50 states and Canada. Other participants included representatives of numerous state and national institutes, agencies, commissions, associations, and foundations.

Held in the past in two Oklahoma locations, as well as in Santa Fe, San Antonio, San Francisco, and New Orleans, this conference has consistently received high reviews. Over the years, approximately 95 percent of conference participants have rated its overall value and benefit as "Excellent," "Very Good," or "Good," with more than 80 percent rating it as either "Excellent" or "Very Good."

## CONFERENCE CONCEPT

This Annual National Conference on Race and Ethnicity in American Higher Education constitutes the leading and most comprehensive national forum on issues of race and ethnicity in higher education, focusing on the complex task of creating and sustaining comprehensive institutional change designed to improve racial and ethnic relations on campus and to expand opportunities for educational

access and success by culturally diverse, traditionally underrepresented populations.

The conference is designed to provide a significant national forum for discussion, critical dialogue, and exchange of information, as higher education institutions search for effective strategies to enhance access, social development, education, positive communication, and cross-cultural understanding in culturally diverse settings.

Building on the series' solid programming tradition, this year's conference will include a series of plenary sessions featuring significant keynote addresses, a group of in-depth major workshops focusing on critical issues and concerns, a series of critical dialogue sessions designed to provide genuine opportunities for interactive dialogue and participatory discussion, approximately 100 different concurrent workshops built through a national call for presentations, and unique opportunities for social interaction and informal learning.

Together, these program elements will provide a range of policy, planning, programmatic, curricular/pedagogic, research/assessment, training, and/or theoretical perspectives from around the country and will highlight exemplary working models and approaches capable of being adapted or replicated in other institutional and regional settings.

To benefit more fully from such extensive and rich program offerings, an increasing number of institutions now send campus teams.

## SPECIAL CONFERENCE FEATURES

- ◆ General Sessions with Significant Keynote Addresses
- ◆ Informal Dialogues with Keynote Speakers
- ◆ Major Workshops Providing an In-depth Focus on Critical Issues and Concerns
- ◆ Critical Dialogue Sessions Designed to Provide Genuine Opportunities for Dialogue and Exchange
- ◆ Approximately 100 Different Workshops Selected from Responses to a National Call for Presentations
- ◆ Unique Opportunities for Social Interaction and Informal Learning

## CONFERENCE PARTICIPANTS INCLUDE:

- ◆ Senior administrative officers at both the individual campus and university system levels
- ◆ Academic affairs administrators, deans, teaching faculty, department chairs, and program directors representing a wide variety of academic areas



- ◆ Directors and staff of offices of affirmative action, equal employment opportunity, and minority affairs
- ◆ Professional staff of offices of student affairs, student support services, and student life
- ◆ Professionals in virtually all activity and service areas of the culturally diverse campus, including admissions, residence life, financial aid, personnel, public safety, alumni affairs, and athletics
- ◆ Student leaders representing campus organizations and committees
- ◆ Representatives of state and national institutes, agencies, commissions, associations, and foundations
- ◆ Representatives of community-based agencies and organizations

## PROGRAM HIGHLIGHTS

### ■ KEYNOTE ADDRESSES:

#### "Race Matters"



Dr. Cornel West, philosopher, professor, author, activist, and director of the Afro-American Studies Program at Princeton University—Princeton, New Jersey. Influenced by traditions as diverse as the Baptist Church, American transcendentalism and literature, the Black Panthers, and European philosophy, Dr. West seeks to revive the best of liberalism,

populism and democratic socialism, confronting "the monumental eclipse of hope, the unprecedented collapse of meaning, and the incredible disregard for human (especially Black) life." For West, the Los Angeles riots are not a solely economic or moral problem—"They are the consequence of a lethal linkage of economic decline, cultural decay and political lethargy in American life."

Dr. West's book credits include the New York Times best-seller, *Race Matters*; *Prophesy Deliverance: An Afro-American Revolutionary Christianity*; *Prophetic Fragments*; *The Ethical Dimensions of Marxist Thought*; and *Breaking Bread: Insurgent Black Intellectual Life* (with bell hooks). Other works include *Beyond Eurocentrism and Multiculturalism*, *Prophetic Reflections*, and *Prophetic Thought In Postmodern Times*. *Blacks and Jews: Conflicts and Coalescence*, a book co-written with *Tikkun Magazine* editor, Michael Lerner, is forthcoming.

(Saturday, June 4—8:30-10:15 a.m.)

#### "Faculty of Color and Multiculturalism in American Universities: Issues for the 21st Century"



Dr. Evelyn Hu-DeHart, serves as professor of history and director of the Center for Studies of Ethnicity and Race in America, at the University of Colorado—Boulder, Colorado. Hu-DeHart has also taught within the City University of New York system, as well as at New York University, Washington University in St. Louis, the

University of Arizona and the University of Michigan. She has lectured at universities and research institutes in Mexico, Peru, Cuba, and Taiwan and has received numerous research awards, including two Fulbrights to Brazil and Peru and a three-year Kellogg National Leadership Award. Hu-DeHart has published works in English, Chinese, Spanish, and Zoque Mayan, including two books on the Yaqui Indians of northern Mexico and Arizona and numerous scholarly articles on her current research on the Asian Diaspora in Latin America and the Caribbean. She has also written on the politics of multiculturalism.

(Saturday, June 4—3:30-5:00 p.m.)

#### "Ethnic Studies in Evolving Systems of Higher Education: Landmark Achievements, Current Challenges, and Future Prospects"



Dr. Ramón A. Gutiérrez, is a professor of history, founding chair of the Ethnic Studies Department, and director of the Center for the Study of Race and Ethnicity at the University of California, San Diego, in La Jolla, California. Born and raised in Albuquerque, New Mexico, Gutiérrez is the author of *When Jesus Came and the Corn Mothers*

*Went Away: Marriage, Sexuality and Power in New Mexico, 1500-1846*, which was awarded the 1992 Frederick Jackson Turner Prize, the John Hope Franklin Prize, and the Hubert E. Bolton Prize. Gutiérrez is a co-editor of the multi-volume *Encyclopedia of the North American Colonies*, *Recovering the U.S. Hispanic Literary Heritage*, and *Festivals and Celebrations in American Ethnic Communities*. Currently a senior scholar at the Getty Center for the History of Art and the Humanities, in Santa Monica, California, Gutiérrez has twice been a fellow at the Center for Advanced Study in the Behavioral Sciences, in Stanford, California, and has held fellowships from the John D. and Catherine T. MacArthur Foundation, the Fulbright-Hays Fellowship, the Danforth Foundation, and the Social Science Research Council.

(Monday, June 6—8:30-10:15 a.m.)

#### "Building Toward the Shrinking Global Village: Moving Beyond Parochialism in Postsecondary Education"



Patricia Locke, a Hunkpapa Lakota and Chippewa of the Mississippi Bank, lives on the Standing Rock Reservation in South Dakota. A MacArthur Fellow (1992-1996), she is an advocate for the sovereignty of Indian nations in education. Locke has assisted 17 Indian nations in the establishment of tribally controlled colleges on their reservations and is currently

helping 12 Indian nations develop their own codes of education and education departments. Locke has taught at UCLA, San Francisco Valley State College, Alaska Methodist University, Denver University, the University of Colorado at Boulder, and the University of Southern

Maine and is the author of 28 articles and publications. Currently she serves as the National Coordinator for the American Indian Religious Freedom Act Amendment for the Association on American Indian Affairs. She is the mother of two, Kevin and Winona, and the grandmother of six.

(Monday, June 6—Noon-1:45 p.m.)

## ■ MAJOR WORKSHOP SESSIONS:

For the first time, this year conference attendees may indicate their Major Workshop preferences in advance. This will assist in the assignment of appropriate meeting rooms based on workshop size and will help ensure that an adequate number of handouts will be available for all major workshops. In addition, the size of some major workshops will be limited to facilitate essential interaction and processing of workshop content. Also some major workshops will be offered twice. (See pages 29 - 30.)

### MAJOR WORKSHOP 1

#### "Hiring Practices That Embrace the Challenge of Workforce 2000"

(Thursday, June 2 - 9:00 a.m.-noon)

This three-hour workshop is designed for individuals responsible for hiring processes, including advertisement, recruitment, application screening, committee selection, interviewing, and hiring recommendations. Specific hiring guidelines and tools to ensure equal access throughout the hiring process will be presented. Pros and cons of recommended guidelines will be discussed and strategies for implementing recommended hiring guidelines will be indicated. Individuals who have previously assessed and analyzed hiring practices and reviewed data on existing staff profiles and recruitment sources will most fully benefit from this session. Participants are encouraged to bring their institution's hiring guidelines and worksheets to the session. This workshop will be conducted by Ms. Peggy F. J. Bradford, J.D., Vice President of Legal and Human Services at Elgin Community College, in Elgin, Illinois, and staff diversity consultant.

### MAJOR WORKSHOP 2

#### "Beyond the College Years: Diversity and Its Repercussions in Graduate and Professional Schools"

(Thursday, June 2 - 9:00 a.m.-noon)

As academic and professional competition become magnified in graduate and professional schools, the rivalry for excellence in both classroom and field components (e.g., internships, residencies, practicums, legal clinical practice) creates extreme stress for graduate and professional students from all ethnic backgrounds. Unfortunately, such rivalry may also create situations in which latent hostilities are vented upon student of color. This workshop will explore ways we can begin to empower our students, not simply to cope with but to manage these situations so that their sense of self remains intact and their psychic spaces remain clear of unnecessary distraction. The session will be presented by

Dr. Willie V. Bryan, Vice Provost for Educational Services and Registrar at The University of Oklahoma Health Sciences Center—Oklahoma City, Oklahoma; Ms. Geneva Lopez, Assistant Registrar of Graduate Services, Stanford University—Stanford, California; and Ms. Sherry A. Weaver, Director of the Office of Minority Affairs, Washington College of Law, The American University—Washington, D.C.

### MAJOR WORKSHOP 3

#### "Assessing Perceptions and Attitudes Toward Diversity Issues on Campus: Implications for Policy and Program Development"

(Thursday, June 2 - 9:00 a.m.-noon)

This session will focus on research issues related to conducting campus survey studies on race and diversity matters, treating questionnaire design, data collection and analysis, content and construct validity, and report generation. It will also provide a status report updating findings of an ongoing study of Students' Perceptions and Attitudes Toward Diversity Issues, including gender-related issues, general findings, and recommendations. Special emphasis will be placed on study application and implications for policy and program development on college campuses, with specific examples drawn from experiences at a large, midwestern, urban institution. Workshop participants will discuss how diversity research may be conducted on their campuses and the implications for program enhancement and improved race relations at their respective schools. This workshop will be presented by Dr. Sidney A. McPhee, Assistant University Provost and Associate Professor, Educational and Counseling Psychology, the University of Louisville—Louisville, Kentucky.

### MAJOR WORKSHOP 4

#### "A Leadership Development Model That Builds Community Among Students of Color"

(Thursday, June 2 - 9:00 a.m.-noon; repeated on Tuesday, June 7 - 9:00 a.m.-noon)

This session is based on an innovative program that trains students of color in leadership skills while they assist multicultural services staff in providing support services to other students of color. Presenters will discuss how students participating in the program help assess student needs, design and implement programs, consult with ethnic-specific clubs, publish a quarterly newsletter, organize events, and help recruit high school students. Workshop participants will receive detailed information on student selection, training program implementation, and evaluation and will have an opportunity to experience some of the program's training materials through short exercises. The session will be presented by Ms. Namura K. Long, Program Assistant for Multicultural Services, and Ms. Clotilde L. Molina, Director of Diversity Services, both at the North Seattle Community College—Seattle, Washington.

**MAJOR WORKSHOP 5**  
**"Exploring Issues in Cultural Pluralism Through Cases"**  
 (Thursday, June 2 – 9:00 a.m.-noon)

This session will provide an introduction to major national projects developing case studies as a provocative way of exploring complex issues surrounding cultural pluralism in America. The cases cover a broad variety of topics and apply to diverse higher education settings. Some emphasize classroom issues while others focus on institutional and administrative issues. These cases can be used as tools for staff and faculty development discussions, for institutional planning, and in the classroom. The workshop will "try out" several of the most provocative cases as a way of exploring the substantive issues and pedagogy, and the use of cases in different institutional settings will be discussed. The session will be co-facilitated by Dr. Barbara Leigh Smith, Academic Dean and Director of the Washington Center for Improving the Quality of Undergraduate Education, Evergreen State College—Olympia, Washington, and Ms. Rochelle Dela Cruz, Instructor, Basic Studies Division, Seattle Central Community College—Seattle, Washington. The Washington Center is a statewide consortium of 44 colleges and universities in Washington state. It is the sponsor of the country's largest statewide curriculum transformation project funded by the Ford Foundation and is one of the half dozen major national projects producing cases.

**MAJOR WORKSHOP 6**  
**"Toward the Development of a Formal Assessment Model of the Presence and Impact of Diversity Efforts on Campus"**

**Part I: Beginners Workshop**  
 (Thursday, June 2 – 9:00 a.m.-noon)

This workshop is designed for participants who are relatively new to or unpracticed at diversity related activities. It is also for persons who have little or no ongoing diversity activity on their campuses. The workshop will prepare participants to (1) thoroughly conceptualize diversity, (2) decide how traditional and non-traditional populations define diversity, (3) identify factors that influence the discussion of diversity on their campuses, (4) self-assess their own orientation toward diversity, (5) identify and outline a beginning assessment model, and (6) locate potential pitfalls. Participants will return to their campuses with a beginning implementation plan. The session will be led by Dr. James A. Anderson, Dean, Division of Undergraduate Studies, North Carolina State University—Raleigh, North Carolina.

**MAJOR WORKSHOP 7**  
**"Creating and Implementing Effective Student Retention Models"**  
 (Thursday, June 2 – 9:00 a.m.-12:30 p.m.)

While there are numerous efforts aimed at recruiting students of color to higher education, retention of these students continues to be a constant and chronic problem, with current data indicating a 40 percent six-year graduation rate for Hispanic/Latino students and a 31 percent six-year graduation rate for African American

students. This workshop will address the urgency of the problem of retention of students of color. Data indicating current retention patterns and trends will be provided, and the elements of effective student retention models will be explored. Major emphasis will be placed on identifying and understanding both the various components of effective student retention models and proven strategies for implementing programs that work. This session will be presented by Dr. Reginald Wilson, Senior Scholar, American Council on Education—Washington, D.C.

**MAJOR WORKSHOP 8**  
**"Working Toward Institutional Change"**  
 (Thursday, June 2 – 9:00 a.m.-noon and 1:30-5:00 p.m.; repeated on Friday June 3 – 9:00 a.m.-noon and 1:30-5:00 p.m.)

This daylong session is limited to 40 participants at each of the two times it is offered. The workshop is designed for persons working in colleges and universities where the initial work of raising individuals' awareness is already taking place and the school is beginning to work on instituting organizational change. Participants will have an opportunity to discuss underlying principles of planned institutional change and to create a network of individuals who are moving their institutions to the next level of antiracism work. The session will address the following areas: (1) defining "antiracism" work and creating ways to build it into an institution, (2) assessing the level at which an institution is designing strategies to move to the next level, (3) choosing to become a change agent, (4) dealing with resistance in institutions, and (5) measuring the effects of antiracism work on change agents. Institutional teams are encouraged. The workshop will be facilitated by Dr. Frances E. Kendall, a consultant who has worked for more than 20 years with colleges and universities on personal prejudice, institutional racism, and organizational change. She is also author of *Diversity in the Classroom*, as well as and numerous articles on antiracism work. ADVANCE SIGN-UP IS REQUIRED (See pages 29 - 30.)

**MAJOR WORKSHOP 9**  
**"The Institutes for the Healing of Racism"**  
 (Thursday, June 2 – 9:00 a.m.-noon and 1:00-5:00 p.m.)

After a five-year period of successful universitywide efforts to address racial intolerance and provide cultural diversity training for students and faculty, the University of Louisville has initiated an ambitious project to reach individual students in an effort to address personal issues of racism, bringing Nathan Rutstein's concept of the Institutes for the Healing of Racism to campus. This effort established numerous small groups of students, faculty, and staff who meet weekly to (1) discuss race issues on a personal level; (2) create a safe environment in which to explore issues of racism and its social, emotional, and spiritual repercussions; (3) reaffirm participants' beliefs in racial equality and unity; (4) develop a group of individuals who will teach by example the ideal of unity through diversity; and (5) promote educational activities on campus and in the community to teach others that racism is rooted in fear and misconceptions. This daylong workshop will discuss the planning and development of the institutes; training of

facilitators; advertising, promotion, and structure of individual groups; and assessment. Difficulties encountered and negative reaction from campus subgroups will be discussed. The workshop will be facilitated by Mr. Nathan Rutstein, Author and Consultant—Washington, D.C.; and Mr. Ralph Fitzpatrick, Special Assistant to the President for Affirmative Action; Dr. Dennis Golden, Vice President for Student Affairs; and Dr. Denise Gifford, Executive Director of Student Life, all from the University of Louisville—Louisville, Kentucky.

#### **MAJOR WORKSHOP 10**

##### **"Transforming the Curriculum: Teaching Race and Gender"**

(Thursday, June 2 — 9:00 a.m.-noon and 2:00-5:00 p.m.)

This daylong workshop, limited to 80 participants, is designed for faculty members from all disciplines and interdisciplinary programs who wish to revise or develop courses that incorporate the study of race, gender, class, ethnicity, sexual orientation, and other aspects of chosen or attributed human identity. Facilitators will present a conceptual and theoretical framework for studying the multiplicity of human identities and cultures, teaching examples from a variety of disciplines, examples of pedagogical techniques for teaching in classrooms of diverse student backgrounds, and resources for curricular and institutional change. Participants will have an opportunity to engage in interactive and small-group sessions, analyzing syllabi; working through case studies of classroom situations; and assessing personal, curricular, and institutional readiness for change. The workshop will be facilitated by Dr. Betty Schmitz and Dr. Beverly Guy Sheftall. Dr. Schmitz is Senior Project Associate at the Washington Center for Undergraduate Education, Evergreen State College—Olympia, Washington; Director of the Curriculum Transformation Project at the University of Washington; and a national leader in curriculum transformation. Dr. Sheftall is Anna Julia Cooper Professor of Women's Studies; Director of the Women's Research and Resource Center at Spelman College—Atlanta, Georgia; and a pioneer and national leader in the fields of Black Studies, Women's Studies, and curriculum transformation. **ADVANCE SIGN-UP IS REQUIRED** (See pages 29 - 30.)

#### **MAJOR WORKSHOP 11**

##### **"Utilizing Frameworks for Organizational Analysis to Custom Design Strategies for Addressing Racial and Other Diversity Issues on Your Campus"**

(Thursday, June 2 — 9:00 a.m.-noon and 2:00-5:00 p.m.; repeated on Tuesday June 7 — 9:00 a.m.-noon and 2:00-5:00 p.m.)

This daylong session is limited to 50 participants at each of the two times it is offered. The purpose of the workshop is twofold: (1) to provide participants with several frameworks for assessing the developmental stages of their institutions regarding racial and other diversity issues, and (2) to provide participants with a set of effective change strategies appropriate to their institution's stage of development. Particular emphasis will be placed on critical connections between administrative management style,

assumptions about the nature of "the problem," and efforts to create needed campus change. The morning session will focus on developmental frameworks, and the afternoon session will concentrate on pragmatic plans for action. This session should particularly benefit conferees from campuses whose efforts to address racial and other diversity issues have either just begun or have stagnated for a time after past successes. Institutional teams are encouraged. The session will be led by Dr. Grant M. Ingle, Director, Office of Human Relations, University of Massachusetts—Amherst, Massachusetts.

**ADVANCE SIGN-UP IS REQUIRED** (See pages 29 - 30.)

#### **MAJOR WORKSHOP 12**

##### **"Infusing Televised Media into Antibias/Multicultural Curriculum"**

(Thursday, June 2 — 9:00 a.m.-noon and 2:00-5:00 p.m.; repeated on Tuesday, June 7 — 9:00 a.m.-noon and 2:00-5:00 p.m.)

This daylong session is limited to 60 participants at each of the two times it is offered. The session will discuss and demonstrate ways in which a wide variety of television programming — ranging from news broadcasts and documentaries, to talk shows, situational comedies/dramas and feature films — can be used across a variety of disciplines to facilitate critical thinking, discussion, and learning about discrimination and racial/ethnic relations. Participants will be assisted in the creation of class discussions, assignments, and/or extracurricular programs that incorporate relevant and effective televised media and will have an opportunity to review and discuss selected media and exercises, as well as to begin formulating and planning their own activities. Participants will receive a listing of accessible televised programs useful in addressing issues related to multiculturalism, sample classroom exercises and discussion questions geared to specific programs/films, and suggested ways to create challenging assignments around media programs. Essential copyright issues will also be discussed. The workshop will be presented by Ms. Andrea Monroe-Fowler, Diversity Agenda Coordinator, Office of Minority Affairs, University of Michigan—Ann Arbor, Michigan. **ADVANCE SIGN-UP IS REQUIRED** (See pages 29 - 30.)

#### **MAJOR WORKSHOP 13**

##### **"Campus Police Responses to Bias Incidents on Campus"**

(Thursday, June 2 — 10:00 a.m.-noon and 2:00-5:00 p.m.)

This daylong workshop will provide information on how campus law enforcement agencies can respond to incidents of bias occurring on their campuses. The workshop will discuss strategies for identification, investigation, and intervention in campus bias incidents. A panel of national experts will discuss the characteristics of these incidents and the motivation of offenders, as well as strategies for identification and investigation of campus bias crimes proven successful in other contexts. Through presentations, videos, case studies, and general discussion participants will become familiar with many of the most successful techniques for dealing with campus bias incidents. The workshop will be useful to campus law

enforcement officials and other campus officials who have to deal with these disturbing incidents. All participants in this workshop will be provided with a certificate of participation in the Northeastern University Bias Crime Training Program. This session will be presented by Deputy Superintendent William Johnston, Boston Police Department—Boston, Massachusetts; Mr. Jack McDevitt, Associate Director, Center for Applied Social Research, Northeastern University—Boston, Massachusetts; and Mr. Robert C. Nielsen, Director of Risk Management and former Police Chief, The University of Maryland Baltimore County—Baltimore, Maryland.

#### **MAJOR WORKSHOP 14**

**"Toward the Development of a Formal Assessment Model of the Presence and Impact of Diversity Efforts on Campus"**

##### **Part II: Advanced Workshop**

(Thursday, June 2 — 1:30-4:30 p.m.)

This workshop is geared toward participants (1) who have a working knowledge of diversity-related concepts, ideas, and activities; (2) who have been engaged in diversity-related work on their campuses; (3) who are familiar with basic assessment and evaluation issues concerning diversity; and (4) who need to develop a formal implementation plan. Both group and individual activities will be utilized. Participants will develop assessment instruments appropriate to their own interests and campuses and will learn how to apply total-quality tools to the assessment of diversity, including the basic application of statistical tools. The relationship among issues like retention, diversity, and teaching effectiveness will be examined, and participants will return to their campuses with a formal implementation plan. The session will be led by Dr. James A. Anderson, Dean, Division of Undergraduate Studies, North Carolina State University—Raleigh, North Carolina.

#### **MAJOR WORKSHOP 15**

**"Partners in Innovation: Establishing Collaborative Relationships Promoting Educational Opportunity for Minority and Low-Income Students"**

(Thursday, June 2 — 2:00-5:00 p.m.; repeated on Tuesday, June 7 — 9:00 a.m.-noon)

Collaborative activities between institutions of higher education and secondary schools to improve education have increased over the past decade as a result of growing concern that too many students—particularly minority and low-income students in urban public schools—graduate from high school poorly prepared to study at the collegiate level. This workshop is based on Syracuse University's innovative educational partnerships with the Syracuse City School District, the New York City Board of Education, and Operation Link-Up, a community based organization in Paterson, New Jersey. Presenters will discuss the philosophy of these collaborative activities and will examine student high school and college academic achievement, as well as fiscal and administrative costs associated with such relationships. Participants will learn several approaches for establishing their own institutional collaborative partnerships and will be guided through an

institutional collaborative partnership assessment activity. The workshop will be led by Dr. Howard C. Johnson, Associate Vice Chancellor for Academic Affairs, and Dr. Lonnie Morrison, Director of the Metropolitan Admissions Programs, both at Syracuse University—Syracuse, New York.

#### **MAJOR WORKSHOP 16**

**"Beyond Endangered Species: Motivating African American Males to Achieve: A Holistic Approach"**

(Friday, June 3 — 8:00 a.m.-noon; repeated on Tuesday, June 7 — 8:00 a.m.-noon)

While challenges facing African American males have been well-documented, frustration builds among educators and counselors vested with charting the passage of African American males from boyhood to manhood. Conventional methods have bent beneath the weight of cultural insensitivity and misplaced priorities, and alternative strategies are needed to salvage these individuals from almost certain annihilation. This workshop focuses on the role of educators in motivating African American males to achieve academic success, character development, and empowerment to think and do for themselves in ways that will be productive to both themselves and their communities. Participants will have an opportunity to discuss programs and develop an action plan to take back to their communities. The workshop will be led by Mr. Kenneth Anderson, Counselor, Student Development Services, The University of Alabama—Huntsville, Alabama.

#### **MAJOR WORKSHOP 17**

**"From Empowerment to Transformative Learning: Constructive Troublemaking by Faculty and Administrators, Shared-Risk Projects Among Students"**

(Friday, June 3 — 8:00 a.m.-noon)

Empowerment efforts instill healthy race affiliation and self-confidence in students of color, reducing their fear of failure. But race-affirming courses and programs do not necessarily build an integrated student community. The goal of transformative learning is to turn multicultural tension into academic and social projects that emphasize interdependency and accountability — negotiated exchanges, requiring classmates to trade equally on the value of their common student culture as well as their racial differences. Constructive troublemaking by faculty and administrators shifts the paradigm of race conflict from individualistic and competitive rights to holistic and organic interests. Shared-risk projects assign certain instructional and/or administrative responsibilities to students as they design together a common scholarship agenda or campus action plan, challenging them to inventory and marshal their own resources, consult expansively with diverse communities, build collaborative networks, and enrich each other's perspectives on multicultural campus life. This workshop will include a practicum for participants to experiment with these innovative techniques, examine their campus duties, and explore how transformative learning could increase their effectiveness. The session will be presented by Dr. David Dominguez, Associate Professor of Law, J. Reuben Clark Law School, Brigham Young University—Provo, Utah.



**MAJOR WORKSHOP 18****"Legal Issues in the University Setting - Part I: Hate Speech in the Dorm, Classroom, and Open Areas"**

(Friday, June 3 — 9:00 a.m.-noon)

This session will address many of the issues involved in reconciling civil rights and civil liberties after *R.A.V. vs. City of St. Paul*. It will recommend that schools protect free speech while responding to hate speech with strong counterspeech and educational measures. Presenters will attempt to keep the legal analysis to a minimum, relying primarily on case studies and problem solving. The session will be presented by Dr. Charles R. Calleros and Ms. Mary C. Stevens. Dr. Calleros, a professor of law at Arizona State University, served as founding chair of A.S.U.'s Campus Environment Team, a university committee promoting diversity and academic freedom on campus. He is the primary author of A.S.U.'s policies prohibiting harassment and protecting free speech. Ms. Mary C. Stevens serves as associate general counsel at Arizona State University. Pre-registered participants are invited to read "Reconciliation of Civil Rights and Civil Liberties After *R.A.V. vs. City of St. Paul*: Free Speech, Antiharassment Policies, Multicultural Education, and Political Correctness at Arizona State University," Calleros, *University of Utah Law Review* (1992), pages 1205-1333, and to submit any question, hypothetical problems, or actual cases they want the workshop to address, summarizing the facts and the outcome.

**MAJOR WORKSHOP 19****"Issues of Cultural Diversity in Student Leadership: Developing a New Paradigm for Full Multicultural Participation"**

(Friday, June 3 — 9:00 a.m.-noon)

Too often student organizations become concerned with a push for numbers in recruiting ethnic student leaders into predominantly white organizations, with little or no concern for effects on ethnic student groups or their leaders. This workshop will focus on how to develop a participative student governance structure that includes increased participation by ethnic student groups and a significant role for them in decision-making processes, while still retaining their ethnic organizational identity. The presenter will demonstrate ways student governments can help to develop both ethnic student groups and younger ethnic student leaders and will discuss problems ethnic student leaders face in participating in predominantly white organizations. Participating students will be assisted in developing a multiyear plan for recruiting and retaining ethnic students, as well as strategies for forming more cooperative and solid working relationships with ethnic student groups. The session will be facilitated by Mr. Brian E. Wilkerson, current chair of the Ohio Student Association and member of the University of Cincinnati Racial Incidents Team, as well as former student body president at the University of Cincinnati and former regional coordinator for the National Student Coalition Against Harassment.

**MAJOR WORKSHOP 20****"Comprehensive Approaches to Institutional Change: Theory and Practice"**

(Friday, June 3 — 9:00 a.m.-noon)

In Washington state, 26 two- and four-year colleges are involved in comprehensive planning for diversity. This workshop will explore transferable lessons from this complex effort and will "test" existing institutional change theory against the Washington experience. Participants will explore some of the following questions: (1) What does the institutional change process look like in different institutions; (2) what factors support or hinder institutional change and what approaches seem to be most effective; (3) how can all segments of the campus become involved; (4) what is the relationship between diversity initiatives and other reform efforts such as TQM, assessment, and general education reform; and (5) what are some of the best resources available to support institutional planning efforts? The workshop will utilize case studies to indicate how institutional change theories work out in practice. Participants will come away from this introductory workshop with an understanding of some of the most significant models of institutional change and an overview of resource materials to take back to their institutions. The workshop will be co-facilitated by Dr. Cederick Page and Dr. Barbara Leigh Smith. Dr. Page serves as Associate Director for Minority Affairs and Academic Programs at the Washington State Higher Education Coordinating Board. Dr. Smith is Academic Dean and Director of the Washington Center for Improving the Quality of Undergraduate Education at The Evergreen State College—Olympia, Washington.

**MAJOR WORKSHOP 21****"Creating and Implementing Faculty Retention Models That Work"**

(Friday, June 3 — 9:00 a.m.-12:30 p.m.)

This workshop will address issues relating to the retention of faculty of color. Data indicating current retention patterns and trends will be provided and critical pipeline issues will be discussed. Essential elements of effective faculty retention models will be identified and explored. Major emphasis will be placed on identifying and understanding both the various components of faculty retention models that work and proven strategies for implementing effective programs. This session will be presented by Dr. Reginald Wilson, Senior Scholar, American Council on Education—Washington, D.C.

**MAJOR WORKSHOP 22****"Residential Education and Community Building: A Model for Fostering a Sense of Shared Community Among Students in Residence Halls"**

(Friday, June 3 — 9:00 a.m.-noon and 1:30-4:00 p.m.; repeated on Tuesday, June 7 — 9:00 a.m.-noon and 1:30-4:00 p.m.)

This daylong workshop, limited to 75 participants at each of the two times it is offered, will outline stages in the development of a systematic approach to fostering a sense

of shared community among students in residence halls. The presentation will discuss processes for identifying and articulating institutional values and beliefs, developing a curriculum of workshops for residential education, and determining effective delivery strategies, including methods for selecting faculty and staff facilitators. The workshop will highlight various initiatives of a comprehensive model program, the Siena Vision and Community Building Initiative, including the Vision Program and the president's New Student Orientation Session; the Community Living Program and its various workshops, the Priority Points Housing System; Human Rights Policies; the Professional Development Program for faculty and staff; the Bias Incidents Reporting System; and the Response Protocol for Emergencies. Participants will receive packets of information suitable for replication in other educational institutions. This workshop will be facilitated by Mr. Denys Santos Blell, Assistant to the President for Campus Diversity at Siena College—Loudonville, New York. **ADVANCE SIGN-UP IS REQUIRED** (See pages 29 - 30.)

#### **MAJOR WORKSHOP 23**

**"Transforming the Curriculum: A Workshop for Trainers"**  
(Friday, June 3 — 9:00 a.m.-noon and 2:00-5:00 p.m.)

This daylong workshop, limited to 60 participants, is designed for postsecondary faculty members, administrators, and staff who already have knowledge of cultural pluralism in the United States and selected scholarship from American ethnic studies and women's studies and who would like to prepare to lead faculty development workshops on curriculum transformation. Participants will (1) review theoretical frameworks for curriculum transformation; (2) review various theories of personal, curricular, and institutional change relating to cultural pluralism and consider their usefulness in various institutional contexts; (3) become informed about trends in curriculum transformation and diversity requirements nationally and consider models for successful programs; (4) learn how to design an effective faculty development program, including how to select content, how to balance content and pedagogy, how to deal with resistance and how to assist in course revision; and (5) engage in practice doing exercises, case studies, and other workshop techniques proven successful in higher education. Participants will receive a notebook of resources to assist in developing their own workshops. This workshop will be facilitated by Dr. Betty Schmitz and Dr. Beverly Guy Sheftall. Dr. Schmitz is Senior Project Associate at the Washington Center for Undergraduate Education, Evergreen State College—Olympia, Washington; Director of the Curriculum Transformation Project at the University of Washington; and a national leader in curriculum transformation. Dr. Sheftall is Anna Julia Cooper Professor of Women's Studies; Director of the Women's Research and Resource Center at Spelman College—Atlanta, Georgia; and a pioneer and national leader in the fields of Black Studies, Women's Studies, and curriculum transformation. **ADVANCE SIGN-UP IS REQUIRED** (See pages 29 - 30.)

#### **MAJOR WORKSHOP 24**

**"Institutional Strategies for Infusing Multiculturalism into All Aspects of the Campus Community"**  
(Friday, June 3 — 9:00 a.m.-noon and 2:00-5:00 p.m.)

Too often, multicultural initiatives are centered on recruitment activities and involve a select number of offices and individuals. Additionally, many initiatives and programs are temporary quick fixes that do not offer long-term, systematic plans to address multicultural issues in a way that involves all segments of the campus community. This daylong session will examine a variety of strategies, actions, and solutions that higher education institutions can consider in their efforts to build multicultural campuses that focus beyond attempts to increase the presence of students, faculty, and staff of color. The workshop will treat strategies for institutional change; campus climate issues; recruitment and retention of faculty, students, and staff of color; pedagogic and curricula transformation issues; multicultural research; quality management and multicultural efforts; and institutional structures, policies, and traditions that impede movement toward a vibrant multicultural community. Participants will receive a handbook on practical institutional strategies for infusing multiculturalism into all aspects of the campus community. The session will be presented by Dr. John Matlock, Director, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan.

#### **MAJOR WORKSHOP 25**

**"The Disease of Racism and the Anatomy of Denial"**  
(Friday, June 3 — 9:00 a.m.-noon and 2:00-5:00 p.m.)

This workshop will explore the pathology of the disease of racism from both scientific and personal perspectives. Participants will gain an understanding as to why stressing political correctness and campus civility does not address the core problem of racism and fails to bridge the widening gulf between European-Americans and people of color in higher education. The workshop will also explore the anatomy of denial practiced by both whites and people of color, creating major stumbling blocks to achieving racial harmony on campus. Methods indicating how participants can become involved in the process of healing, both as individuals seeking a cure and as community healers, will be introduced, and it is hoped that some participants will be encouraged to free themselves from the prison of denial. The workshop will be facilitated by Mr. Nathan Rutstein and Dr. John Woodall, both experienced educators, researchers, writers, and activists in the healing racism movement. Mr. Rutstein is the author of 10 books, including *Healing Racism in America: A Prescription for the Disease* and *To Be One: A Battle Against Racism*. He is also one of the founders of the Institutes for the Healing of Racism, which currently has more than 150 healing centers in America, Canada, and Great Britain. Dr. John Woodall, is a psychiatrist and faculty member at Harvard University's School of Medicine, a consultant to the United Nations, one of the leading authorities in the field of conflict resolution, and executive director of the Albert Schweitzer Peace Foundation.

**MAJOR WORKSHOP 26**

**"Asian/Pacific American Issues in American Education"**  
(Friday, June 3 — 1:30-3:30 p.m.)

Asian/Pacific Americans, who comprise the fastest growing community of color in the United States, are largely an immigrant community, with 80 percent being foreign born. This workshop will focus on Asian/Pacific American issues in American higher education. It will provide definitional, historical, and demographic information and will discuss perceptions and myths surrounding Asian Americans, especially the idea of the "model minority"; relations between Asian/Pacific American students and both white students and other students of color; and Asian American Studies within the context of ethnic studies. Other issues for discussion include language, religion, family, marriage, gender, and age. This workshop is designed to help teachers, administrators, staff, librarians, researchers, and scholars who wish to gain a better understanding of Asian/Pacific Americans. The session will be led by Dr. Evelyn Hu-DeHart, a professor of history, and director of the Center for Studies of Ethnicity and Race in America at the University of Colorado—Boulder, Colorado.

**MAJOR WORKSHOP 27**

**"My Teacher Is a Racist! — Dealing with Discrimination Complaints"**  
(Friday, June 3 — 1:30-4:30 p.m.)

This is a highly interactive workshop in which participants who are in management positions will learn effective approaches for dealing with students or faculty who have discrimination complaints. The workshop will discuss strategies that help management — especially non-minority management — deal with discrimination complaints and will facilitate small-group work in realistic scenarios designed to provide practice in dealing with angry and upset complainants. The workshop will be led by Ms. Sondra Frisch, professor and affirmative action officer at San Diego Mesa College, one of the country's largest community colleges. The session should be of particular benefit to those who are new to the discrimination complaint process and have to deal with discrimination complaints or train others to deal with such complaints.

**MAJOR WORKSHOP 28**

**"Faculty: A Critical Factor in the Diversity Equation. How Do We Get Them Involved?"**  
(Friday, June 3 — 1:30-4:30 p.m.)

Any campus diversity effort will have limited success if the general faculty are not an integral part of both the planning and actual activities. This workshop will guide participants through a series of developmental questions and ideas that can be applied to their campuses. Among the questions to be addressed are these: Why should faculty buy into campus diversity efforts? How do we connect diversity to what the faculty already value? What are the most effective mechanisms to get the faculty involved? Who should bring the diversity message to the faculty? Does diversity demand an Academic Affairs-Student Affairs interface? What politics need to be assessed beforehand? Participants will be given a work plan to take back to their campuses. This workshop will be

facilitated by Dr. James A. Anderson, Dean, Division of Undergraduate Studies, North Carolina State University—Raleigh, North Carolina.

**MAJOR WORKSHOP 29**

**"From Collusion to Coalition: Women in Higher Education"**  
(Friday, June 3 — 1:30-5:00 p.m.)

Research has shown that women of color in higher education face environmental disparities similar to those of students of color, i.e., isolation, invisibility, and intolerance from their colleagues. Yet women of color are too often held to standards different from the expectations for others at their institutions. Inherent in this dilemma is the double jeopardy of racism and sexism, and women of color are then asked to prioritize the pain. Women of color who are asked to support white women in the fight against sexism often do not feel reciprocal support when fighting against racism, and research shows that many women of color find themselves fighting against the collusive behavior of white women in higher education. This workshop builds on a presentation at the 1993 conference by sharing additional research data on the higher education experiences of Asian, Hispanic/Latina and Native American women, in addition to those of African American women. The workshop is interactive and is designed to take participants from clarification of the problem to group work around case studies and to initiate reasonable solutions, while exploring such strategies as mentoring and coalition building. Participants are asked to bring a problem they face in higher education that they attribute to race and/or sex, an adequate supply of business cards, and a blank notebook and pen. This session will be presented by Ms. Mary L. O'Neal, Director of Affirmative Action, Southern Connecticut State University—New Haven, Connecticut.

**MAJOR WORKSHOP 30**

**"Legal Issues in the University Setting - Part II: Employment Discrimination"**  
(Friday, June 3 — 2:00-5:00 p.m.)

This session will address issues of employment discrimination in the university as prohibited by state and federal laws and most university policies. It will recommend that universities prevent discrimination with effective education for staff and administrators and will attempt to keep legal analysis to a minimum, relying primarily on case studies and problem solving. This session will be presented by Dr. Charles R. Calleros and Ms. Mary C. Stevens. Dr. Calleros, a professor of law at Arizona State University, served as founding chair of A.S.U.'s Campus Environment Team, a university committee promoting diversity and academic freedom on campus, and primary author of A.S.U.'s policies prohibiting harassment and protecting free speech. Ms. Mary C. Stevens serves as associate general counsel at Arizona State University, where she specializes in employment, personnel, and civil rights matters. Registrants are invited to submit any question, hypothetical problems, or actual cases they want the workshop to address, summarizing the facts and the outcome.

**MAJOR WORKSHOP 31**  
**"Managing in a Multicultural Environment: A Training Program for Managers and Supervisors"**  
 (Sunday, June 5 — 8:00 a.m.-noon and 1:30-4:30 p.m.)

Managing in a multicultural work environment requires new skills and expertise. To be successful, managers must unlearn outdated management behaviors and understand the dynamics of change. This session will demonstrate a successful diversity training program for use with managers and supervisors. Participants will be exposed to flex-management methods and ways to lead and manage that are respectful and effective with a diverse work force. They will learn cross-cultural methods to communicate, manage conflict, solve work problems, and integrate total quality management principles with managing diversity. Methods to examine the organization's culture, its barriers and supports for diversity, and steps to create an organizational environment in which all people can develop their potential will be presented. This workshop is a condensed version of a two-day program and will utilize exercises, video, and a participant workbook. The session will be led by Dr. Onolee Zwicke, Manager, Training and Organizational Development, University of California at Santa Barbara, and President of Onolee Zwicke & Associates—Santa Barbara, California.

**MAJOR WORKSHOP 32**  
**"Facilitator Training for Country A and Country Z"**  
 (Sunday, June 5 — 10:00 a.m.-1:00 p.m.; repeated on Tuesday, June 7 —9:00 a.m.-noon)

At each of the two times it is offered, this session will teach 20 two-person teams from the same institution to facilitate a cultural diversity workshop using the simulation *Country A and Country Z: A Lesson in Cultural Diversity*. This simulation focuses on identifying ethnic and cultural prejudice, practicing cross-cultural communication, and formulating strategies for cultural harmony. Teams will participate in the simulation and receive comprehensive training in the procedures necessary for leading the workshop at their home institutions. All materials, including an assessment instrument, are included in the training package, and those teams who successfully complete the training will receive certificates of completion. This training workshop will be led by Ms. Kim Daniel-Clarke, Director of Electronic Learn Labs and University Placement, and Dr. Elizabeth Lee, Assistant Provost, both at Pace University—New York, New York. Registration for each section of this training session will be limited to 20 two-person teams. **ADVANCE SIGN-UP IS REQUIRED** (See pages 29 - 30.)

**MAJOR WORKSHOP 33**  
**"Who Else Can Do Science? Minority Women in Science and Engineering Education"**  
 (Monday, June 6 — 2:00-5:00 p.m.)

Studies of women in higher education rarely address the concerns of minority women, and in science and engineering degree fields such studies are virtually nonexistent. This workshop will draw upon information

from several studies conducted by researchers in the Special Populations Group at the Educational Testing Service. While it will provide information about minority females throughout the science pipeline, the workshop will attempt to go beyond statistics to determine the non-quantifiable experiences and barriers women face in the pursuit of careers in scientific fields. Presenters will shed light on such threshold questions as: (1) Why are minority females so scarce in scientific fields? (2) What are the "critical filters" that keep them out? (3) Is their shortage self-selective or structural? (4) Do their family and educational origins work for or against them? (5) What kind of financial and other sources of support do they have? (6) Once in science and engineering programs, how do minority females fare, cope, and survive? and (7) What forms do advantage and disadvantage take because these individuals are both females and minorities? The session will be presented by Dr. Beatriz Clewell, Senior Research Scientist and Group Head of Special Populations Education, Policy Research Division; Dr. Shirley Vining Brown, Senior Research Scientist; and Ms. Bernice Anderson, Associate Research Scientist, all with the Educational Testing Service—Princeton, New Jersey.

**MAJOR WORKSHOP 34**  
**"Teaching About Racism and Other Oppression: Interactive/Experiential Exercises"**  
 (Monday, June 6 — 2:00- 5:30p.m.)

To understand the nature of racism, it is necessary to explore it from the viewpoint of the "self" as well as the "other." It is our experience that only after a careful exploration of one's own racial and cultural self are students able to focus upon developing alliances across racial lines to work together against racism. This exploration works best when it is experiential and interactive, providing a needed base upon which a structural and theoretical understanding of the complex issues of racism and other oppressions can be addressed. In this interactive training workshop, limited to 35 participants, presenters will address what is involved in experiential learning around issues of race, class, culture, sexual orientation, and other differences. They will also demonstrate how they, as a white woman and a woman of color, have used these exercises in classroom and in community settings to facilitate interracial understanding. Participants will be led through exercises they can utilize in classroom and group settings. The session will be led by Dr. Connie S. Chan, Associate Professor, Human Services, and Dr. Estelle Disch, Associate Professor, Department of Sociology, both at the University of Massachusetts—Boston, Massachusetts. **ADVANCE SIGN-UP IS REQUIRED** (See pages 29 - 30.)

**MAJOR WORKSHOP 35**  
**"Recruiting, Interviewing and Selecting a Diverse Campus Staff"**  
 (Monday, June 6 — 2:00-6:00 p.m.)

This workshop will treat the challenges educational institutions face in rethinking, redefining, and reorganizing their staff employment processes. Participants will learn to translate principles of diversity into an effective action plan



for recruiting and selecting a diverse work force. They will also learn new ways to view all steps of the hiring process, overcoming traditional guidelines and effects of mainstream hiring practices and criteria. They will also learn to interpret behavior that is culturally different and to evaluate skills, knowledge, and abilities without cultural bias. The session will be presented by Ms. Barbara Ortiz, Employment Analyst and Outreach Recruiter, University of California in Santa Barbara, and Principal Associate of Onolee Zwicke & Associates—Santa Barbara, California.

#### **MAJOR WORKSHOP 36**

##### **"Multiple Social Identities and Multicultural Work in Higher Education: Thinking Through the Subtle Costs and Benefits"**

(Tuesday, June 7 — 8:00-11:00 a.m.)

We all bring various social identities to our work as multicultural teachers: race, gender, and class identities, as well as others involving sexual orientation, ability level, age, and religion. This interactive session, limited to 25 participants, will (1) explore in a safe environment how our multiple social identities affect how we undertake and experience our work of multicultural teaching and training, (2) discuss some of the subtle costs and benefits our social identities bring to our work in educating others, (3) expand our imaginative understandings of others' experiences in the teacher/trainer role, and (4) identify some strategies to minimize the obstacles and maximize the strengths of our social identities in addressing diversity in higher education. The workshop should be of particular interest to faculty who teach multicultural material or in multicultural classrooms, staff involved in multicultural training, teachers interested in exploring the hidden costs and benefits of their own multiple social identities, and those who co-teach or co-train with individuals with social identities different than their own. The session will be presented by Mr. James Francisco Bonilla, Consultant and Educator, Multicultural Organizational Development in Higher Education—Walla Walla, Washington, and Dr. Lee Warren, Associate Director, Derek Bok Center for Teaching and Learning, Harvard University—Cambridge, Massachusetts. **ADVANCE SIGN-UP IS REQUIRED** (See pages 29 - 30.)

#### **MAJOR WORKSHOP 37**

##### **"Train the Trainer: A Diversity Training Program for Staff"**

(Tuesday, June 7 — 8:30 a.m.-noon and 2:00-5:00 p.m.)

This daylong train-the-trainer session, limited to 25 participants, is designed for those responsible for developing and conducting training programs in diversity. It will focus on the philosophy and approach to diversity training, course content, and group facilitation skills. Participants will learn how to promote the understanding and valuing of differences of race, culture, ethnicity, sexual orientation, age, gender, and disabilities and to comprehend the dynamics that cause misunderstanding among diverse people. Participants will (1) learn to recognize and combat the overt and subtle forms of prejudice, "isms," and oppression that negatively affect the workplace; (2) gain knowledge of cultural differences and

their impact in the work setting; and (3) be exposed to exercises, videos, workbook materials, and sample agendas used in the training program. The session will be led by Dr. Onolee Zwicke, Manager, Training and Organizational Development, University of California at Santa Barbara, and President of Onolee Zwicke & Associates—Santa Barbara, California. **ADVANCE SIGN-UP IS REQUIRED** (See pages 29 - 30.)

#### **MAJOR WORKSHOP 38**

##### **"How to Plan and Implement a Variety of Student/Community Service Programs"**

(Tuesday, June 7 — 2:00-5:00 p.m.)

This workshop will present a profile of five service/learning programs developed and implemented on a multiethnic, urban university campus. Each of these programs aims at improving campus-community relations, while also introducing students from diverse majors to the excitement of volunteer service work. Specific information on the design, implementation, and funding patterns of community service programs will be provided, with special reference to initiatives encouraged by President Clinton's legislative efforts on behalf of student service in higher education. The workshop will be facilitated by Dr. Holly M. Carter, Dean of Administration and Service Learning; Mr. Keith Motley, Dean, Student Services, and former Director of the John O'Bryant African American Institute; Mr. Willie Rodriguez, Director, Latin American Studies Program, and Adviser, Latin American Student Organization; and Dr. Barbara A. Schram, Adviser of the Student Volunteer Program, Director of the Freshman Orientation Community Urban Service, and Human Services Faculty Member, all from Northeastern University—Boston, Massachusetts.

#### **■ CRITICAL DIALOGUE SESSIONS:**

A series of Critical Dialogue sessions will provide conference attendees who have interests, concerns, and/or experience in designated critical topic areas genuine opportunities for interactive dialogue and exchange often absent in other conference program formats. These sessions will be facilitated by persons with expertise and experience in each topic area. They will provide a suitable structure and ground rules for discussion and will work to enable constructive dialogue, exchange, sharing, and learning around the session topic.

For the first time, this year conference attendees may indicate their Critical Dialogue preferences in advance. This will assist in the assignment of appropriate meeting rooms based on Critical Dialogue size and will help ensure that an adequate number of handouts will be available for all sessions. (See pages 29 - 30.)

This year, Critical Dialogues will examine such areas as:

#### **CRITICAL DIALOGUE 1**

##### **Issues of Campus Policing in Culturally Diverse**

**Environments**, facilitated by Deputy Superintendent William Johnston, Boston Police Department—Boston, Massachusetts; Mr. Jack McDevitt, Associate Director,

Center for Applied Social Research, Northeastern University—Boston, Massachusetts; and Mr. Robert C. Nielsen, Director of Risk Management and former Police Chief, University of Maryland Baltimore County—Baltimore, Maryland.  
(Sunday, June 5 — 1:30-4:30 p.m.)

#### CRITICAL DIALOGUE 2

**Diversity and Its Repercussions in Graduate and Professional Schools**, facilitated by Dr. Willie Bryan, Vice Provost for Educational Services and Registrar, The University of Oklahoma Health Sciences Center—Oklahoma City, Oklahoma; Ms. Geneva Lopez, Assistant Registrar, Graduate Services, Stanford University—Stanford, California; and Ms. Sherry A. Weaver, Director, Office of Minority Affairs, Washington College of Law, The American University—Washington, D.C.  
(Sunday, June 5 — 1:30-4:30 p.m.)

#### CRITICAL DIALOGUE 3

**Issues of Community Building Among Students of Color**, facilitated by Ms. Namura K. Long, Program Assistant for Multicultural Services, and Ms. Clotilde L. Molina, Director of Diversity Services, both at North Seattle Community College—Seattle, Washington.  
(Sunday, June 5 — 1:30-4:30 p.m.)

#### CRITICAL DIALOGUE 4

**Dealing with Resistance as Effective Change Agents**, facilitated by Dr. Frances E. Kendall, Consultant in Human Relations and Organizational Change—Albany, California  
(Sunday, June 5 — 1:30-4:30 p.m.)

#### CRITICAL DIALOGUE 5

**How to Work Your Multiple Social Identities in the Multicultural Classroom**, facilitated by Mr. James Francisco Bonilla, Consultant and Educator, Multicultural Organizational Development in Higher Education—Walla Walla, Washington, and Dr. Lee Warren, Associate Director, Derek Bok Center for Teaching and Learning, Harvard University—Cambridge, Massachusetts  
(Sunday, June 5 — 2:00-4:00 p.m.)

#### CRITICAL DIALOGUE 6

**Motivating African American Males to Achieve: Problems and Solutions**, facilitated by Mr. Kenneth Anderson, Counselor, Student Development Services, The University of Alabama in Huntsville—Huntsville, Alabama  
(Sunday, June 5 — 1:30-4:30 p.m.)

#### CRITICAL DIALOGUE 7

**Embracing the Challenges of Workforce 2000 on Campus**, facilitated by Ms. Peggy F. J. Bradford, J.D., Vice President of Legal and Human Services, Elgin Community College—Elgin, Illinois  
(Sunday, June 5 — 2:00-4:00 p.m.)

#### CRITICAL DIALOGUE 8

**Turning Multicultural Tension into Academic and Social Projects Emphasizing Interdependency**, facilitated by Dr. David Dominguez, Associate Professor of Law, J. Reuben Clark Law School, Brigham Young University—Provo, Utah  
(Sunday, June 5 — 1:30-4:30 p.m.)

#### CRITICAL DIALOGUE 9

**Student Leadership Issues Relating to Cultural Diversity**, facilitated by Mr. Brian E. Wilkerson, current Chair of the Ohio Student Association and Member of the University of Cincinnati Racial Incidents Team, University of Cincinnati—Cincinnati, Ohio  
(Monday, June 6 — 3:00-6:00 p.m.)

#### CRITICAL DIALOGUE 10

**African American-Latina/o Relations**, facilitated by Mr. James Francisco Bonilla, Consultant and Educator, Multicultural Organizational Development in Higher Education—Walla Walla, Washington, and Ms. Rochelle Calhoun, Ombudsperson, Mount Holyoke College—South Hadley, Massachusetts  
(Monday, June 6 — 4:00-6:00 p.m.)

#### CRITICAL DIALOGUE 11

**The Ties that Bind: Women Supporting Women Across Color Lines**, facilitated by Ms. Mary L. O'Neal, Director of Affirmative Action, Southern Connecticut State University—New Haven, Connecticut  
(Monday, June 6 — 4:00-6:00 p.m.)

*Continued*

### Entertainment Showcase Featuring Participant Talent Sunday, June 5 — 8:00-10:00 p.m.

Presentations and performances in a broad range of visual and performing arts reflecting the diversity of cultures that conference attendees represent are sought for the Entertainment Showcase Featuring Participant Talent. This event provides an opportunity for conference participants to share creative expressions in the visual and performing arts and deepen their understanding of the individuality, creativity, artistic expression, and cultural expressions of the diverse racial and ethnic communities from which the conference draws. A brief abstract of the proposed presentation/performance, describing the art form, time requested, and any audiovisual requirements should be sent to Dr. Milton Cofield, who has agreed to coordinate this event:

Dr. Milton L. Cofield  
Assistant to the President  
SUNY College at Brockport  
Brockport, New York 14420

Examples of expressions through photographs, photocopy, or other reproductions will be appreciated to assist in planning the continuity of presentations.

**CRITICAL DIALOGUE 12**

**Issues of Community Building in Residential Halls**, facilitated by Mr. Denys S. Blell, Assistant to the President, Siena College—Loudonville, New York (Monday, June 6 — 4:00-6:00 p.m.)

**CRITICAL DIALOGUE 13**

**Linking the Assessment of Attitudes and Perceptions Toward Diversity to Policy and Program Development**, facilitated by Dr. Sidney A. McPhee, Assistant University Provost and Associate Professor of Educational and Counseling Psychology, University of Louisville—Louisville, Kentucky (Monday, June 6 — 4:00-6:00 p.m.)

**CRITICAL DIALOGUE 14**

**Strategies for Handling Discrimination Complaints**, facilitated by Ms. Sondra Frisch, Professor and Affirmative Action Officer, San Diego Mesa College—San Diego, California (Monday, June 6 — 4:00-6:00 p.m.)

**CONCURRENT WORKSHOP SESSIONS:**

In response to the Call for Presentations (See pages 15 to 22), it is anticipated that approximately 100 different concurrent workshop sessions will be scheduled throughout the conference, using 60-minute, 75-minute, 90-minute, and other appropriate time formats. These sessions will treat efforts from around country, including:

- ◆ Theoretical Models
- ◆ Policy Issues
- ◆ Long- and Short-Range Planning
- ◆ Case Studies/Model Programs
- ◆ Curricular/Pedagogical Models
- ◆ Interactive Training
- ◆ Training of Trainers
- ◆ Research/Evaluation/Assessment

Sessions will provide important insights, points of view, skills, tools, and/or strategies and will highlight exemplary working models and approaches capable of adaptation or replication in other institutional and regional settings.

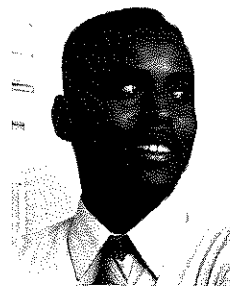
To assist participants in selecting those workshops best suited to their own level of knowledge and professional/personal development, workshop presenters will be asked to categorize their sessions into one of eight categories, as well as to indicate the audience that should find their session of particular interest and/or benefit.

To encourage interactive discussion and shared learning, workshop presenters are requested to reserve one-fourth of their session time to questions, interactive discussion, and dialogue.

Sessions addressing implementation, solutions, practical applications, second- and third-level efforts, research relating to race and ethnicity in higher education and implications derived therefrom, assessment/evaluation, and intergroup relations, community building, and coalition building across racial/ethnic groups are especially encouraged.

**SPECIAL EVENTS AND UNIQUE OPPORTUNITIES FOR SOCIAL INTERACTION:**

- ◆ **Welcoming Reception**, featuring an opportunity to meet nationally acclaimed artist William Tolliver and view an exhibit of his originals, limited-edition prints, and sculptures. His artwork, "A Candle in the Dark," commemorating the 125th Anniversary of Morehouse College, appears on the cover of the official conference program. (Thursday, June 2 — 6:00-7:30 p.m.)
- ◆ **Continental Breakfast** (Friday, June 3 — 7:00-9:00 a.m.)
- ◆ **Early Evening at the Georgia Depot** — Enjoy networking, a reception buffet, and no-host bar service at the Georgia Depot, a historic site located amidst popular downtown Atlanta attractions such as Underground Atlanta and the World of Coca Cola. (Friday, June 3 — 6:00-8:00 p.m.)
- ◆ **Breakfast Buffet** (Saturday, June 4 — 7:30-8:30 a.m.)
- ◆ **Atlanta African American Experience Tour**, offering insights into the rich African American heritage rooted in Atlanta over the past century, including visits to historical sites and districts that claim local, national, and international distinction. This tour is being offered by Atlanta Specialty Tours and requires a separate payment of \$15 per person. (To register for the Atlanta African American Experience Tour, see page 14.) (Sunday, June 5 — noon-4:30 p.m.)
- ◆ **Late Sunday Afternoon Soiree**, featuring a light reception and multimedia lecture on the history of



African Americans in Atlanta by Herman "Skip" Mason, Jr., editor of *Going Against the Wind: A Pictorial History of African Americans in Atlanta*.

An instructor of history at Morehouse College and president of Digging It Up, an African American research and consulting firm, Mr. Mason has served as curator and exhibit

designer for several prominent African American museum exhibits that treat aspects of the African American experience and as consultant and photo researcher for a variety of projects, including Spike Lee's *School Daze* and the documentary, "Sweet Auburn: Coming Home." (Sunday, June 5 — 4:30-7:00 p.m. — Multimedia Lecture from 5:00-6:30 p.m.)

- ◆ **Entertainment Showcase Featuring Participant Talent**, an opportunity for conference participants to share creative expressions in the visual and performing arts and deepen their understanding of the individuality, creativity, artistic expression, and cultural expressions of the diverse racial and ethnic communities from which the conference draws. Presentations and performances are sought in a broad range of visual and performing arts reflecting the diversity of cultures that conference

attendees represent. Dr. Milton L. Cofield, Assistant to the President at State University of New York, College at Brockport, has agreed to coordinate this event. A brief abstract of the proposed presentation performance, describing the art form, time requested, and any audiovisual requirements should be sent to: Dr. Milton L. Cofield, Assistant to the President, SUNY College at Brockport—Brockport, New York 14420. Examples of expressions through photographs, photocopy, or other reproductions will be appreciated to assist in planning continuity of the presentations. (Sunday, June 5 — 8:00-10:00 p.m.)

- ◆ **Luncheon Plenary Session**  
(Monday, June 6 — noon-1:45 p.m.)

- ◆ **"Tastes of the Nation" Dinner and Top 40s Dance** —  
Wear your favorite ethnic or ethnic inspired fashions to sample a "Tastes of the Nation" buffet dinner and Top 40s Dance. No-host bar service opens at 6:00 p.m.; dinner service available from 6:30-8:00 p.m.; dance begins at 8:30 p.m.  
(Monday, June 6 — 6:00-10:30 p.m.)
- ◆ **Luncheon and Conference Closing Celebration**, featuring "Choral Music from the African American Experience," a performance by the Clark Atlanta University Choir, directed by Mr. Glynn Halsey.  
(Tuesday, June 7 — noon-1:45 p.m.)

## 7th Annual National Conference on Race and Ethnicity in American Higher Education

Sponsored by

The Southwest Center for Human Relations Studies  
College of Continuing Education — The University of Oklahoma

### Atlanta African American Experience Tour

Sunday, June 5, 1994 — noon-4:30 p.m.

The Atlanta African American Experience Tour offers insight into the rich African American heritage rooted in Atlanta over the past century, including visits to historical sites and districts that claim both local, national, and international distinction. The following sites are included in the tour:

- ◆ The APEX Museum of African American Experience.
- ◆ "Sweet Auburn" Avenue.
- ◆ The Martin Luther King, Jr., National Historic District, including the Ebenezer Baptist Church, the gravesite of Dr. King, the exhibition hall, the souvenir shop, and the birth-home of Dr. King.
- ◆ Significant historical sites in the downtown, such as Grady Memorial Hospital, the only hospital serving the Black community during the years of segregation; the original headquarters of Coca Cola; the State Capitol Building; the World of Coca Cola and Underground Atlanta, where there will be an opportunity to purchase a late lunch or snack.
- ◆ The classical Herndon Home, built in 1910 by Alonzo Herndon, a former slave, who founded Atlanta Life Insurance Company, the largest Black-owned stockholder insurance company in America today.
- ◆ The Atlanta University Center Complex, the largest consortium of historically Black colleges in the United States, including Morris Brown College, the Interdenominational Theological College, Clark Atlanta College, Morehouse College, Spelman College, and the Morehouse School of Medicine.
- ◆ Other selected historical sights, such as Gladys Knight's childhood church; Booker T. Washington High, the first Black high school in Atlanta; Lena Horne's childhood home; and Paschal's Hotel and Restaurant, a historic meeting place for civil rights organizers.

This tour is being offered by ATLANTA SPECIALTY TOURS and requires a separate payment of \$15 per person. To register for the Atlanta African American Experience Tour, send your check or money order and this form directly to:

**Atlanta Specialty Tours**  
3417 Cobbs Ferry Drive  
Decatur, Georgia 30032

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone (        ) \_\_\_\_\_



# CALL FOR PRESENTATIONS

Sessions treating theoretical models, policy issues, long- and short-range planning, case studies/model programs, curricular/pedagogical models, training of trainers, interactive training, and research/evaluation/assessment are solicited in the 12 broad areas delineated below. Each of these areas focuses on a set of considerations and/or components considered essential to an effective, comprehensive, and proactive higher education response to growing racial and ethnic diversity both on the campus and in society at large.

Sessions are sought that effectively treat various stages and levels of effort, i.e., demonstrate getting started, making second- and third-level progress, and sustaining the momentum required to achieve comprehensive institutional change designed to improve racial and ethnic relations on campus and to expand opportunities for educational access and success by culturally diverse, traditionally underrepresented populations.

Presentations that provide important insights, points of view, skills, tools, and/or strategies that highlight exemplary programs, approaches, and models capable of being replicated or adapted by other institutions are invited for 60-minute, 75-minute, 90-minute, and other appropriate time formats.

Concurrent workshops are to be categorized by their presenter(s) into one of eight categories: (1) Theoretical Models, (2) Policy Issues, (3) Long- and Short-Range Planning, (4) Case Studies and Model Programs, (5) Training of Trainers, (6) Interactive Training, (7) Curricular/Pedagogical Models, and (8) Research/Evaluation/Assessment. These designations should assist participants in better selecting those workshops best suited to their own particular level of development, as well as encourage presenters to retain a clear focus on the content and primary purpose of their sessions.

To further assist participants in better selecting those workshops best suited to their own level of development, all persons submitting proposals are required to end the abstracts of their sessions by completing the following sentence:

"This session should be of particular interest and/or benefit to those conference attendees who....."

This sentence should be completed in such a way as to assist conference participants with different knowledge levels and different levels of professional/personal experience better determine the appropriateness of each session to their own needs.

All workshop presenters are requested to reserve one-fourth of their time format to questions, interactive discussion, and dialogue. This should help ensure that all workshops provide some opportunity for interactive, participatory, and meaningful discussion, as well as shared learning among those attending.

Presentations that address implementation; solutions; practical applications; second- and third-level efforts;

research relating to race and ethnicity in higher education and implications derived therefrom; assessment/evaluation; and intergroup relations, community building, and coalition building across racial/ethnic groups are especially encouraged.

## 1 Creating Institutional Change

- ◆ Becoming an Effective Change Agent and Managing the Risks Involved
- ◆ Comprehensive Planning Approaches and Institutionwide Models
- ◆ State-Level Governing Boards' Model Initiatives
- ◆ Leadership from the Top: University Presidents as Change Agents Encouraging and/or Mandating Change
- ◆ Upper-Level Administrative Strategies to Create Change
- ◆ Bottom-up Models for Institutional Change
- ◆ Empowering Middle-Level Faculty and Staff
- ◆ Strategies and Vehicles for Change: Task Forces, Coalitions, Multicultural Associations, Lobbying, etc.
- ◆ Creating Incentives and Sanctions to Support Change
- ◆ Strategies for Effecting Change in an Era of Declining Resources
- ◆ Strategies and Sources for Funding Change
- ◆ Building Commitment and Combating Resistance
- ◆ Enlisting White Faculty and Administrators as Change Agents
- ◆ Implementation and Assessment Models
- ◆ Focus on What Works and Why
- ◆ Promoting Institutional and Individual Accountability
- ◆ The Role of Ethnic/Minority Administrators, Faculty and Staff
- ◆ The Role of Ethnic Studies Departments, Ethnic Events, and Ethnic Programs
- ◆ Affirmative Action Strategies and Techniques to Support Multicultural Change
- ◆ Issues of Power, Privilege, and Politics Within the Context of Institutional Change

## 2 Enhancing the Cultural Diversity of Faculty and Staff

- ◆ Strategies for Developing a Culturally Diverse Work Force on Campus
- ◆ Creating a Hospitable Environment for Faculty and Staff of Color
- ◆ Dealing Effectively with Staff Concerns Relating to Racial and Ethnic Diversity
- ◆ Successful Faculty and Staff Recruitment and Retention Programs
- ◆ Promoting and Valuing Ethnic and Multicultural Research
- ◆ Enhancing Opportunities for Promotion and Professional and Faculty Development
- ◆ Successful Mentorship Programs
- ◆ Rewarding the Contributions of Culturally Diverse Faculty to University/Community Service
- ◆ Obstacles, Opportunities, and Career Paths for Administrators, Faculty, and Staff of Color

### 3 Recruiting and Retaining a Culturally Diverse Student Body

- ◆ Model Recruitment Programs and Approaches
- ◆ Model Retention Programs and Approaches
- ◆ Admissions Policy and the Minority Student Pool
- ◆ Comprehensive Strategies for Finding Minority Student Applicants
- ◆ Building Effective College-Secondary-Primary Relations
- ◆ Increasing Diversity Through Early Intervention and Community Empowerment Strategies
- ◆ Issues of Financial Aid
- ◆ Creating Appropriate Academic and Student Support Services
- ◆ Professional Schools, Post-Graduate Programs, and the Graduate Student Pool

### 4 Enhancing Positive Outcomes of Cultural Diversity on Campus

- ◆ Moving Beyond Awareness to Antiracism Work
- ◆ Healing a Campus Community After a Situation of Overt Racial/Ethnic Tensions
- ◆ Conflict Across Ethnic Groups and Strategies for Creating Positive Inter-Ethnic Group Relations
- ◆ The Intersection of Race and Ethnicity with Issues of Socioeconomic Class, Gender, Sexual Orientation, Physical Challenge, and Age Differences
- ◆ Model Valuing Diversity Programs
- ◆ Promoting Awareness of the Range of Overt and Subtle Behaviors of Intolerance
- ◆ Student Cultural Diversity Awareness Training and Cultural Diversity Immersion Experiences/Programs
- ◆ Training Administrators, Faculty, and Staff in Cross Cultural Awareness and Race Relations
- ◆ Promoting Campus Civility, Community Building, and Cross-Cultural Communications
- ◆ Antiprejudice Training Program Models
- ◆ Responding to Growing Intolerance to Racial and Ethnic Diversity on Campus
- ◆ Strategies for Responding to and Combating Hate Group Activities on Campus
- ◆ The Role of Task Forces, Coalitions, and Associations
- ◆ Developing and Utilizing the Visual and Performing Arts and Campus Media in Cultural Diversity Programming
- ◆ Promoting Positive Campus Media Images of Minorities
- ◆ Information Gathering, Networking, and Information Sharing
- ◆ Issues of Implementation and Assessment

### 5 Enhancing Teaching and Learning in a Culturally Diverse Classroom Environment

- ◆ Responding to the Culturally Based Learning Styles and Responses of Culturally Diverse Students
- ◆ Improving Faculty Interactions and Relations with Culturally Diverse Students

- ◆ Faculty Development Programs Relating to Pedagogy in the Culturally Diverse Classroom
- ◆ Making the Eurocentric Curriculum More Responsive and Relevant to Culturally Diverse Students
- ◆ Effective Instructional Strategies: Teaching, Testing, Curriculum, Learning Aids, Classroom Activities, Special Projects and Assignments
- ◆ Understanding the Common and Unique Classroom Problems Faced by Students from Culturally Diverse Backgrounds
- ◆ Teaching Strategies that Demonstrate Valuing Cultural Diversity in the Classroom

### 6 Enhancing the Quality of Life for Culturally Diverse Students on Predominantly White Campuses

- ◆ Model Student Affairs and Residence Life Programs
- ◆ Empowerment/Efficacy Models for Culturally Diverse Students
- ◆ Academic Support Services for a Culturally Diverse Student Body
- ◆ Enhancing the Effectiveness of Minority Student Organizations on Campus
- ◆ Involving Minorities in Student Governance
- ◆ Counseling Needs and Services
- ◆ Stress and Anger Management
- ◆ Programs Supporting Positive Attitudinal Change Relating to Cultural Diversity
- ◆ Issues of Interaction vs. Separation
- ◆ Residence Life Options and the Campus Atmosphere: Dorms, the Greek System, and Multi-ethnic Housing
- ◆ Job Placement for Students of Color on Campus and After Graduation
- ◆ Positive Programs for Student Athletes of Color
- ◆ Effective Cross-Cultural Programs Assisting Foreign-Born Minorities
- ◆ Strategies for Dealing with Cultural and Language Issues Affecting Limited English Students

### 7 Developing Curriculum Appropriate to Growing Racial and Ethnic Diversity

- ◆ Issues of Curriculum Format and Content
- ◆ Strategies for Curricular Change
- ◆ Issues Relating to Ethnic Studies Departments and Programs
- ◆ Reforming the General Education Curriculum and Infusing It With Content Reflecting the Experience of Culturally Diverse Populations and Non-Western Civilizations
- ◆ Assessing the Impact of Curricular Transformation
- ◆ Faculty Development Programs Relating to Curricular Change
- ◆ Instructional Strategies and Pedagogy for the Culturally Diverse Classroom
- ◆ Encouraging Scholarship Relating to Race and Ethnicity
- ◆ Internationalizing the Curriculum

## 8 Managing and Preventing Incidents of Racial and Ethnic Conflict on Campus

- ◆ Evaluating and Assessing Campus Situations and Problems
- ◆ Understanding Campus Incidents and Precipitating Factors
- ◆ Proactive Programs for Orienting Students to Racial and Ethnic Diversity
- ◆ Antiharassment Codes and Policies Supporting Campus Civility
- ◆ Protocol and Strategies for Crisis Response
- ◆ Building a Comprehensive Framework of Campus Policies and Procedures
- ◆ Involving Faculty, Staff, and Students in the Prevention and Response Process
- ◆ Building Effective Racial/Ethnic Coalitions
- ◆ Fact-Finding, Mediation, and Conflict-Resolution Strategies
- ◆ Healing and Managing Anger Around Racial and Ethnic Tension

## 9 Understanding and Responding to the Needs of Different Racial and Ethnic Groups on Campus: Values, Behaviors, and Unspoken Rules of Social Interaction

- ◆ Understanding and Responding to the Ethnicity of American Indian Students
- ◆ Understanding and Responding to the Ethnicity of African American Students
- ◆ Understanding and Responding to the Ethnicity of Asian and Pacific Islander Students
- ◆ Understanding and Responding to the Ethnicity of Hispanic/Latino Students
- ◆ Understanding and Responding to the Ethnicity of Jewish Students
- ◆ Understanding and Responding to the Ethnicity of Euro-American Students
- ◆ Understanding and Responding to the Needs of Physically Challenged/Disabled Students of Color
- ◆ Understanding and Responding to the Needs of Gay and Lesbian Students of Color
- ◆ Programs that Address Ethnic Identity Formation
- ◆ Issues of Student Leadership and Coalition Building Across Different Racial and Ethnic Groups
- ◆ Programs That Meet Foreign Student Needs

## 10 Creating Valuable Linkages Between the University and the Community

- ◆ Developing Positive Relations Between Campuses and Neighboring Racial/Ethnic Communities
- ◆ Partnerships to Expand the Educational Pipeline of Culturally Diverse Students

- ◆ Enlisting Campus Resources to Serve the Needs of Off Campus Racial and Ethnic Communities
- ◆ Using Community Resources to Help Build and Support Campus Racial and Ethnic Diversity
- ◆ Developing Alumni Programs that Support Racial and Ethnic Diversity
- ◆ Private Sector and Other Partnership Programs Supporting Racial and Ethnic Diversity on Campus

## 11 Unique Racial and Ethnic Conditions and Experiences Relating to Institutional Differences in Mission, History, and Situational Factors: Lessons to Be Learned from Like and Unlike Institutions

- ◆ Predominantly White Institutions
- ◆ Historically Black Colleges and Universities
- ◆ Urban Institutions
- ◆ Rural or Geographically Isolated Institutions
- ◆ Large vs. Small Institutions
- ◆ Community Colleges vs. Four-Year Institutions
- ◆ Private vs. Public Institutions
- ◆ Other Institutional Situations

## 12 Current Issues and Special Topics for 1994

- ◆ Cooperation, Community Building and Coalition Building Across Racial/Ethnic Groups
- ◆ Higher Education's Role in a Troubled Urban America
- ◆ Pipeline Issues Affecting Higher Education Access for Traditionally Underrepresented Populations
- ◆ Strategies for Helping White Males and Females Become Willing Partners in Shaping Higher Education Toward the 21st Century
- ◆ Power, Politics, and Privilege in Systems of Higher Education Undergoing Transformation
- ◆ Race and Ethnicity in Community College Settings
- ◆ Comparative Studies and Perspectives: Racial and Ethnic Diversity Models Derived from Corporate Settings, Foreign Experience, and Other Sources
- ◆ Neo-racism, Free Speech, and Political Correctness in Evolving Systems of Higher Education
- ◆ The Intersection of Race and Ethnicity with Socioeconomic Class, Gender, Sexual Orientation, and Other Demographic Characteristics
- ◆ Issues of Access and Retention in Professional and Graduate Education
- ◆ Special Issues Facing Men and Women of Color in Higher Education
- ◆ The Impact of Afrocentric and Other Alternative Educational Models on Higher Education
- ◆ Toward a Higher Education Agenda for the 21st Century
- ◆ Other Current Issues and Special Topics

## CATEGORIES INDICATING TYPES OF WORKSHOP SESSIONS

Persons submitting proposals for conference sessions to be included in the program of the 7th Annual National Conference on Race and Ethnicity in American Higher Education are requested to indicate from among eight possible categories the type of session being proposed.

While it is understood that a session may contain content appropriate to several of these categories, presenters are asked to indicate that one category that most accurately characterizes the major or predominant thrust of the session. The definitions below are provided to assist in clarifying what is encompassed in each category:

**THEORETICAL MODELS:** Sessions that focus on concepts, principles, ideas, theories, or ways of formulating apparent relationships or underlying principles of certain observed phenomena. Examples might include discussions of the intersection of race and class or the application of personal and political empowerment theories to ethnic consciousness building.

**POLICY ISSUES:** Sessions that focus on the design, adoption, implementation, and/or content of a set of governing principles, as well as related issues and decision-making processes. Examples might include campus racial harassment policies, affirmative action policies, or faculty retention and promotion policies.

**LONG- AND SHORT-RANGE PLANNING:** Sessions that treat and emphasize the formulation, content, and implementation of specific, tactical, strategic, or comprehensive plans. Examples might include institutionwide or systemwide diversity plans and/or departmental or program unit plans that include specific objectives, goals, and timelines.

**CASE STUDIES/MODEL PROGRAMS:** Sessions that describe and analyze the development, substance, and/or response to specific situations, incidents, and programs. Examples might include situations of campus bigotry motivated violence, freshman orientation programs, faculty mentorship programs, or student recruitment and retention programs.

**TRAINING OF TRAINERS:** Sessions designed to teach attendees how to become trainers in specific content areas or how to set up programs for developing trainers in these areas, with an emphasis on both the specific content required for effective training as well as training methods. Examples might include training for academic counselors or peer mentors or the training of discussion or focus group leaders skilled in facilitating dialogue around diversity issues.

**INTERACTIVE TRAINING:** Sessions involving significant interaction between the facilitator(s) and session attendees and designed to result in growth and enhanced awareness through introspection, interaction, and experiential learning. Examples might include games, simulations, or other exercises or combination of exercises that are experiential and interactive in nature.

**CURRICULAR/PEDAGOGICAL MODELS:** Sessions that focus on the development and substance of specific course content in either required or optional courses, as well as in both credit and non-credit formats, or that focus on issues and styles of teaching and learning. Examples might include required multicultural course content, freshman orientation program content, faculty development programs linked to curricular change, techniques for teaching in a multicultural classroom, and sessions focusing on the learning styles of culturally diverse students.

**RESEARCH/EVALUATION/ASSESSMENT:** Sessions that report on the findings of specific studies or assessments and/or that treat issues relating to research and evaluation methodology. Examples might include studies of student retention and achievement, campus climate studies, research indicating the effects of multicultural course content on student attitudes, and other assessments that measure effects and/or outcomes of specific programs.



## SAMPLE ABSTRACTS INDICATING THE REQUIRED ABSTRACT FORMAT

All abstracts must be written in the style and format used in the sample abstracts provided below. A sample abstract has been provided for each of the eight concurrent workshop categories. (For definitions of each category see page 18).

### ◆ SAMPLE ABSTRACT FOR THEORETICAL MODELS PROPOSALS

#### **Revising the At-Risk Concept**

Collaborative programs for at-risk students of color usually focus on top students well into their high school matriculation. The Connecticut College High School Students Advancement Program focuses on second-tier, at-risk students, i.e., those falling into the third and fourth deciles of their classes. Based on emerging lessons from this nationally recognized program, the presenter questions common assumptions concerning at-risk students—that they have low intelligence, low self-esteem, unsupportive parents, and low educational and occupational aspirations. The presenter will indicate how at-risk students drawn from New York, Connecticut, and Massachusetts to participate in the Connecticut College High School Advancement Program defy these assumptions and will advocate revision of the at-risk concept. This session should be of particular interest and benefit to teachers, guidance counselors, and others who deal with so-called at-risk minority students through regular or special programs for at-risk youth.

### ◆ SAMPLE ABSTRACT FOR POLICY ISSUES PROPOSALS

#### **Tribal Community College/Public University System Cooperative Ventures: Issues, Concerns, and Opportunities**

The session describes a two-year concerted effort to forge cooperative relationships through such ventures as articulation agreements, grant-funded consortia, faculty exchange programs, and interactive telecommunications networking between North Dakota's five tribally controlled community colleges and the 11-member public university system. Presenters will share strategies for achieving effective cooperative ventures across two distinct cultures, between very different governance structures, and among a wide variety of higher education organizations; will describe potential problems in attempting cooperative initiatives in such an environment; and will identify opportunities for enhancing cross-cultural understanding, increasing empowerment among underserved populations, and promoting the effectiveness of institutions through cooperation with others. This session should be of particular interest and benefit to conference attendees who seek to effect greater cooperation between institutions serving primarily minority populations and those in state systems, with particular emphasis on issues of diversity and opportunities for cross-cultural enrichment.

### ◆ SAMPLE ABSTRACT FOR LONG- AND SHORT-RANGE PLANNING PROPOSALS

#### **We're in This Together: Evaluation of a Joint Cultural Diversity Program Between Disparate Universities**

University Extension, the cooperative state educational outreach for Missouri's land grant institutions, has used a federally mandated cultural diversity program to forge a partnership different from the previous 20-year experience of cooperation between Lincoln University and the University of Missouri. Through thoughtful, emotionally charged, and honest discussion, representatives of these universities were able to explore the paternalism inherent in the manner federal monies were distributed to Missouri's historically Black land grant institution. This presentation explores the issues representatives of each institution brought for discussion; the manner and conditions of compromise; and the evolution of an equitable partnership that ensues despite dissimilarities in history, size, mission, educational emphasis, and student populations. While this session offers a case study in the early and middle stages of relationships between land grant universities, it should benefit conference attendees who work across institutional lines, especially those working together in states that have historically segregated and unequal higher education institutions that now require or desire more integrated working relationships.

### ◆ SAMPLE ABSTRACT FOR CASE STUDIES/MODEL PROGRAMS PROPOSALS

#### **FAIRteach: Exploring the Meaning of Culturally Diverse Teaching and Learning Environments**

This session will describe and critique the six-year effort of FAIRteach, a group of faculty and staff formed at the University of Michigan, to engage themselves and other faculty in envisioning and strengthening knowledge and skills required to increase multicultural and antiracist teaching. Focusing attention on the critical domain of classroom teaching, FAIRteach examines teacher-student interaction, especially those dimensions fostering an antiracist, culturally diverse teaching and learning environment. Presenters will highlight major FAIRteach activities, including seminars with other University of Michigan faculty identified as being competent, innovative, and multiculturally sensitive teachers; workshops to introduce faculty to strategies of multicultural teaching, often specialized to meet the needs of particular schools or colleges; selected research projects, including an exploration of classroom experiences reported by students of color; and the creation of definitions and models to help faculty expand their repertoires of multicultural teaching strategies. This session should be of particular interest and benefit to conference attendees concerned both with enhancing teaching and learning in culturally diverse classroom environments and with effecting institutional change.

◆ **SAMPLE ABSTRACT FOR TRAINING OF TRAINERS PROPOSALS**

**Black and Blue: Using "STRAIGHT TALK" to Heal Tensions Between African Americans and Jews**

STRAIGHT TALK is an outgrowth of the presenters' experiences with "Operation Understanding," a yearlong program for 12 students that begins with a summer trip to Senegal and Israel. This intervention in African American-Jewish campus tensions uses a communication model, "The Johari Window," as a framework for frank intergroup dialogue and encourages each group to examine its own cultural identity, as well as its prejudices and assumptions about members of the other group. Although created for use with African Americans and Jews, STRAIGHT TALK can be used to facilitate meaningful dialogue between any two diverse groups. Participants will experience selected activities, and tips will be shared on training content and methods to insure effective implementation. This session should be of particular interest and benefit to conference attendees who desire training in facilitating a highly interactive, intergroup conflict reduction model.

◆ **SAMPLE ABSTRACT FOR INTERACTIVE TRAINING PROPOSALS**

**The Diversity Opportunity Tool**

This session will demonstrate the Diversity Opportunity Tool (DOT), an innovative, problem-solving, multimedia tool designed to improve the ability of students, faculty, and staff to deal with overt and subtle acts of intolerance on campus. DOT is a computer driven, interactive videodisc simulation that simulates several common "critical incidents" of intolerance through brief video vignettes. Users consider a number of alternative responses to each incident and select among them, with selection triggering both a vignette of the likely outcome of each response and suggestions regarding further information and resources helpful in dealing with incidents of intolerance. Workshop participants will have an opportunity to use the product and discuss potential applications on their campuses. This session should be of particular interest and benefit to student affairs professionals in housing, counseling, and student activities; student residence advisers; and individuals interested in creating a campus climate more accepting of racial differences.

◆ **SAMPLE ABSTRACT FOR CURRICULAR/ PEDAGOGICAL MODELS PROPOSALS**

**Many Stories, Many Histories: Multiple Realities Converging**

This session focuses on an innovative, interdisciplinary course titled "Cultural and Racial Issues in the United States," a nine-credit course linking lower division literature, sociology, and history, taught by a multiethnic faculty team. The course, which received an American Association of Community and Junior Colleges' 1992 IBM Multicultural Humanities Award, focuses on the

development of ethnic stratification and the concept of race as a historical and social construction, emphasizing systems of inequality and aspects of cultural perspective affecting the recording of history. Presenters will indicate how the course develops a learning commitment that is ethnically inclusive and will demonstrate and provide examples of types of student-teacher interaction promoted in the course, including cooperative learning, concept application across academic disciplines, accelerated learning techniques, problem-solving methods, role playing, and an exercise called "Meeting of the Minds." This session should be of particular interest and benefit to faculty members, administrators, curriculum specialists, and students interested in integrated humanities and social science curriculum development and/or innovative teaching methods as vehicles for enhancing racial and ethnic relations.

◆ **SAMPLE ABSTRACT FOR RESEARCH/EVALUATION ASSESSMENT PROPOSALS**

**Assessing the Racial Attitudes of White College Students: Promoting Cultural Diversity on Campus**

This session reports on a study to assess racial climate on a private, northeastern college campus with an approximately 80 percent white student population. The study involved two student populations: (1) a sample of dormitory residential assistants (RAs), individuals regarded as influential agents capable of affecting the racial climate through their high profile positions and unique exposure to the undergraduate population, and (2) a sample of first-year students, used to ascertain a baseline of racial identity and racist attitudes before exposure to the unique experiences of a college campus. Helms' (1984) five-stage model of white racial identity attitude development was operationalized into a White Racial Identity Attitude Scale, exploring whites' attitudes toward themselves and postulating how their sense of themselves as racial beings affects their perceptions and attitudes toward ethnic minorities. Presenters will discuss preliminary results and uses of the study, which suggests the two samples differ significantly on all mean scores of the five stages of white racial identity attitude development, with first-year students reflecting a more highly developed racial identity attitude than that of the RAs. This session should be of particular interest and benefit to those conference attendees interested in changing college students' racial attitudes and the campus racial climate.

## PROPOSAL SUBMISSION FORMAT

### SEND SIX COPIES OF EACH OF THE FOLLOWING:

1. The Proposal Cover Sheet (See page 22)
2. A single-spaced Abstract of 200 words or less to be used in the conference program. **ALL ABSTRACTS MUST BE WRITTEN IN THE SAMPLE FORMATS PROVIDED ON PAGES 19 - 20 AND MUST END BY COMPLETING THE FOLLOWING SENTENCE:**

**"This session should be of particular interest and/or benefit to those conference attendees who....."**

This sentence should be completed in such a way as to assist conference participants with different knowledge levels and different levels of professional/personal experience better determine the appropriateness of each session to their own needs.

3. A double-spaced Presentation Summary of not more than four type-written pages, providing a detailed description and any relevant background information.

4. A brief Resume/Biographical Sketch for each presenter and Other Supporting Documentation deemed appropriate.

### SEND SIX COPIES OF PROPOSALS TO:

Dr. Maggie Abudu, Executive Director  
The Southwest Center for Human Relations Studies  
The University of Oklahoma  
1610 Asp Avenue, Suite 500  
Norman, Oklahoma 73037-0003  
PHONE (405) 325-3936

### SUBMISSION AND NOTIFICATION SCHEDULE

Complete proposals must be received by **February 1, 1994**. Notification of acceptance will be sent by **March 15, 1994**.

## PRELIMINARY CONFERENCE SCHEDULE

**7th Annual National Conference  
on Race and Ethnicity in American Higher Education  
June 2-7, 1994 – Atlanta, Georgia**

Wednesday, June 1	Registration and On-Site Check-In	1:00-6:00 p.m.
Thursday, June 2	Registration and On-Site Check-In	8:00 a.m.-6:00 p.m.
	Major Workshop Sessions	9:00 a.m.-5:00 p.m.
	Welcoming Reception	6:00-7:30 p.m.
Friday, June 3	Continental Breakfast	7:00-9:00 a.m.
	Major Workshop Sessions	8:00 a.m.-5:00 p.m.
	Reception	6:00-8:00 p.m.
Saturday, June 4	Breakfast Buffet	7:30-8:30 a.m.
	Conference Sessions	8:30 a.m.-6:00 p.m.
Sunday, June 5	Conference Sessions	8:00 a.m.-4:30 p.m.
	Atlanta African American Experience Tour (Not covered in Conference Registration Fee)	noon-4:30 p.m.
	Late Sunday Afternoon Soiree	4:30-7:00 p.m.
	Entertainment Showcase	8:00-10:00 p.m.
Monday, June 6	Conference Sessions	8:30 a.m.-6:00 p.m.
	Dinner and Dance	6:30-10:30 p.m.
Tuesday, June 7	Conference Sessions	8:00 a.m.-5:00 p.m.

# PROPOSAL COVER SHEET

7th Annual National Conference on Race and Ethnicity  
in American Higher Education  
June 2-7, 1994 — Atlanta, Georgia

**All Presenters Are Required  
to Register at the  
Conference Rate**

**INSTRUCTIONS:** Please type or print entries exactly as you want them to appear in the conference program.

(1) Title of Presentation \_\_\_\_\_

(2) Category of Presentation (Using the category descriptions provided on page 18, please indicate the type of workshop session being proposed by checking below only the one category that most accurately characterizes the major or predominant thrust of the proposed session.)

- |   |   |
|---|---|
| <input type="checkbox"/> Theoretical Models             | <input type="checkbox"/> Training of Trainers           |
| <input type="checkbox"/> Policy Issues                  | <input type="checkbox"/> Interactive Training           |
| <input type="checkbox"/> Long- and Short-Range Planning | <input type="checkbox"/> Curricular/Pedagogical Models  |
| <input type="checkbox"/> Case Studies/Model Programs    | <input type="checkbox"/> Research/Evaluation/Assessment |

(3) Time Format Requested     60 minutes     75 minutes     90 minutes     Other (please specify) \_\_\_\_\_

(4) Name of the Presenter Exactly as You Want It Printed in the Conference Program

Dr.     Mr.     Ms.

\_\_\_\_\_  
(Last Name)

\_\_\_\_\_  
(First Name)

\_\_\_\_\_  
(Middle Name or Initial)

Job Title of Presenter \_\_\_\_\_

Institution/Organizational Affiliation \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
ZIP

Telephone Office (       ) \_\_\_\_\_

Home (       ) \_\_\_\_\_

(5) Name of Co-Presenter Exactly as You Want It Printed in the Conference Program

Dr.     Mr.     Ms.

\_\_\_\_\_  
(Last Name)

\_\_\_\_\_  
(First Name)

\_\_\_\_\_  
(Middle Name or Initial)

Job Title of Co-Presenter \_\_\_\_\_

Institution/Organizational Affiliation \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
ZIP

Telephone Office (       ) \_\_\_\_\_

Home (       ) \_\_\_\_\_

(6) Audio/Visual Needs \_\_\_\_\_

(7) For additional co-presenters, please provide identical information requested in item 5, using a photocopy of this form or a separate sheet.

**RETURN BY FEBRUARY 1, 1994, to:**

**Dr. Maggie Abudu, Executive Director  
Southwest Center for Human Relations Studies  
The University of Oklahoma  
1610 Asp Avenue, Suite 500  
Norman, Oklahoma 73037-0003**

### ENCLOSED ARE 6 COPIES OF THE FOLLOWING:

- |   |  |
|---|--|
| <input type="checkbox"/> Proposal Cover Sheet | <input type="checkbox"/> Abstract of 200 Words or Less for Use in the Conference Program.<br>(See required abstract format on pages 19 - 20) |
| <input type="checkbox"/> Presentation Summary | <input type="checkbox"/> Resume/Biographical Sketch and Relevant Supporting Documentation  |



# CALL FOR EXHIBITORS AND ADVERTISING

7th Annual National Conference on Race and Ethnicity in American Higher Education  
Hyatt Regency-Atlanta Hotel, in Peachtree Center  
June 2-7, 1994 — Atlanta, Georgia

**CONFERENCE CONCEPT:** This annual national conference series provides the most comprehensive national forum on issues of race and ethnicity in American higher education, focusing on the complex task of creating and sustaining comprehensive institutional change designed to improve racial and ethnic relations on campus and to expand opportunities for educational access and success by culturally diverse, traditionally underrepresented populations. The 1993 conference was attended by more than 1,100 administrators, faculty, professional staff, and student leaders representing 48 of the 50 states and Canada, as well as by representatives of numerous state and national institutes, agencies, commissions, associations, and foundations. This group constitutes a unique market concerned with cultural diversity in higher education — professionals eager to learn more about publications, materials, services, and products related to issues of race and ethnicity in American higher education.

**CONFERENCE PARTICIPANTS:** Conference attendees constitute a diverse group. Based on projections from past attendance, approximately 45 percent represent state four-year institutions; 25 percent represent private four-year institutions; 25 percent represent community or junior colleges; and approximately 5 percent represent state or national institutes, agencies, commissions, associations,

and foundations concerned with higher education. Approximately 45 percent are teaching faculty, department/program chairs, and senior academic administrators; 45 percent are professional staff representing virtually all campus activity and service areas; and 10 percent are senior administrative officers at institutional or system levels, as follows:

- ◆ Academic affairs administrators, deans, teaching faculty, department chairs, and program directors representing a wide variety of academic areas.
- ◆ Professionals in virtually all activity and service areas of the culturally diverse campus, including admissions, residence life, financial aid, personnel, public information, alumni affairs, and athletics.
- ◆ Directors and staff of offices of affirmative action, equal employment opportunity, and minority affairs.
- ◆ Professional staff of offices of student affairs, student support services, and student life.
- ◆ Senior administrative officers at both the individual campus and university system levels.
- ◆ Representatives of community-based agencies and organizations.
- ◆ Representatives of state and national institutes, agencies, commissions, associations, and foundations.
- ◆ Student leaders representing campus organizations and committees.

## EXHIBITOR INFORMATION

### ■ EXHIBIT HOURS

June 2, 1994—noon - 7:30 p.m.

June 3-4, 1994—8:30 a.m. - 5:00 p.m.

June 5, 1994—1:00 - 7:00 p.m.

June 6, 1994—10:00 a.m. - 8:00 p.m.

June 7, 1994—8:30 a.m. - noon

### ■ EXHIBIT LOCATION

The exhibit will be set up in the Phoenix Room, which is attached to the Regency Ballroom and is located on the Terrace meeting room level of the hotel, near the outdoor patio and pool and Avanzare restaurant. Plenary sessions and all on-site receptions and meals will be held in the Regency Ballroom.

### ■ EXHIBIT COSTS

Commercial Vendors .....	\$400
Nonprofit Organizations .....	\$250
Book Publishers (1-5 books in an unsupervised table-top display) .....	\$100

**Note:** Payment of the \$400 Commercial Vendor or the \$250 Non-Profit fee covers access to all conference functions and special events. Each exhibitor may bring one assistant to manage the exhibit while he/she attends conference functions or special events.

### ■ EXHIBIT SIZE

Standard booths are 8'x 10' and include installation and removal of one 8-foot draped back with 3-foot side dividers, one 8-foot table with drape, two chairs, and one booth identification sign.

### ■ APPLICATION FOR EXHIBITOR SHOWCASE

Interested exhibitors should complete the Exhibitor Application form on page 24.

## EXHIBITOR APPLICATION

7th Annual National Conference on Race and Ethnicity in American Higher Education  
June 2-7, 1994, Atlanta, Georgia

1. Type or print the information requested below.
2. Enclose a check for \$400 (\$250 for nonprofit organizations, \$100 for publishers unsupervised table-top book displays), payable to The University of Oklahoma.
3. Mail check and application to: The Southwest Center for Human Relations Studies, 1610 Asp Avenue, Suite 500, Norman, OK 73037-0003.

COMPANY/ORGANIZATION \_\_\_\_\_

ADDRESS \_\_\_\_\_

CONTACT PERSON \_\_\_\_\_ TITLE \_\_\_\_\_

TELEPHONE (        ) \_\_\_\_\_ FAX (        ) \_\_\_\_\_

FEDERAL ID NUMBER \_\_\_\_\_

- YES, I would like to be an Exhibitor at the 7th Annual National Conference on Race and Ethnicity in American Higher Education. Enclosed is my check for  \$400 (commercial vendors);  \$250 (nonprofit organizations);  \$100 (publishers unsupervised table-top book display of five books or less), made payable to the University of Oklahoma. Payment of \$400 or \$250 fee includes installation and removal of the following:
- ◆ One 8'x 10' booth, with one 8-foot draped back with 3-foot side dividers.
  - ◆ One 8-foot table with drape and two chairs.
  - ◆ One one-line booth identification sign, copy to be as follows:

\_\_\_\_\_

Payment of the \$100 publishers' unsupervised table-top display fee includes table-top space sufficient to display up to five books.

Please specify in the space below the nature of the equipment, supplies, processes, or services to be exhibited. (List book titles if this is to be unsupervised table-top book display.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I understand that exhibitor space is available on a first-come, first-served basis and that my company/organization is responsible for payment of any additional items or equipment needs requested from the convention services or audio/visual equipment vendors. Upon receipt of this application, the Southwest Center for Human Relations Studies will send me an exhibitor contract.

Authorized Signature \_\_\_\_\_ Date \_\_\_\_\_

### Return to:

The Southwest Center for Human Relations Studies  
The University of Oklahoma  
1610 Asp Avenue, Suite 500  
Norman, OK 73037-0003  
PHONE (405) 325-3936 FAX (405) 325-3940

## ADVERTISING INFORMATION

**PROGRAM DESCRIPTION** - The official conference program is an approximately 70-page publication providing a comprehensive guide to all activities and functions associated with the conference. It serves as a significant resource publication containing abstracts describing exemplary programs and efforts directed toward issues of race and ethnicity in higher education across the country.

**PROGRAM CIRCULATION** - 2,500. Between 1,000 and 1,500 copies are distributed at the conference, and the remainder are distributed upon request to interested higher education constituencies throughout the year following the conference.

**ISSUE DATE** - June 1, 1994.

**ADVERTISING SUBMISSION DEADLINE** - March 15, 1994.

### MECHANICAL REQUIREMENTS:

#### Advertising Size and Rates:

Size	Dimensions	Rates
Full-page	7 3/8" x 10 1/2"	\$340
Half-page	7 3/8" x 5 1/4"	\$240

**GENERAL** - Submit camera-ready copy only. Advertising follows text. Only one color of ink will be used, and the color will be that chosen for the conference program. The Southwest Center reserves the right to assign advertising placement and determine the appropriateness of proposed advertising to the scope of the conference. Only advertising consistent with the University of Oklahoma's advertising and promotion policy will be accepted. All advertising accounts must be paid in full in advance of publication. A copy of your advertising order will be returned, serving as a confirmation of your order.

**APPLICATION FOR ADVERTISING** - Interested advertisers should complete the Advertising Application form below.

### ADVERTISING CONTACT:

Pari Nabavi, National Conference Advertising Representative  
 The Southwest Center for Human Relations Studies  
 The University of Oklahoma  
 1610 Asp Avenue, Suite 500, Norman, OK 73037-0003  
 PHONE (405) 325-3936 FAX (405) 325-3940

## ADVERTISING APPLICATION

7th Annual National Conference on Race and Ethnicity in American Higher Education  
 June 2-7, 1994, Atlanta, Georgia

**ADVERTISING ORDER:** Program of the 7th Annual National Conference on Race and Ethnicity  
 in American Higher Education

Contact Person's Name \_\_\_\_\_

Company/Organization \_\_\_\_\_

Mailing Address \_\_\_\_\_  
 \_\_\_\_\_

Telephone (        ) \_\_\_\_\_ FAX (        ) \_\_\_\_\_

Full-page at \$340 each \$ \_\_\_\_\_  Half-page at \$240 each \$ \_\_\_\_\_

#### Method of Payment:

Cash (Check No. \_\_\_\_\_ or Purchase Order No. \_\_\_\_\_)

MasterCard     VISA    No. \_\_\_\_\_ Exp. Date \_\_\_\_\_

**This form and camera-ready  
 advertising copy must be  
 submitted by March 15, 1994 to:**

National Conference Advertising Representative  
 The Southwest Center for Human Relations Studies  
 The University of Oklahoma  
 1610 Asp Avenue, Suite 500, Norman, Oklahoma 73037-0003  
 PHONE (405) 325-3936 FAX (405) 325-3940

## CONFERENCE SITE AND HOTEL INFORMATION

### ABOUT ATLANTA

An intriguing collection of neighborhoods, special districts, and unique attractions, the city of Atlanta serves as site for the 7th Annual National Conference on Race and Ethnicity in American Higher Education.

Currently the ninth largest city in terms of population size and the seventh largest city in terms of the size of its African American population, Atlanta enjoys the reputation of cuisine capital of the southeast, with a wide array of cuisines and ethnic restaurants scattered throughout the city. Shopping opportunities also abound, ranging from large regional malls to quaint antique and craft "villages," from retail-lined courthouse squares to dynamic, new Underground Atlanta.

Principal city attractions include the APEX Museum of the African American Experience; the Alliance and Fox Theaters for the performing arts; the Atlanta University Center, a unique higher education center housing historically Black colleges and universities, including Morehouse, Spelman, Clark Atlanta, Morris Brown, the Interdenomination Theological Center, and the Morehouse School of Medicine; the CNN Center, world headquarters for the Turner Broadcasting System; the Jimmy Carter Library and Museum; the Martin Luther King, Jr., Center for Nonviolent Social Change; and the Sweet Auburn District, once a thriving center of African American enterprise, currently undergoing revitalization.

Other attractions include Underground Atlanta, six city blocks of urban marketplace and specialty shops; the World of Coca-Cola, an unparalleled collection of Coca-Cola memorabilia; Peachtree Center, providing an indoor urban environment connected by skybridges to the Hyatt Regency Atlanta; the Atlanta Market Center; Atlanta's rapid transit system; and numerous museums, including the Hammonds House Galleries of African American art, the High Museum of Art, and Sci-Trek, a science and technology museum ranked among the top 10 science centers in the country.

### ABOUT THE CONFERENCE HOTEL

The Hyatt Regency Atlanta, located in the heart of downtown Atlanta, just 15-minutes from Hartsfield International Airport, serves as the conference headquarters hotel. It adjoins Peachtree Center by an aerial walkway off the hotel atrium lobby, offering a variety of shops, restaurants, and indoor access to MARTA, Atlanta's rapid rail system. This 23-story atrium hotel was an architectural "first" that revolutionized the hospitality industry, providing an architectural plan built around an indoor atrium setting. The hotel has an outdoor pool and patio and a health club. It is located near golf and tennis facilities, theaters, galleries, restaurants, shopping, and Underground Atlanta. The hotel offers casual dining in Kafe Kobenhavn, a "sidewalk" cafe in the atrium lobby; American cuisine and ambience in the Clock of Five's restaurant and lounge; a taste of contemporary northern

Italian decor and cuisine in Avanzare; and continental cuisine in the blue-domed Polaris restaurant and lounge, located atop the hotel.

To be assured of receiving the conference rates, make your reservations directly with the hotel by **May 1, 1994**. A credit card or deposit is required to guarantee a room reservation. All room rates are subject to a 13 percent tax per night. Reservations received after May 1, 1994, will be accepted at the conference rate on a space-available basis only.

**THE HYATT REGENCY - ATLANTA**  
The Conference Headquarters Hotel  
265 Peachtree Street, NE  
Atlanta, Georgia 30303  
(404) 577-1234  
**Single**           **\$87**  
**Double**           **\$87**

Please be sure to give the conference name to be assured of receiving the conference room rate.

## TRANSPORTATION INFORMATION

### AIR TRAVEL

Delta Air Lines has been designated as the official conference airline. Call 1-800-241-6760 for reservations 8:00 a.m.-11:00 p.m., Eastern Time daily, and reference **File No. J1299**. You will be flying into the Hartsfield International Airport, located approximately 15-minutes from the Hyatt Regency Hotel, in Peachtree Center.

### GROUND TRANSPORTATION

For transportation between the Atlanta Hartsfield International Airport and the Hyatt Regency Hotel, in Peachtree Center, consider the following:

◆ **Atlanta Airport Shuttle:** Posted signs for ground transportation directions are located upstairs outside the baggage claim area. Shuttles leave the airport every 15-20 minutes between 7:00 a.m. and 11:00 p.m. The cost to Peachtree Center is \$8 one way and \$14 for a round-trip fare.

◆ **MARTA:** The airport rail station is located adjacent to baggage claim at the west end of the main terminal building. MARTA provides 15-minute rail service to the downtown. MARTA service begins daily at 5:00 a.m. and runs every eight minutes until 1:00 a.m. (weekdays), every 10 minutes until 12:30 a.m. (Saturdays), and every 15 minutes until 11:30 p.m. (Sundays). Take the train northbound to Peachtree Center, which connects by skybridge to the Hyatt Regency Hotel lobby. The one-way fare is \$1.25.

◆ **Taxi:** Taxi fares are estimated to be \$16 each way, Plus \$1 for each additional person. Be sure to ask before boarding.

# CONFERENCE REGISTRATION INFORMATION

## REGISTRATION FEES

The registration fees below include access to all conference sessions and special events, with the exception of the Atlanta African American Experience Tour, which has a separate \$15 charge payable to Atlanta Specialty Tours. (See page 14.)

- ◆ Full Registration Fee . . . . . \$295
- ◆ Spousal Registration Fee . . . . . \$175  
(To qualify, persons must be accompanied by their spouse who is paying the Full Registration Fee.)

There are no "partial attendance" registration fees. Guest tickets for meal functions will be available for purchase on-site.

## STUDENT LEADERSHIP DEVELOPMENT CONFERENCE SCHOLARSHIP INCENTIVE PROGRAM

For the 1994 conference, a limited number of Student Leadership Development Scholarships will be provided. This scholarship program will support a paid conference registration for each student recipient. Scholarship recipients will be responsible for their travel, hotel, and all other conference-related expenses. It is hoped that the Student Leadership Development Scholarship award will serve as an incentive for higher education institutions to support student participation in the conference.

To be considered for a Student Leadership Development Scholarship, students must submit the following:

- ◆ A letter summarizing (1) their academic interests and achievements, (2) their leadership interests and experience, and (3) their reasons for wanting to attend and participate in the conference.
- ◆ A resume.
- ◆ Two letters of recommendation from faculty and/or staff members at their institution, indicating a commitment of institutional support for conference related costs not covered by the scholarship.

Both Undergraduate and Graduate students are eligible. Student scholarship recipients and/or their institutions are responsible for all conference-related costs not covered in the conference registration fee. The deadline for submitting Student Leadership Development Scholarship applications is **March 15, 1994**. Notification of awards will be made by **April 15, 1994**.

## HOW TO REGISTER

All conference registrations must be prepaid. Make registration payable to the University of Oklahoma by purchase order, personal check or money order, MasterCard, or VISA. Those participants who prefer their employer or organization to be billed must include with their registration either a purchase order or employer's confirmation letter.

Registrations are to be mailed to College of Continuing Education Registration, The University of Oklahoma, 1700 Asp Avenue, Norman, OK 73037-0001, or may be sent by FAX to (405) 325-7164, when payment is made by purchase order or credit card.

## CANCELLATION / REFUND POLICY

Prepaid registrants who find they are unable to attend may send a delegate in their place without penalty, and complete refunds will be made of any prepaid registration for which we receive an advance written cancellation notice by **May 18, 1994**.

## CONFERENCE REGISTRATION FORM APPEARS ON PAGE 31.

IF YOU RECEIVE MORE THAN ONE  
BROCHURE, PLEASE PASS THE EXTRAS TO AN  
ASSOCIATE OR COLLEAGUE.

Data provided in the *American Demographics* desk reference series on "American Diversity" (1991) indicate that during the decade of the '80s, 41 states experienced double-digit percentage increases in their combined populations of color.

For nine states—Arizona, California, Florida, Massachusetts, Minnesota, Nevada, New Hampshire, Rhode Island, and Washington—the percentage change in their combined populations of color exceeded 50 percent. For four of these states, the percentage change exceeded 60 percent—California (61.1 percent), Massachusetts (66.2 percent), Minnesota (71.7 percent), and Rhode Island (71.8 percent); while for two, it exceeded 90 percent—Nevada (90.5 percent) and New Hampshire (97.1 percent).

For an additional eight states, combined populations of color grew by more than one-third—Alaska (47.4 percent), Connecticut (43.2 percent), Idaho (35.2 percent), Oregon (48.3 percent), Texas (37.2 percent), Utah (37.1 percent), Vermont (39.4 percent), and Wisconsin (42.3 percent). For another 13 states—Colorado, Georgia, Iowa, Kansas, Maine, Maryland, Montana, Nebraska, New Jersey, New York, North Dakota, Oklahoma, and Virginia—combined populations of color grew by 25 percent or more.



# MAJOR WORKSHOP AND CRITICAL DIALOGUE PREFERENCE FORM

## INSTRUCTIONS:

1. Your completion of this form will assist in the assignment of appropriate meeting rooms based on session size and will help ensure that an appropriate number of handouts will be available for these sessions.
2. Those sessions preceded by an asterisk (\*) will limit the number of attendees to facilitate essential interaction and processing of content. Advance sign-up is required for these sessions, and sign-up is based on a first-come, first-served basis. All other preferences will be used for planning purposes only.
3. Return this form to the Southwest Center for Human Relations Studies, The University of Oklahoma, 1610 Asp Avenue, Suite 500, Norman, OK 73037-0003.

PLEASE TYPE OR PRINT YOUR NAME AND COMPLETE MAILING ADDRESS

Name and Title \_\_\_\_\_

Institution/Organization \_\_\_\_\_

Business Address \_\_\_\_\_ Telephone (     ) \_\_\_\_\_

City, State, ZIP \_\_\_\_\_

### MAJOR WORKSHOP 1

**Hiring Practices That Embrace the Challenge of Workforce 2000**

Thursday, June 2 – 9:00 a.m.-noon

### MAJOR WORKSHOP 2

**Beyond the College Years: Diversity and Its Repercussions in Graduate and Professional Schools**

Thursday, June 2 – 9:00 a.m.-noon

### MAJOR WORKSHOP 3

**Assessing Perceptions and Attitudes Toward Diversity Issues on Campus: Implications for Policy and Program Development**

Thursday, June 2 – 9:00 a.m.-noon

### MAJOR WORKSHOP 4

**A Leadership Development Model That Builds Community Among Students of Color**

Thursday, June 2 – 9:00 a.m.-noon

Tuesday, June 7 – 9:00 a.m.-noon (Repeat)

### MAJOR WORKSHOP 5

**Exploring Issues in Cultural Pluralism Through Cases**

Thursday, June 2 – 9:00 a.m.-noon

### MAJOR WORKSHOP 6

**Toward the Development of a Formal Assessment Model of the Presence and Impact of Diversity Efforts on Campus - Part I: Beginners Workshop**

Thursday, June 2 – 9:00 a.m.-noon

### MAJOR WORKSHOP 7

**Creating and Implementing Effective Student Retention Models**

Thursday, June 2 – 9:00 a.m.-12:30 p.m.

### \* MAJOR WORKSHOP 8

**Working Toward Institutional Change (Full-Day)**

Thursday, June 2 – 9:00 a.m.-noon and 1:30-5:00 p.m.

Friday, June 3 – 9:00 a.m.-noon and 1:30-5:00 p.m. (Repeat)

### MAJOR WORKSHOP 9

**The Institutes for the Healing of Racism (Full-Day)**

Thursday, June 2 – 9:00 a.m.-noon and 1:00-5:00 p.m.

### \* MAJOR WORKSHOP 10

**Transforming the Curriculum: Teaching Race and Gender (Full-Day)**

Thursday, June 2 – 9:00 a.m.-noon and 2:00-5:00 p.m.

### \* MAJOR WORKSHOP 11

**Utilizing Frameworks for Organizational Analysis to Custom Design Strategies for Addressing Racial and Other Diversity Issues on Your Campus (Full-Day)**

Thursday, June 2 – 9:00 a.m.-noon and 2:00-5:00 p.m.

Tuesday, June 7 – 9:00 a.m.-noon and 2:00-5:00 p.m. (Repeat)

### \* MAJOR WORKSHOP 12

**Infusing Televised Media in Antibias/Multicultural Curriculum (Full-Day)**

Thursday, June 2 – 9:00 a.m.-noon and 2:00-5:00 p.m.

Tuesday, June 7 – 9:00 a.m.-noon and 2:00-5:00 p.m. (Repeat)

### MAJOR WORKSHOP 13

**Campus Police Responses to Bias Incidents on Campus (Full-Day)**

Thursday, June 2 – 10:00 a.m.-noon and 2:00-5:00 p.m.

### MAJOR WORKSHOP 14

**Toward the Development of a Formal Assessment Model of the Presence and Impact of Diversity Efforts on Campus - Part II: Advanced Workshop**

Thursday, June 2 – 1:30-4:30 p.m.

### MAJOR WORKSHOP 15

**Partners in Innovation: Establishing Collaborative Relationships Promoting Educational Opportunity for Minority and Low-Income Students**

Thursday, June 2 – 2:00-5:00 p.m.

Tuesday, June 7 – 9:00 a.m.-noon (Repeat)

### MAJOR WORKSHOP 16

**Beyond Endangered Species: Motivating African American Males to Achieve: A Holistic Approach**

Friday, June 3 – 8:00 a.m.-noon

Tuesday, June 7 – 8:00 a.m.-noon (Repeat)

### MAJOR WORKSHOP 17

**From Empowerment to Transformative Learning: Constructive Troublemaking by Faculty and Administrators, Shared-Risk Projects Among Students**

Friday, June 3 – 8:00 a.m.-noon

### MAJOR WORKSHOP 18

**Legal Issues in the University Setting - Part I: Hate Speech in the Dorm, Classroom, and Open Areas**

Friday, June 3 – 9:00 a.m.-noon

### MAJOR WORKSHOP 19

**Issues of Cultural Diversity in Student Leadership: Developing a New Paradigm for Full Multicultural Participation**

Friday, June 3 – 9:00 a.m.-noon

**MAJOR WORKSHOP 20****Comprehensive Approaches to Institutional Change: Theory and Practice**

☐ Friday, June 3 — 9:00 a.m.-noon

**MAJOR WORKSHOP 21****Creating and Implementing Faculty Retention Models That Work**

☐ Friday, June 3 — 9:00 a.m.-12:30 p.m.

**\* MAJOR WORKSHOP 22****Residential Education and Community Building: A Model for Fostering a Sense of Shared Community Among Students in Residence Halls (Full-Day)**

☐ Friday, June 3 — 9:00 a.m.-noon and 1:30-4:00 p.m.

☐ Tuesday, June 7 — 9:00 a.m.-noon and 1:30-4:00 p.m. (Repeat)

**\* MAJOR WORKSHOP 23****Transforming the Curriculum: A Workshop for Trainers (Full-Day)**

☐ Friday, June 3 — 9:00 a.m.-noon and 2:00-5:00 p.m.

**MAJOR WORKSHOP 24****Institutional Strategies for Infusing Multiculturalism into All Aspects of the Campus Community (Full-Day)**

☐ Friday, June 3 — 9:00 a.m.-noon and 2:00-5:00 p.m.

**MAJOR WORKSHOP 25****The Disease of Racism and the Anatomy of Denial (Full-Day)**

☐ Friday, June 3 — 9:00 a.m.-noon and 2:00-5:00 p.m.

**MAJOR WORKSHOP 26****Asian/Pacific American Issues in American Education**

☐ Friday, June 3 — 1:30-3:30 p.m.

**MAJOR WORKSHOP 27****My Teacher Is a Racist! — Dealing with Discrimination Complaints**

☐ Friday, June 3 — 1:30-4:30 p.m.

**MAJOR WORKSHOP 28****Faculty: A Critical Factor in the Diversity Equation. How Do We Get Them Involved?**

☐ Friday, June 3 — 1:30-4:30 p.m.

**MAJOR WORKSHOP 29****From Collusion to Coalition: Women in Higher Education**

☐ Friday, June 3 — 1:30-5:00 p.m.

**MAJOR WORKSHOP 30****Legal Issues in the University Setting - Part II: Employment Discrimination**

☐ Friday, June 3 — 2:00-5:00 p.m.

**MAJOR WORKSHOP 31****Managing in a Multicultural Environment: A Training Program for Managers and Supervisors (Full-Day)**

☐ Sunday, June 5 — 8:00 a.m.-noon and 1:30-4:30 p.m.

**\* MAJOR WORKSHOP 32****Facilitator Training for Country A and Country Z**

☐ Sunday, June 5 — 10:00 a.m.-1:00 p.m.

☐ Tuesday, June 7 — 9:00 a.m.-noon

**MAJOR WORKSHOP 33****Who Else Can Do Science? Minority Women in Science and Engineering Education**

☐ Monday, June 6 — 2:00-5:00 p.m.

**\* MAJOR WORKSHOP 34****Teaching About Racism and Other Oppression: Interactive/Experiential Exercises**

☐ Monday, June 6 — 2:00-5:30 p.m.

**MAJOR WORKSHOP 35****Recruiting, Interviewing, and Selecting a Diverse Campus Staff**

☐ Monday, June 6 — 2:00-6:00 p.m.

**\* MAJOR WORKSHOP 36****Multiple Social Identities and Multicultural Work in Higher Education: Thinking Through the Subtle Costs and Benefits**

☐ Tuesday, June 7 — 8:00-11:00 a.m.

**\* MAJOR WORKSHOP 37****Train the Trainer: A Diversity Training Program for Staff (Full-Day)**

☐ Tuesday, June 7 — 8:30 a.m.-noon and 2:00-5:00 p.m.

**MAJOR WORKSHOP 38****How to Plan and Implement a Variety of Student/Community Service Programs**

☐ Tuesday, June 7 — 2:00-5:00 p.m.

**CRITICAL DIALOGUE 1****Issues of Campus Policing in Culturally Diverse Environments**

☐ Sunday, June 5 — 1:30-4:30 p.m.

**CRITICAL DIALOGUE 2****Diversity and Its Repercussions in Graduate and Professional Schools**

☐ Sunday, June 5 — 1:30-4:30 p.m.

**CRITICAL DIALOGUE 3****Issues of Community Building Among Students of Color**

☐ Sunday, June 5 — 1:30-4:30 p.m.

**CRITICAL DIALOGUE 4****Dealing with Resistance as Effective Change Agents**

☐ Sunday, June 5 — 1:30-4:30 p.m.

**CRITICAL DIALOGUE 5****How to Work Your Multiple Social Identities in the Multicultural Classroom**

☐ Sunday, June 5 — 2:00-4:00 p.m.

**CRITICAL DIALOGUE 6****Motivating African American Males to Achieve: Problems and Solutions**

☐ Sunday, June 5 — 1:30-4:30 p.m.

**CRITICAL DIALOGUE 7****Embracing the Challenges of Workforce 2000 on Campus**

☐ Sunday, June 5 — 2:00-4:00 p.m.

**CRITICAL DIALOGUE 8****Turning Multicultural Tension into Academic and Social Projects Emphasizing Interdependency**

☐ Sunday, June 5 — 1:30-4:30 p.m.

**CRITICAL DIALOGUE 9****Student Leadership Issues Relating to Cultural Diversity**

☐ Monday, June 6 — 3:00-6:00 p.m.

**CRITICAL DIALOGUE 10****African American-Latina/o Relations**

☐ Monday, June 6 — 4:00-6:00 p.m.

**CRITICAL DIALOGUE 11****The Ties that Bind: Women Supporting Women Across Color Lines**

☐ Monday, June 6 — 4:00-6:00 p.m.

**CRITICAL DIALOGUE 12****Issues of Community Building in Residential Halls**

☐ Monday, June 6 — 4:00-6:00 p.m.

**CRITICAL DIALOGUE 13****Linking the Assessment of Attitudes and Perceptions Toward Diversity to Policy and Program Development**

☐ Monday, June 6 — 4:00-6:00 p.m.

**CRITICAL DIALOGUE 14****Strategies for Handling Discrimination Complaints**

☐ Monday, June 6 — 4:00-6:00 p.m.

# REGISTRATION FORM

7th Annual National Conference on Race and Ethnicity  
in American Higher Education  
June 2-7, 1994

Credit Free Registration

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The Southwest Center for Human Relations Studies  
The University of Oklahoma  
1610 Asp Avenue, Suite 500  
Norman, Oklahoma 73037-0003  
PHONE (405) 325-3936  
FAX (405) 325-3940

Data released by the National Center for Educational Statistics in early 1993 report that total 1991 higher education enrollment of students of color stood at an all-time high (2,953,000 students) and that their enrollment climbed 9.1 percent from 1990 to 1991.

These gains must be carefully evaluated because they tend to be concentrated in two- not four-year institutions—where, based on current transfer patterns and recent data in several states, students of color are less likely to proceed to the completion of a bachelor's degree, and where, according to the 1993 report of the American Association of Community Colleges' Commission to Improve Minority Education, the number of degrees awarded to students of color by community colleges have remained "flat" between 1985 and 1990.

Moreover, higher education enrollment gains by students of color currently fail to keep pace with actual increases in populations of color; they most often do not constitute any significant gain in the proportion of students of color among total student populations; and they stand in substantial jeopardy because of the disproportionate vulnerability of students of color to tuition increases, financial aid reductions, growing attacks on remediation programs—particularly at four-year institutions—and other aspects of economic recession.

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