



PROGRAM AND RESOURCE GUIDE

9TH ANNUAL

**National Conference on Race & Ethnicity  
in American Higher Education**

**May 30–June 4, 1996 San Antonio, Texas**

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

# PLANNING COMMITTEE

## Executive Committee

### Southwest Center for Human Relations Studies

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



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# PROGRAM SCHEDULE AT A GLANCE

## WEDNESDAY, MAY 29

Exhibitor Showcase Opens . . . . .	1:00-4:00 p.m.	3
:Open daily through 5:00 p.m. on Tuesday, June 4		
St. Philip's College Tour . . . . .	2:00-4:00 p.m.	3
"Job-Alike" Networking Sessions . . . . .	3:00-5:00 p.m.	4
Meet Before Dinner . . . . .	5:00-7:30 p.m.	4

## THURSDAY, MAY 30

Conference Sessions . . . . .	8:00 a.m.-12:30 p.m. and 1:15-3:15 p.m.	5-23
Institute for Senior Administrative Officers . . . . .	8:00 a.m.-noon and 1:15-3:15 p.m. and 5:30-7:30 p.m.	8
Keynote Address: B. D. Wong . . . . .	3:30-5:00 p.m.	23
Dialogue with B. D. Wong . . . . .	5:30-6:00 p.m.	23
Conference Opening Reception . . . . .	6:30-8:00 p.m.	23

## FRIDAY, MAY 31

Conference Sessions . . . . .	5:00 a.m.-8:30 a.m.	24-40
Institute for Deans, Department Chairs, and Academic Program Directors . . . . .	5:00 a.m.-noon and 1:00-4:00 p.m.	26
Guadalupe Cultural Arts Center Tour . . . . .	5:30-8:30 p.m.	40
Strolling Reception at the Southwest Craft Center . . . . .	5:00-8:00 p.m.	41
Conference Opening Dance . . . . .	9:00 p.m.-midnight	41

## SATURDAY, JUNE 1

Continental Breakfast . . . . .	7:00-8:30 a.m.	42
Keynote Address: Pedro A. Rodriguez . . . . .	8:30-10:15 a.m.	42
Dialogue with Pedro A. Rodriguez . . . . .	11:00 a.m.-noon	51
Conference Sessions . . . . .	10:30 a.m., 12:30 p.m. and 1:15-3:15 p.m.	42-60
Keynote Address: Chief Wilma Mankiller . . . . .	3:30-5:00 p.m.	60
Dialogue with Chief Wilma Mankiller . . . . .	5:00-6:30 p.m.	61
Dinner at La Villita . . . . .	7:00-10:00 p.m.	67

## SUNDAY, JUNE 2

Conference Sessions . . . . .	8:30 a.m.-5:00 p.m.	61-79
Sunday Sniree: Reception and Program . . . . .	5:00-7:00 p.m.	80
Entertainment Showcase . . . . .	8:00-9:30 p.m.	80

## MONDAY, JUNE 3

Continental Breakfast . . . . .	7:00-8:30 a.m.	81
Keynote Address: Ephraim Isaac . . . . .	8:30-10:15 a.m.	81
Dialogue with Ephraim Isaac . . . . .	11:00 a.m.-noon	90
Conference Sessions . . . . .	10:30 a.m., 12:30 p.m.	81-90
Luncheon and Program Featuring a Panel of Community College Presidents . . . . .	noon-1:45 p.m.	90
Conference Sessions . . . . .	2:00-6:00 p.m.	97-103
St. Philip's College Tour . . . . .	2:00-4:00 p.m.	95
Carver Community Cultural Center Tour . . . . .	2:00-5:00 p.m.	95
Conference Farewell Dance . . . . .	9:00 p.m.-midnight	103

## TUESDAY, JUNE 4

Continental Breakfast . . . . .	7:00-8:30 a.m.	103
Keynote Address: Derrick Bell . . . . .	8:30-10:15 a.m.	103
Dialogue with Derrick Bell . . . . .	11:00 a.m.-noon	110
Conference Sessions . . . . .	10:30 a.m.-noon	104-109
Luncheon and Performance . . . . .	noon-1:15 p.m.	110
Conference Sessions . . . . .	1:30-4:30 p.m.	110-115

# INSTITUTES AND SPECIAL SERIES

## INSTITUTE FOR SENIOR ADMINISTRATIVE OFFICERS

Thursday, May 30 ..... 8:00 a.m. (noon) - 1:15 - 4:15 p.m., and 5:30-7:30 p.m. .... 6

## INSTITUTE FOR DEANS, DEPARTMENT CHAIRS, AND ACADEMIC PROGRAM DIRECTORS

Friday, May 31 ..... 8:00 a.m. (noon) and 1:00-4:00 p.m. .... 16

## STUDENT LEADERSHIP INSTITUTE

Acquiring the Tools for Dynamic Student Leadership on College Campuses Thursday, May 30—8:00 a.m.—noon	14
For Students by Students Thursday, May 30—11:30-1:30 p.m.	5
Building Interculturally Inclusive Communities Among the Student Population Friday, May 31—8:00 a.m.—noon	19
The Anger Shop—Reasons Behind the Action Friday, May 31—1:00-3:00 p.m.	62
Finding Joy in the Struggle Saturday, June 1—11:30-1:30 p.m.	70
Equipping Students for Multicultural Leadership Sunday, June 2—1:00-3:00 p.m.	71
Action? A Common Sense Approach to Improving Your Campus Environment Monday, June 3—11:30 a.m.—12:30 p.m.	89
Building Interculturally Inclusive Communities Among the Student Population Monday, June 3—2:00-5:00 p.m.	96

## A MULTIMEDIA TECHNOLOGY IN TEACHING SERIES

Introduction to Strategies and Applications for Multimedia in the Multicultural Classroom Thursday, May 30—1:00-3:15 p.m.	15
Nuts and Bolts of Multimedia in the Multicultural Classroom Friday, May 31—8:00 a.m.—noon	24
Multimedia as a Means to Multicultural Success Friday, May 31—1:30-3:10 p.m.	37
Advanced Technologies—Taking Multicultural Multimedia into the Future Sunday, June 2—1:00-5:00 p.m.	72
An Interactive CD-ROM Approach to Diversity Training in Faculty Development Monday, June 3—11:30 a.m.—12:30 p.m.	90
Where Is the Multicultural Emphasis in Distance Learning? Monday, June 3—2:00-5:30 p.m.	96

## A RECRUITMENT AND RETENTION ASSESSMENT SERIES

(For series description and registration, see page 11)

<b>PART I: Introductory Overview and Mission</b> Tuesday, May 10—9:00 a.m.—noon	14
<b>PART II: Precollege and Recruitment Programs Working Session 1</b> Friday, May 31—8:00 a.m.—noon	30
<b>PART III: Retention Programs Working Session 1</b> Friday, May 31—2:00-5:00 p.m.	61
<b>PART IV: Learning Community Syntheses and Future Agenda</b> Saturday, June 2—10:30 a.m.—12:30 p.m.	67
<b>PART V: Precollege and Recruitment Programs Working Session 2</b> Saturday, June 2—2:00-5:30 p.m.	76
<b>PART VI: Retention Programs Working Session 2</b> Sunday, June 3—2:00-5:00 p.m.	96

**ON THE COVER** A horn of plenty overflowing with food, titled *Surrounded by Food*. Just another of Barthelme's colorful and lively images created as part of the exhibition of the San Antonio Museum of Art. *Surround* paintings, whether narrative, ritual or abstract, evoked in the artist and his students a range of meanings. Through art's strength, a career he has devoted and mastered a variety of styles, working through many phases of abstraction and figuration, respectively. Attracted by a magnetic sense of dynamic compositional balance, in which organic fields of color, form and line emanate and interact, he has quickly amassed ideas. When an idea bubbles through, it has been a major figure in his San Antonio's vibrant art scene for 40 years. Courtesy of the San Antonio Museum of Art, San Antonio, Texas.

# 9th ANNUAL NATIONAL CONFERENCE ON RACE & ETHNICITY IN AMERICAN HIGHER EDUCATION

A NATIONAL CONFERENCE FOR ADMINISTRATORS, FACULTY, STAFF,  
AND STUDENT LEADERS IN AMERICAN HIGHER EDUCATION

**WEDNESDAY, MAY 29, 1996**

1:00-4:00 p.m.  
**HYATT REGENCY HOTEL**  
Rio Grande Ballroom

## EXHIBITOR SHOWCASE AND RESOURCE CENTER

### Open daily:

Wednesday, May 29	7:00 a.m. - 6:00 p.m.
Thursday, May 30	8:30 a.m. - 6:00 p.m.
Friday, May 31	8:30 a.m. - 5:00 p.m.
Saturday, June 1	10:30 a.m. - 6:00 p.m.
Sunday, June 2	noon - 5:00 p.m.
Monday, June 3	10:30 a.m. - 6:00 p.m.
Tuesday, June 4	8:30 a.m. - 5:00 p.m.

2:00 - 4:00 p.m.

Advance registration required.  
*Tour will be repeated from*  
2:00 - 4:00 p.m. on Monday,  
June 3. To request a reservation,  
call Angela Williams, Assistant  
to the President for Special  
Projects, St. Philip's College  
at (512) 531-4747.

## EDUCATIONAL/CULTURAL TOUR

### ST. PHILIP'S COLLEGE TOUR

St. Philip's College, one of the oldest community colleges in the nation and originally affiliated with the Episcopal Church, boasts a proud heritage as a Historically Black College that has evolved over its 97-year history to become one of the most diverse colleges in the state of Texas and the nation. It is also a Hispanic Serving Institution that reflects the city's 51 percent Hispanic majority. Forty-one percent of the 165 full-time faculty are from ethnic and racial minorities. Of the 403 full-time staff members, 59 percent are Asian, African American, Hispanic, or Native American. St. Philip's College houses the largest CD-ROM network of any library in the country, a model IBM computer tutorial lab for developmental instruction and tutoring, an IBM Instructional Technology Transfer Center (one of 11 in the U.S. and Canada), and a graduate distance learning consortium with Texas A & M that offers master's and doctoral degrees in education. Transportation provided by St. Philip's College.

2:00-10:00 p.m.  
**HYATT REGENCY HOTEL**  
Los Rios Foyer

## REGISTRATION AND ON-SITE CHECK-IN

3:00-5:00 p.m.

## **"JOB-ALIKE" NETWORKING SESSIONS**

An opportunity to drop by and get acquainted with conference participants holding similar job titles. No program is scheduled for these informal, social gatherings.

3:00-5:00 p.m.

**HYATT REGENCY HOTEL**  
Mesquite

**Senior Administrative Officers**

3:00-5:00 p.m.

**HYATT REGENCY HOTEL**  
Nueces & Trio

**Teaching Faculty**

4:00-5:00 p.m.

**HYATT REGENCY HOTEL**  
Hano

**Academic Administrators, Deans, Department Chairs,  
and Academic Program Directors**

3:00-5:00 p.m.

**HYATT REGENCY HOTEL**  
Pecos

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

3:00-5:00 p.m.

**HYATT REGENCY HOTEL**  
Pecan

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

3:00-5:00 p.m.

**HYATT REGENCY HOTEL**  
Directors Room

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

4:00-5:00 p.m.

**HYATT REGENCY HOTEL**  
Blanco

**Students and Student Leaders**

3:00-5:00 p.m.

**HYATT REGENCY HOTEL**  
Regency Ballroom East 1

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

6:00-7:30 p.m.

**HYATT REGENCY HOTEL**  
Regency Ballroom  
Center & West

## **MEET BEFORE DINNER**

A chance to meet early arrivals, first-time attendees, and old friends. Join others and go to dinner at a Riverwalk or other San Antonio restaurant of your choice.



## THURSDAY, MAY 30, 1996

8:00 a.m. - 6:00 p.m.  
**HYATT REGENCY HOTEL**  
Los Rios Foyer

### REGISTRATION AND ON-SITE CHECK-IN

8:30 a.m. - 6:30 p.m.  
**HYATT REGENCY HOTEL**  
Rio Grande Ballroom

### EXHIBITOR SHOWCASE AND RESOURCE CENTER

(for schedule, see page 3)

8:00 a.m. - 3:15 p.m.

### MAJOR WORKSHOP AND CONCURRENT WORKSHOP SESSIONS

**Note:** The size of some major workshops will be limited to facilitate essential interaction and processing of workshop content. All major workshops with size limits of less than 30 participants will be offered twice. There is no advance sign-up for limited-size workshops. Interested persons will be admitted to these workshops on a first-come, first-served basis.

Part I  
8:00 a.m. - noon  
**HYATT REGENCY HOTEL**  
Chula Vista

### MAJOR WORKSHOP 1

#### **Pedagogical Strategies: Dialogue, Interrogation, and Analysis of "Isms" in Classroom Settings**

As we continue to be confronted by polarization along multiple socially constructed categories, both students and faculty find themselves facing challenges in the classroom that appear to be intractable in large part because our traditional educational models have not equipped us with intellectual frameworks for critiquing these social concerns. This daylong workshop will discuss various pedagogical techniques that address more effectively the challenges of educating students in ways designed to ensure that they become primary partners in the development of their own intellectual and analytical abilities in terms of the following issues: (1) the concept of "humanhood" regarding similarities and differences; (2) power, privilege, and social positioning; (3) the cognitive dialectic (how we develop our own epistemology and world view); and (4) the creation of an empowering classroom environment where students can develop their own intellectual frameworks for critically analyzing information. All participants are encouraged to bring a classroom syllabus for discussion and revision.

Dr. Janina Tademe, Assistant Professor, Human Relations and Multicultural Education, St. Cloud State University—St. Cloud, Minnesota (Co-Leader)

Dr. Ilse Ewiger, Associate Professor of Ethnic Studies, Metropolitan State University, Minneapolis, Minnesota (Co-Leader)

Part II continues  
1:15 - 3:15 p.m.

Session will be repeated on  
Monday, June 3  
10:30 a.m. - noon and  
2:00 - 6:00 p.m.

### MAJOR WORKSHOP 2

#### **Racial Identity Development: A Discussion of Models and Their Application to Campus Life**

From the original models of black identity development written more than 20 years ago, the study of racial identity development has expanded to include other racial groups. While some faculty, administrators, and course instructors have integrated aspects of these models into their teaching and work with students, racial identity development theory remains underutilized as a tool in interpersonal and group interactions, classroom and co-curricular dynamics, and efforts to build unity and coalitions between campus racial groups. The morning session will provide updated perspectives on racial identity development and will examine how modern social dynamics have affected our

Part I  
8:00 a.m. - noon  
**LA MANSION HOTEL**  
Iberian East

Part II continues  
1:15 - 3:15 p.m.

approach to racial identity development. The afternoon session will stress the application of models of racial identity development, building on content from the morning session through an interactive discussion of how racial identity development can inform our understanding of classroom dynamics, student development, and issues of race on campus. Panelists include authors of some of the earliest theories of racial identity development.

Dr. Rita Hardiman, Adjunct Professor, School of Education, University of Massachusetts—Amherst, Massachusetts (Co-Leader)

Dr. Perry G. Hesse, President, Perry Hesse and Associates (Specializing in Higher Education and Organizational Development), Albuquerque, New Mexico (Co-Leader)

Dr. Bailey W. Jackson, Dean and Associate Professor, School of Education, University of Massachusetts—Amherst, Massachusetts (Co-Leader)

Dr. Charmaine L. Wijeyesinghe, National Program Consultant, The National Conference (formerly The National Conference of Christians and Jews), New York, New York (Co-Leader)

Part I  
8:00 a.m. - 1:00 p.m.  
**LA MANSION HOTEL**  
Espada

Part II continues  
1:15 - 3:15 p.m.

Session will be repeated on  
Friday, May 11  
9:00 a.m. - noon and  
2:00 - 3:00 p.m.

### MAJOR WORKSHOP 3

#### Building the Integrated Student Community

Multicultural campuses need interactive tools that strengthen bonds of community among all diverse groups. This daylong workshop will demonstrate how listening, mediation, and negotiation skills equip faculty, administrators, and students to network concerns and resources, consult expansively with other communities, forge broad scholarship agencies and campus action plans, and enrich each other's education. We will examine many curricular and extracurricular examples of diverse groups trading productively on racial and other differences while at the same time reinforcing a shared learning community. This workshop is for instructors and administrators who want to reassign their multicultural responsibilities in order to build greater interdependency among all members of the campus community, turning cultural tension into joint gain collaboration. It includes a practicum for participants to recast their campus roles using this innovative approach. The afternoon segment will turn the morning material into concrete action plans addressing participants' multicultural challenges and opportunities.

Dr. David Dominguez, Professor of Law, J. Reuben Clark Law School, Brigham Young University—Provo, Utah (Workshop Leader)

### MAJOR WORKSHOP 4

#### Creating a Receptive Campus Environment

This session—limited to 50 persons, admitted on a first come, first served basis—will focus on issues and strategies involved in creating a receptive campus environment. It will assist participants in examining personal bias, levels of comfortability, and strategies to change old behavior patterns and will allow them to work in multicultural teams to solve problem scenarios developed from actual campus and community situations at both Historically Black Colleges and Universities and Predominantly White Institutions. Discussion and scenarios will include the following issues: celebrating/displaying cultural heritage; homescoming queens at predominantly white institutions with students of color; homescoming queens at single-gender institutions; separate cultural centers; religious diversity; and Greek life, town/gown, and affirmative action issues. Implications for policy decisions will be discussed within the context of community and university relationships, and background information, bibliographical information, resource materials, and props will be provided. This session should particularly interest student affairs professionals, counseling department staff, and other individuals interested in reducing cultural, racial, and/or gender conflicts on campus.

8:00 a.m. - 1:00 p.m.  
**HYATT REGENCY HOTEL**  
Mesquite

Session will be repeated on  
Friday, May 11  
8:00 a.m. - noon

For a follow-up critical dialogue,  
see *Critical Dialogue 70*  
on page 99.



Dr. Eddie Griffin, Academic Dean, Morehouse College—Atlanta, Georgia (Co-Leader)  
Dr. LaVeta T. Small, Dean of Students, Spellman College—Atlanta, Georgia (Co-Leader)

8:00 a.m.–noon

**HYATT REGENCY HOTEL**  
Regency Ballroom East 1 & 2

### MAJOR WORKSHOP 5

#### **Building Alliances: Key Concepts in Creating a Multicultural Student Leadership Retreat**

This workshop will explore key factors in designing a retreat designed to help a diverse group of students share ideas, develop strategies for change, and establish new allies. It will focus on how to create a safe environment for students to discuss issues of oppression, power, and privilege from both personal and political perspectives. Key issues to be addressed include timing and placement of low- to high-risk exercises, ensuring that all voices are heard and respected; establishing a balance between theoretical, experiential, and action components; ensuring that students leave with an action plan, as well as a feeling of empowerment; and logistical issues, including ways to ensure diversity among participants. Presenters will share exercises that have been effective in student retreat settings, as well as lessons they have learned from years of facilitating student retreats.

Ms. Diane Benscoter, President, Oregon Coalition for Inclusive Campuses, and Training Coordinator, Department of Affirmative Action, Oregon Health Sciences University—Portland, Oregon (Co-Leader)

Mr. Michael Durmas, Oregon Coalition for Inclusive Campuses Board Member and Coordinator for Multicultural Programs, Reed College—Portland, Oregon (Co-Leader)

Ms. Edna K. Gearing, Oregon Coalition for Inclusive Campuses Board Member and Director of Multicultural Services and Wellness Education, Pacific University—Forest Grove, Oregon (Co-Leader)

8:00 a.m.–noon

**LA MANSION HOTEL**  
Concepción

### MAJOR WORKSHOP 6

#### **Part I: Civic Leadership Strategies—Engaging in Deliberative Dialogue and Critical Literacy on Remedies for Racial Inequality**

This interactive session will provide information on tools and process that can be used to help participants develop skills designed to enhance critical thinking and foster civic leadership in discussions of national and local issues. Participants will become familiar with the National Issues Forums materials and process, designed to develop skills such as issue framing, values clarification, recognition of hard choices, structuring group discussion, and identifying common ground where differences remain. The issue for deliberation in this session will be Remedies for Racial Inequality, and the choices to be deliberated will be (1) Civil Rights Strategies, (2) Affirmative Action, and (3) Ladder Out of Poverty. Deliberation will work through one choice at a time, considering the non-partisan presentation of strategic facts and arguments of both advocates and critics, and weighing the advantages and disadvantages of each choice. The identification of common ground will allow participants to hear their public voice, make a public judgment about consequences they are willing to accept, and recognize subsequent courses of action (i.e., another forum, a series of study circles, or a plan to connect with policy makers).

Dr. Louise M. Tomlinson, Assistant Professor of Reading, Co-Director of the Patricia Roberts Harris Fellowships Program, and Member of the National Faculty for the Kettering Foundation: National Issues Forums, The University of Georgia—Athens, Georgia (Workshop Leader)

For Part II, to be held on  
Friday, May 31, see page 24

For a follow-up practicum,  
see Practicum 2 on page 72

Part I  
8:00 a.m. - noon  
**LA MANSION HOTEL**  
Iberian West

Part II continues  
1:15 - 3:15 p.m.

Part III continues  
5:30 - 7:30 p.m.

## INSTITUTE FOR SENIOR ADMINISTRATIVE OFFICERS

The Institute for Senior Administrative Officers is specifically intended for deans, vice presidents, provosts, presidents, chancellors, and related titles. Designed to provide higher education leaders with timely and pragmatic information for addressing campus diversity issues, this daylong institute will offer an interactive format, utilizing case studies and small group work. The program will address three interconnecting themes: leadership and organizational change, administrative strategies, and getting faculty to buy into diversity work. Facilitators will interweave these issues throughout the day.

**Leadership and Organizational Change:** Participants will be assisted in exploring essential elements of a successful diversity effort, assessing the stages at which their campuses are currently functioning, examining specific strategic plan components necessary to move institutions ahead, and gaining a clearer sense of appropriate next steps to support positive organizational change efforts on their campuses.

**Administrative Strategies:** Participants will be assisted in exploring how different management styles lead to divergent approaches and outcomes regarding diversity issues and in examining the impact of leadership style on six specific strategy areas: organizational, educational, evaluative, structural, environmental, and cultural. A coherent framework for assessing current campus diversity activities and identifying needed future initiatives will be provided.

**Getting Faculty Buy-in:** Senior administrators must move beyond the mere encouragement of faculty involvement to an exploration of what faculty value; how diversity can connect to these values; how faculty involvement impacts teaching, learning, and curriculum outcomes; and how incentives, causal leadership, concrete strategies, and political acumen can be employed to convince faculty that their diversity efforts can take the institution to the next level.

Dr. James A. Anderson, Dean, Division of Undergraduate Studies, North Carolina State University—Raleigh, North Carolina (Co-Leader)  
Dr. Grant Ingle, Director, Office of Human Relations, University of Massachusetts—Amherst, Massachusetts (Co-Leader)  
Dr. Frances E. Kendall, Consultant on Organizational Change Specializing in Issues of Diversity—Albany, California (Co-Leader)

8:30 a.m. - 12:30 p.m.  
**PLAZA HOTEL**  
Room C

Session will be repeated on  
Friday, May 11  
8:30 a.m.—12:30 a.m.

For a follow-up critical dialogue,  
see Critical Dialogue B  
on page 94

## MAJOR WORKSHOP 7

### Teaching About Racism and Other Oppressions: Interactive/Experiential Exercises

To understand the nature of racism, it's 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 on 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 40 persons, admitted on a first-come, first-served basis—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 community settings to facilitate interracial understanding. Participants will be led through exercises they can utilize in classroom and group settings.

Dr. Corrie S. Chan, Associate Professor, Human Services, University of Massachusetts Boston, Massachusetts (Co-Leader)  
Dr. Estelle Disch, Associate Professor, Department of Sociology, University of Massachusetts—Boston, Massachusetts (Co-Leader)

8:30 a.m. –noon  
**HILTON HOTEL**  
**La Espada**

Session will be repeated on  
Friday, May 31  
8:30 a.m. –noon

For a follow-up critical dialogue,  
see Critical Dialogue 4  
on page 73

### MAJOR WORKSHOP 8

#### **Legal Issues on Campus: Hate Speech, Harassment, and the First Amendment**

This session will provide relevant legal background on constitutional law relating to hate speech, harassment, and the First Amendment and will engage participants in problem solving and discussion. The presentation of legal principles will be geared toward an audience that is not trained in the law. In the problem solving portion of the workshop, participants will work in small groups to discuss strategies for responding to selected hate-speech problems based on actual cases at various universities. Presenters will summarize actual responses by both the universities involved and the courts and will invite participants to critique these responses and/or to suggest alternative strategies. This session should particularly benefit conference attendees who work with student dormitories; harassment policies or related grievance procedures; student or staff orientation programs; or the use of school facilities for speeches, demonstrations, and/or related activities.

Mr. Charles R. Calleros, Professor of Law, Arizona State University—Tempe, Arizona (Co-Leader)

Dr. José Gómez, Associate Academic Dean, The Evergreen State College—Olympia, Washington (Co-Leader)

9:00 a.m. –noon  
**HYATT REGENCY HOTEL**  
**Blanco**

Session will be repeated  
on Friday, May 31  
9:00 a.m. –noon

For a follow-up critical dialogue,  
see Critical Dialogue 7  
on page 94

### MAJOR WORKSHOP 9

#### **Survival Strategies for African American and Other AHANA (African American, Hispanic, Asian, and Native American) Administrators Embarking on Careers in Higher Education**

We frequently hear African American and other AHANA administrators who have labored in the higher education arena for a number of years say, "I only wish that someone had told me that when I first started out." This interactive workshop—limited to 75 participants, admitted on a first come, first served basis—will provide African American and other AHANA administrators just starting out in the higher education arena with helpful hints about ways to persist, advance, and generally negotiate the many challenges they will face working at predominantly white institutions. Presenters will share personal reflections, will engage participants in case studies, and will indicate strategies for survival and success. Specific areas to be addressed include mentoring, campus politics, degree completion, career paths, combining administration with teaching, communications, organizational affiliation and networking, professional activities, physical and spiritual health, and maintaining strong community ties. Presenters will be available throughout the conference to advise participants who may be experiencing difficulties on their respective campuses, and each participant will be encouraged to identify an individual who may be contacted during the year for advice, guidance, and/or assistance.

Dr. Donald Brown, Director, Office of AHANA Student Programs, Boston College—Chestnut Hill, Massachusetts (Co-Leader)

Mr. Larry Mazon, Director, Office of Multicultural Relations, Fairfield University—Fairfield, Connecticut (Co-Leader)

Ms. Mable L. Miller, Director, Office of Multicultural Affairs, Martin Luther King Jr. Center, Boston University—Boston, Massachusetts (Co-Leader)

Ms. Penni Sweetenburt-Lee, Acting Director, Office of Student Activities, California State Polytechnic University—Pomona, California (Co-Leader)

9:00 a.m.—noon

**HYATT REGENCY HOTEL**

Nueces & Frio

For a follow-up critical dialogue,  
see Critical Dialogue 11  
on page 109.

**MAJOR WORKSHOP 10**

**Getting Unstuck: Maintaining Momentum for Diversity Strategic Plans**

This workshop is designed as a problem-solving session between participants and representatives from two states that are currently implementing statewide diversity plans. Both presenters have experience in negotiating, mediating, navigating, and problem solving around diversity at the system, statewide, and campus levels. The institutions they have monitored and assisted range from a flagship research institution to community colleges and total cover (6+) campuses. The critical issues dealt with by workshop presenters include such areas as hate speech codes, inclusive definitions of diversity, targeting financial aid guidelines and funding allocations to campuses, working with state legislators and boards of regents/trustees, campus protests, assessing and monitoring progress toward statewide goals, and white backlash. The session will use both discussion and case studies to examine situations that obstruct and/or distract from the implementation of diversity plans. Attendees will learn 12 warning signals that indicate their campuses might be stuck, as well as strategies for addressing each situation.

Dr. Andrea-Teresa "Tess" Arenas, Assistant to the President for Multicultural Affairs,  
University of Wisconsin System—Madison, Wisconsin (Co Leader)

Dr. Cedric Page, Associate Director, Minority Affairs and Academic Programs,  
Washington State Higher Education Coordinating Board—Olympia, Washington  
(Co Leader)

9:00 a.m.—noon

**HYATT REGENCY HOTEL**

Pecan

Session will be repeated on  
Friday, May 31  
2:00–5:00 p.m.

For a follow-up critical dialogue,  
see Critical Dialogue 11  
on page 57.

**MAJOR WORKSHOP 11**

**Developing African American Community Leadership: A "Town-Gown" Approach**

African American students attending predominantly white institutions are being asked to assume increasing leadership responsibilities for both their peers and their communities. At the same time, many non-African American student organizations are seeking to interact effectively with the African American community. Yet very few of these students have had leadership training that is culturally relevant to the African American community. While many African American students at Historically Black Colleges have mentors and role models to assist in their leadership development process, many at predominantly white institutions lack similar opportunities for education and leadership development that is relevant to the African American community and its needs. This typically results in hurried-out student-leaders, meaningless service to an African American student/community constituency, and/or ineffective preparation for entering the arena of African American community development. This session will discuss a course designed to provide a social context for the examination of leadership theory and development in the African American community. The course pursues an Afrocentric perspective and uses an instructional framework that emphasizes experiential learning based in the local African American community. It has been taught at Purdue and Florida State University and will soon be taught at Brown University. This workshop will provide an opportunity to discuss the course model, its learning modules and course activities, and additional approaches to culturally based leadership training designed to train leaders of the African American community and their allies.

Mr. Leonard D. Perry, Associate Dean of Student Life, Brown University—Providence,  
Rhode Island (Workshop Leader)

9:00 a.m. - noon  
**HILTON HOTEL**  
El Mirador

For a related workshop  
see Major Workshop 46  
on page 47

For a follow-up critical dialogue,  
see Critical Dialogue 12  
on page 112

9:00 a.m. - noon  
**PLAZA HOTEL**  
Room E

9:00 a.m. - noon  
**LA MANSION HOTEL**  
Veramendi

For a follow-up practicum,  
see Practicum 3  
on page 73

## MAJOR WORKSHOP 12

### **Women's Roles, Rules, and Relationships: Case Study Analysis**

What are the dynamics of the relationships women face in the academy? By whose rules must women play? Do women's roles in academia tend to be self-defined or defined by others? This workshop will examine where women are in the academy and will engage participants in case study analysis of a range of critical issues that confront women. Participants will be assisted in recognizing the extent to which different levels of employment thrust individuals into different roles, requiring them to conform to changing rules and controlling them with changing relationships—changes that take on added dimensions for persons of color and/or women. Case studies have been carefully selected to address issues facing faculty, staff, administrators, and executive leadership in higher education and to assist in creating an awareness of the multiplicity of realities that exist among participants and how these realities both impact others and are impacted upon by others.

Ms. Mary L. O'Neal, Director of Human Resources, University of North Florida  
Jacksonville, Florida (Workshop Leader)

## MAJOR WORKSHOP 13

### **Race and Class: Boundaries, Borderlands, and Contested Terrain**

Like our students, we bring our cultures of race and class with us into the academy. This workshop will trace some of the tangled connections between the racial and class identities that shape our work habits, our likes and dislikes, the ways we dress, the ways we learn, and, above all, the ways we teach. Presenters will assist participants in examining social class as a powerful, frequently ignored reality. Participants will be invited to share experiences and teaching strategies that deepen the understanding of social class and its relationship to race and ethnicity.

Ms. Linda Epps, Vice President of Student Affairs and Dean of Students, Bloomfield College - Bloomfield, New Jersey (Co-Leader)

Dr. Lisa Gonzalez, Assistant Professor of Applied Language and Mathematics, College of Public and Community Service, University of Massachusetts - Boston, Massachusetts (Co-Leader)

Dr. Esther Kingston-Marr, Professor of American Studies and History and Director of the Center for the Improvement of Teaching, University of Massachusetts - Boston, Massachusetts (Co-Leader)

## MAJOR WORKSHOP 14

### **Recruiting and Retaining a Diverse Student Body**

Higher education institutions with largely homogeneous student bodies must address the special needs of students of color if these students are to succeed and graduate. This workshop will explore effective strategies for recruiting and retaining such students. The presenter has overseen the admissions program at James Madison University, where over a seven-year period the population of students of color increased 400 percent and retention increased an impressive 15 percent. Participants will be assisted in the steps required to create their own recruitment and retention marketing plans. This session will also discuss the creation of two innovative early intervention programs, Project Soar (a partnership program with Fairfax County, one of the most diverse regions in the country) and the Student Transition Program (a precollegiate program for high school students). Ninety-five percent of Project Soar participants have gone to college as of September 1994. Information regarding the evolution of these programs will be distributed, and key issues relating to personnel, publications, and research will be addressed.

Mr. Forrest A. Parker, Vice President for Multicultural Affairs, Mary Washington College—Fredericksburg, Virginia (Workshop Leader)

9:00 a.m.—noon  
**PLAZA HOTEL**  
Room B

Session will be repeated on  
Sunday, June 2  
9:00 a.m.—noon

### MAJOR WORKSHOP 15

#### **Experiential Techniques for Teaching About Issues of Diversity and Oppression**

In teaching about diversity and oppression, simply presenting factual material is often insufficient to move participants toward necessary shifts in thinking and feeling. While simulations provide a vehicle for uncovering and examining emotional material that underlies and supports prejudice, some of these can be risky, both from ethical and legal standpoints. In this session, presenters will share a series of experiential exercises that may be placed somewhere between discussion and simulation, allowing students access to emotional material without pushing to the extreme that some simulations effort. Presenters will describe and explain their methods and will train participants to utilize these exercises, as well as to create their own.

Dr. Julia Harvey, Chairperson, Department of Applied Psychology, Antioch University—Keene, New Hampshire (Co-Leader)

Dr. Edison Santana, Faculty Member, Department of Applied Psychology, Antioch University—Keene, New Hampshire (Co-Leader)

9:00 a.m.—noon  
**PLAZA HOTEL**  
Primavera

For a related workshop,  
see Major Workshop 40  
on page 49.

For a follow-up critical dialogue,  
see Critical Dialogue 5  
on page 75.

### MAJOR WORKSHOP 16

#### **Addressing Students' Resistance to Diversity and Social Justice Education**

One of the most challenging aspects of teaching about multicultural and social justice issues is the resistance encountered from students—most often from privileged groups—who resist or reject challenges to the status quo and maintain an acceptance of the dominant ideology that perpetuates oppression. This workshop will consider some of the sources of this resistance, focusing particularly on defensiveness—an emotional response that occurs when people feel threatened or fearful, leading them to resist new information and/or ways of viewing the world. The session will explore how to engage students and create a context that allows them to be less defensive and more open to the class material and experience. The presenter will explore ways to create a safe and supportive environment, will indicate why students need to be able to voice their concerns, feelings, and experiences in ways they feel heard and acknowledged, and will examine the teacher-student relationship within this larger context. Participants will have an opportunity to talk about their experiences and strategies they have used to deal with student resistance.

Dr. Diane J. Goodman, Human Relations Consultant—Highland, New York (Workshop Leader)

Part I  
9:00 a.m.—noon  
**PLAZA HOTEL**  
Las Mañanitas

Part II continues  
1:15—3:15 p.m.

Session will be repeated on  
Sunday, June 2  
9:00 a.m.—noon and  
1:30—4:30 p.m.

### MAJOR WORKSHOP 17

#### **Beyond Black or White: An Institute for African Americans and Latina/os**

This highly interactive daylong workshop is limited to a mix of 25 African American and Latina/o participants, admitted on a first-come, first-served basis. The morning portion will provide African American and Latina/o participants a much-needed opportunity to engage in dialogue addressing longstanding or potential conflicts in a safe environment. The afternoon will challenge participants to apply concepts and insights from the morning dialogue toward designing effective dialogues in their home settings. Objectives of the workshop include identifying current concerns between African Americans and Latinas/os in higher education, exploring what we need from one another to maintain and/or build effective relationships between our two communities, and

examining design concerns and considerations for conducting effective dialogues on participants' own campuses to engage and educate others. The session should particularly benefit those who teach, train, or work with African Americans and/or Latinos.

Dr. James Francisco Bonilla, Consultant and Educator, Multicultural, Organizational Development in Higher Education—St. Peter, Minnesota (Co-Leader)

Ms. Rochelle Cahoon, Ombudsperson, Mount Holyoke College—South Hadley, Massachusetts (Co-Leader)

9:00 a.m.–noon

**HYATT REGENCY HOTEL**

Directors Room

Session will be repeated on

Sunday, June 2

11:30 a.m.–1:00 p.m.

### MAJOR WORKSHOP 18

#### **Action! A Common Sense Approach to Improving Your Campus Environment**

This humorous, insightful, and thought-provoking workshop will address the minority experience on predominantly white campuses and will share common sense methods for improving the quality of life and enhancing the overall experience of minority students, administrators, faculty, and staff. Taking a much-needed, open and honest approach, the session will raise basic questions that challenge traditional thinking: (1) Why is it that predominantly white institutions have failed to academically nurture minority students? (2) What are some of the common complaints that minority faculty/staff have at predominantly white institutions? (3) Why do student personnel professionals continue to use and quote literature that has failed to generate positive results for certain student populations? The session will be interactive, and participants will leave with an action plan for improving their campus environments.

Mr. Steve Birdine, Coordinator of Diversity Programs, Indiana University—Bloomington, Indiana (Workshop Leader)

9:00 a.m.–noon

**PLAZA HOTEL**

Rooms F & G

Session will be repeated on

Tuesday, May 31

9:00 a.m.–noon

For a related workshop, see

Major Workshop 36

on page 95.

### MAJOR WORKSHOP 19

#### **Facilitator Training for “Country A and Country Z”**

This session is designed to teach 24 two-person teams 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 will receive training in the procedures necessary for leading the workshop at their home institutions. Because two professionals are necessary to facilitate the workshop, two-person teams from the same institution will be given priority to participate in the training. Individual participants may attend if space allows. All materials, including an assessment instrument, are included in the training package, and those individuals who successfully complete the training will receive certificates of completion. This workshop is participatory, and casual attire is suggested.

Ms. Kim Daniel-Clarke, Director of Academic Achievement, Pace University—New York, New York (Co-Leader)

Dr. Elizabeth Lee, Adjunct Associate Professor of English, Durham Technical Community College—Durham, North Carolina (Co-Leader)



9:00 a.m. – 10:00 a.m.  
**PLAZA HOTEL**  
Cavalier

**STUDENT LEADERSHIP INSTITUTE:** A series of eight sessions designed to provide student attendees with sessions that address some of the key issues challenging student leaders. Student participants may elect to attend any or all of the institute sessions and/or to attend other conference sessions of their choice. (For an overview of sessions comprising the Student Leadership Institute, see page 2)

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**Acquiring the Tools for Dynamic Student Leadership on College Campuses**

The role of student leader carries a tremendous amount of responsibility. The influence that peers have on one another is often far greater than that exerted by faculty and/or staff, providing a unique opportunity for students to support one another academically and to inspire a vision of success in the minds of fellow students. This workshop will offer an opportunity for current and aspiring student leaders to evaluate the components of dynamic leadership within the context of their strengths, weaknesses, and value/belief systems.

Mr. Kenneth Anderson, Consultant, Maximum Life Enhancement—Madison, Alabama (Workshop Leader)

9:00 a.m. – 11:00 a.m.  
**HYATT REGENCY HOTEL**  
Regency Ballroom East 3

**STUDENT RECRUITMENT AND RETENTION PROGRAM ASSESSMENT SERIES:**

An interactive skills-building series of six workshops that targets campus program administrators and staff who seek to use assessment/evaluation tools systematically as a student-centered, self-diagnostic resource for (1) proactive critical reflection on program effectiveness and performance gaps, (2) a continuous cycle of empowered program improvements, and (3) seizing the initiative to frame the meaning and appropriate interpretation of program data (strategic image management), especially critical during times of political retrenchment and fiscal austerity. The series presents a progression of content that builds upon information from prior series sessions. Therefore, each session is limited to those who have completed the antecedent, prerequisite sessions or who have equivalent knowledge and experience. Participants electing to focus on precollege and recruitment should take Parts I, II, IV, and V. Those focusing on retention should take Parts I, III, IV, VI. It is the intent of the series to plant the seeds for long-term interinstitutional collaboration, information exchange, and support. (For an overview of sessions comprising the Recruitment and Retention Assessment Series, see page 2)

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**RECRUITMENT AND RETENTION ASSESSMENT SERIES, PART I:**

**Introductory Overview and Mission**

This session will lay informational groundwork for demystifying the assessment/evaluation process and for clarifying its intimate connection to effective program development and continuous improvement. Participants will leave the session with a reconnaissance-mission mindset and a general framework for more systematically engaging other conference sessions. This framework will include an overview of student recruitment and retention program models and their interconnections, as well as a set of probing questions and guidelines for conducting effective program assessments.

**Prerequisites:** To engage in the small-group working sessions planned for the latter portion of this session, participants must bring five copies of a two- to three-page profile for their small-group partners. This profile should include: (1) their institution's mission/vision statement; (2) any general institutional and/or unit-specific planning statement directly or indirectly related to the target program's activities and/or diversity initiatives; (3) the target program's mission/vision statement, target population(s), goals, objectives, intervention activities, and program-relevant student outcomes; and (4) a list of related programs on their campuses.

Dr. Hazel Symonette, Policy and Planning Analyst, Office of Multicultural Affairs, University of Wisconsin System Administration—Madison, Wisconsin (Workshop Leader)

1:00–3:15 p.m.  
**HYATT REGENCY HOTEL**  
Guadalupe

**MULTIMEDIA TECHNOLOGY IN TEACHING SERIES:** A series of six workshops designed to enhance the technology skills of faculty participants and to acquaint them with the potential of multimedia for transforming the multicultural classroom. Each session is designed to stand alone and will be limited to 70 participants, admitted on a first-come, first served basis. (For an overview of sessions comprising the Multimedia Technology in Teaching Series, see page 2.)

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### **Introduction to Strategies and Applications for Multimedia in the Multicultural Classroom**

The session will provide an overview of how multimedia software can be used in the multicultural classroom. A computer-generated slide presentation will describe the basics of using a combination of text, graphics, animation, sound, and video in the classroom to intentionally integrate multicultural content and perspectives into several academic disciplines. Participants will also be introduced to basic concepts behind a Windows-based authoring software program that allows faculty members to create their own multimedia material for use in multicultural classrooms. Participants will receive a disk with a sample presentation that can be used to show others the basics of multicultural multimedia, along with a packet of resources for learning more about diversity and technology.

Ms. Leslie D. Edwards, Adjunct Faculty, Technical Communications Department, Metropolitan State College of Denver—Denver, Colorado (Workshop Leader)

Part II  
1:15–3:15 p.m.  
**LA MANSION HOTEL**  
Iberian West

## **INSTITUTE FOR SENIOR ADMINISTRATIVE OFFICERS**

(For institute description, see page 8)

Part III continues  
3:30–7:30 p.m.

1:15–3:15 p.m.  
**PLAZA HOTEL**  
Cavalier

**STUDENT LEADERSHIP INSTITUTE:** A series of eight sessions designed to provide student attendees with sessions that address some of the key issues challenging student leaders. Student participants may elect to attend any or all of the institute sessions and/or to attend other conference sessions of their choice. (For an overview of sessions comprising the Student Leadership Institute, see page 2.)

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### **For Students by Students**

As students, we experience the paradox of having power and yet being powerless. On the one hand, we are financiers of institutional instruction. At the same time, we may lack the range of resources required to make change possible. This workshop will provide an opportunity for students to gather and discuss issues related to the challenges of being student leaders. It is an opportunity to connect, engage in dialogue and networking, and find out what students are doing across the country.

Ms. Alison De La Cruz, Undergraduate Student, Communication, and Founding President of the Awareness of Pacific and Asian Cultures Association, University of Puget Sound—Tacoma, Washington (Co-Leader)

Mr. Derrick Gordon, Graduate Student, Clinical Psychology, and Graduate Student Mentor for Students of Color in Psychology, University of South Dakota—Vermillion, South Dakota (Co-Leader)

Part II  
1:15–3:15 p.m.  
**HYATT REGENCY HOTEL**  
Chula Vista

### MAJOR WORKSHOP 1

#### **Pedagogical Strategies: Dialogue, Interrogation, and Analysis of “Isms” in Classroom Settings**

(For workshop description, see page 6)

Part II  
1:15–3:15 p.m.  
**LA MANSION HOTEL**  
Iberian East

### MAJOR WORKSHOP 2

#### **Racial Identity Development: A Discussion of Models and Their Application to Campus Life**

(For workshop description, see page 5)

Part I  
1:15–3:15 p.m.  
**LA MANSION HOTEL**  
Espada

### MAJOR WORKSHOP 3

#### **Building the Integrated Student Community**

(For workshop description, see page 6)

Part II  
1:15–3:15 p.m.  
**PLAZA HOTEL**  
Las Marianitas

### MAJOR WORKSHOP 17

#### **Beyond Black or White: An Institute for African Americans and Latina/os**

(For workshop description, see page 12)

1:15–3:15 p.m.  
**HYATT REGENCY HOTEL**  
Blanco

### MAJOR WORKSHOP 20

#### **Diversity and the University Research Enterprise**

This workshop will explore how issues of diversity affect the work and preparation of researchers and how these issues impact knowledge generated through the research process. Presenters will demonstrate how the research enterprise currently establishes barriers to exploring issues of race, class, and gender and will argue for the need to conceptualize the research enterprise as both a political and psychological process, as well as a scientific one. The workshop will provide activities and discussions designed to explore how race, gender, and class issues manifest themselves in participants' work, and participants will be assisted in developing strategies for raising the issue of inclusion within their institutions and disciplines. This session should particularly benefit those who are concerned with systematic reform of the academy, access and retention at the graduate and junior faculty levels, and the connection between the work of the academy and real world needs.

Dr. Cesar Leo McDowell, Assistant Professor, Harvard Graduate School of Education—Cambridge, Massachusetts (Co-Leader)

Ms. Joy R. Moreton, Doctoral Student, Human Development and Psychology, Harvard Graduate School of Education—Cambridge, Massachusetts (Co-Leader)

1:15–3:15 p.m.  
**LA MANSION HOTEL**  
Concepción

### MAJOR WORKSHOP 21

#### **Building a Statewide Network of Allies**

Knowing where our allies are and having a structure to connect with them in a useful way on a regular basis is crucial to the labor of social change. This workshop will

provide participants with organizational and programmatic models for building effective regional and/or statewide networks, exploring a number of models. Presenters will share recommendations and strategies for addressing the inherent challenges of maintaining such organizations. Key issues to be addressed include how to assess needs and develop an organization whose structure and goals are appropriate to these needs, whether the focus should be limited to a specific group or should include issues of all oppressed groups, how to fund the organization, and how to plan regional and/or statewide projects.

Ms. Diane Benschoter, President, Oregon Coalition for Inclusive Campuses, and Training Coordinator, Department of Affirmative Action, Oregon Health Sciences University, Portland, Oregon (Co-Leader)

Mr. Michael Dumas, Oregon Coalition for Inclusive Campuses Board Member and Coordinator for Multicultural Programs, Reed College—Portland, Oregon (Co-Leader)

Ms. Edna K. Gehring, Oregon Coalition for Inclusive Campuses Board Member and Director of Multicultural Services and Wellness Education, Pacific University—Forest Grove, Oregon (Co-Leader)

1:15–3:15 p.m.  
**HYATT REGENCY HOTEL**  
Pecan

### **MAJOR WORKSHOP 22**

#### **Racist Right-Wing Influences on Campus: Recognition and Response**

Seven years ago in our presentations to this conference, we focused on studying, monitoring, and responding to ethnoviolent incidents on campus. Organized "hate groups" and the "ultraconservatives" had not yet made their big move to campus, although there was an obvious conservative presence. The term "political correctness" had not yet appeared in any of the country's 100 top circulating magazines. Today the situation is very different. Organized associations on the right are establishing and funding campus groups, and these groups are having a major impact on racial and multicultural dialogue on campus. This session will discuss the right-wing organizations that influence racial and multicultural dialogue on campus. While the presenter will indicate the types and approaches of right-wing and ultraconservative organizations, the focus will be on these groups' common elements, their coherent world view and cultural patterns, and their political programs. Special attention will be paid to those groups having specific campus programs, and tactics for countering them will be suggested.

Dr. Howard J. Ehrlich, Director, The Prejudice Institute, Center for the Applied Study of Ethnoviolence (successor to the National Institute Against Prejudice and Violence), Towson State University—Towson, Maryland (Workshop Leader)

1:15–3:15 p.m.  
**PLAZA HOTEL**  
Room E

### **MAJOR WORKSHOP 23**

#### **Human Rights Education on College Campuses**

Citizens of the United States are relatively uninformed about the implications of significant international treaties U.S. presidents have signed. Foremost among these are two of particular interest to university educators and students—the Convention on the Elimination of All Forms of Racial Discrimination and the International Covenant on Civil and Political Rights. Campus hate speech, affirmative action, states' rights, sovereignty, and self-determination are all addressed by these conventions. Recently, the Clinton administration has made submitting reports under these treaties a priority, yet little information about United States treaty compliance is widely available. This workshop will explain how these treaties can be used to supplement efforts against racial discrimination on college campuses and how human rights education can activate informed support for Senate ratification of these treaties.

Ms. Loretta Ross, Director, Center for Human Rights Education—Atlanta, Georgia (Co-Leader)

Ms. Shulamith Koenig, People's Decade for Human Rights Education—New York, New York (Co-Leader)

1:35–2:45 p.m.

### 90-MINUTE CONCURRENT SESSIONS

1:35–2:45 p.m.

**HYATT REGENCY HOTEL**

**Nueces & Frio**

#### **Postmodernism and Multiculturalism: Fragmentation or New Cultural Center—Implications for Higher Education**

##### ◆ Theoretical Models ◆

This session will address current theoretical friction and debate within postmodernist treatment of mixed-race, or “hybrid,” people. While conservatives lament the fragmenting effects of multicultural movements and proposed multicultural visions for an alternative America and global society—based on their fear that intensified racial and ethnic conflicts could lead to the balkanization of American society—postmodernists champion the emergence of the multiple voices/movements/visions but do not see how these can be resolved and a stable center re-established. Presenters will attempt to offer an alternative analysis that reconciles this perceived fragmentation and will promote the concept of a new center that can be established by embracing our unity in diversity and constructing a political-economic base and cultural superstructure reflective of our needs and vision. This session should particularly benefit faculty, planning curriculum development programs and/or administrators, human resource personnel, and counselors charged with programs requiring sensitivity and further understanding in multi-racial areas.

Ms. Diane M. Ariza, Doctoral Student, Sociology Department, and Associate Director, Admissions and Orientation Office, Western Michigan University—Kalamazoo, Michigan (Co-Leader)

Dr. Douglas V. Davidson, Associate Professor, Sociology Department, Western Michigan University—Kalamazoo, Michigan (Co-Leader)

1:35–2:45 p.m.

**HYATT REGENCY HOTEL**

**Mesquite**

#### **Fulfilling the Promise: A Model for Recruiting and Retaining African American Community College Students**

##### ◆ Case Studies/Model Programs ◆

This session focuses on steps Piedmont Virginia Community College has taken to increase and retain African American students in the institution's service area. Recruitment activities to be discussed include presidential involvement, faculty consciousness raising, summer transition programs, development of targeted college publications, and increasing the number of African American teaching faculty. Retention activities include the development of an early-alert system for African American students who experience academic difficulty, remediation courses, development of articulation agreements with Historically Black Colleges, and creation of a college neighborhood center that offers college courses and services in the African American community. Affirmative action backlash, faculty and student resistance, and decreasing financial resources will also be addressed. This session should particularly benefit those who work in community college settings and who seek to develop and/or strengthen minority recruitment and retention programs on their campuses.

Mr. John William Albright III, Adviser to the President for Minority Affairs and Counselor, Piedmont Virginia Community College—Charlottesville, Virginia (Workshop Leader)

1:15–2:45 p.m.  
**HILTON HOTEL**  
La Espada

### **Facilitating Success by Minority Students at a Predominantly White Institution**

#### ◆ Case Studies/Model Programs ◆

This session will describe and critique aggressive retention initiatives for minority students implemented by the Division of Student Affairs and the Office of Minority Student Services at Florida Atlantic University. Programs to be discussed include peer counseling, tutorial assistance, mentoring, community outreach, mandatory orientations, book loans, academic and motivational symposiums, increased financial aid, and universitywide cultural events. Presenters will describe the institution's positive retention philosophy and program histories, will highlight major program components and successes, and will assist participants in exploring methods to ensure effective program implementation. This session should particularly benefit conference attendees who are student affairs professionals specializing in counseling, student activities, admissions, and student support services, as well as individuals interested in creating a campus more conducive to retaining a diverse student population.

Mr. Michael S. Chambers, Director of Minority Student Services, Florida Atlantic University—Boca Raton, Florida (Co-Leader)

Dr. Emanuel Newsome, Vice President for Student Affairs, Florida Atlantic University—Boca Raton, Florida (Co-Leader)

1:15–2:45 p.m.  
**PLAZA HOTEL**  
Room B

### **The African American Leadership Institute of Metropolitan State College of Denver**

#### ◆ Theoretical Models ◆

This session will describe the African American Leadership Institute, co-founded in 1990 by Metropolitan State College of Denver and the Urban League of Denver as a collaborative effort to address the need to develop new and emerging African American leaders within the Denver metropolitan area. The institute targets individuals who are preferably at least 27 years of age, have a vested interest in the African American community, have demonstrated involvement in community or civic affairs, and have personal attributes that enhance the overall diversity of the program. Presenters will describe the institute's history and evolution and will highlight major program components, including the selection process, the curriculum, and a community project that must be undertaken upon graduation. In addition, program methods, results, assessment, and membership in the Metropolitan Denver Black United Fund Federation will also be discussed. This session should particularly benefit conference attendees interested in developing innovative partnerships for effecting positive change between institutions of higher learning and local communities.

Dr. Ronald M. Knights, Director, African American Leadership Institute, and Associate Professor of Management, Metropolitan State College of Denver—Denver, Colorado (Co-Leader)

Dr. Ben Monroe II, Associate Professor of Human Services and Director of OMBUDS, Metropolitan State College of Denver—Denver, Colorado (Co-Leader)

Ms. Linda J. Williams, Program Coordinator, African American Leadership Institute, Metropolitan State College of Denver—Denver, Colorado (Co-Leader)

1:15–2:45 p.m.  
**PLAZA HOTEL**  
Room C

### **An Approach to Creating a Cultural Studies Program in a Community College Setting**

#### ◆ Curricular/Pedagogical Models ◆

This session highlights successes and failures experienced in a two-year struggle to put together a cultural studies program that would teach about nonmainstream cultures from a nondominant, global perspective. Because—for some—a cultural studies program meant an opportunity to teach courses they might not otherwise have an opportunity to teach, while for others the program represented an opportunity to engage in social engineering, it became vital that differing positions with regard to issues of hiring, qualifications, and teaching global perspectives be both expressed and justified. Presenters will provide an overview of the program's evolution and current status, discuss practical issues that arose

from varying theoretical commitments, and indicate a range of strategies used to attain program goals. This session should particularly benefit those who are engaged in planning curriculum development, enhancing general education, and/or instituting a cultural studies program, as well as faculty who are interested in learning more about diversity, multiculturalism, and global perspectives.

Dr. Rajaram Dandale, Instructor, Sociology, Albuquerque Technical Vocational Institute Community College—Albuquerque, New Mexico (Co-Leader)

Dr. Lucy C. Vigil, Instructor, Spanish, Albuquerque Technical Vocational Institute Community College—Albuquerque, New Mexico (Co-Leader)

Dr. Anne S. Waters, Chair, Cultural Studies, and Instructor, Philosophy, Albuquerque Technical Vocational Institute Community College—Albuquerque, New Mexico (Co-Leader)

1:15–2:45 p.m.  
PLAZA HOTEL  
Room F

### **Community and Conflict: Exploring Connections in a Law and Diversity Program**

#### ◆ Curricular/Pedagogical Models ◆

This session will address pedagogical issues arising in the implementation of the Law and Diversity Program, which engages undergraduates in a two-year course of study designed to provide them with skills and knowledge for success in law school. Founded in 1991 and a 1993 grant recipient from the Fund for the Improvement of Postsecondary Education, the program involves students from diverse backgrounds in a learning community as a means of increasing their retention and academic success while engaging in pre-law studies. Presenters will explore the program model and key pedagogical issues and will discuss the use of conflict as an important learning opportunity and the implications of feminist research regarding connected education to the academic success of students who might be considered nontraditional law or graduate students. This session should particularly benefit those involved in designing specialized programs to prepare diverse students for graduate study.

Dr. Constance Faulkner, Professor, Economics, Social Theory, and Women Studies, Fairhaven College, Western Washington University—Bellingham, Washington (Co-Leader)

Ms. Marian Rodriguez, Director, Law and Diversity Program, Fairhaven College, Western Washington University—Bellingham, Washington (Co-Leader)

1:15–2:45 p.m.  
PLAZA HOTEL  
Room G

### **A Methodology for Maintaining Current Access and Equity Program Information and Evaluation for a Large Number and Variety of Activities**

#### ◆ Long- and Short-Range Planning ◆

The current Access and Equity 2000 planning process of the Texas Higher Education Coordinating Board requires all Texas universities to have developed and implemented an ongoing, formal evaluation of campus programs. This session presents the planning framework for this effort and will include both examples of the methodology being utilized at Texas A & M University and a discussion of the integration of legally relevant case law. Presenters will address (1) collection and maintenance of each program's historical information, goals, financial structure, services, constituent participant profiles, and evaluation parameters; (2) methods for assessing whether previously determined vital needs of served constituencies are being met; and (3) the institution-level evaluation strategy performed on an annual basis. Program evaluations that employ a combination of institution-level performance indicators and program director specified indicators will be discussed, the role of electronic workbooks will be shared, and summaries of program directors' and university administrators' responses to this approach will be presented. This session should particularly benefit conference attendees who are involved in guiding and/or performing campuswide efforts to inventory, assess the quality of, and help improve access and equity activities of all types.



Dr. Leland Blank, Assistant Provost for Continuous Improvement, Texas A & M University—College Station, Texas (Co-Leader)

Ms. Ruth Hernandez-Presenti, Special Assistant to the Executive Vice President and Provost, Texas A & M University—College Station, Texas (Co-Leader)

Ms. Jeanette Pharies, Assistant Provost, Texas A & M University—College Station, Texas (Co-Leader)

Ms. Tracy Vaughn, Administrative Secretary, Office of the Executive Vice President and Provost, Texas A & M University—College Station, Texas (Co-Leader)

1:15–3:15 p.m.

## 2-HOUR CONCURRENT SESSIONS

1:15–3:15 p.m.

**HYATT REGENCY HOTEL**  
Directors Room

### **Do You Have What It Takes to Be a Diversity Trainer?**

#### ◆ Training of Trainers ◆

This workshop is designed to explore whether participants have the talents to be diversity trainers. It will provide an overview of what diversity is and what it is not; will explore responsibilities, expectations, and legal liabilities of becoming a diversity trainer; and will test participants' diversity awareness. While the workshop will not certify participants as trainers, it will provide a wealth of diversity resources that can help to prepare them to be effective trainers. Topics to be discussed include how to select a trainer, how to engage an organization in effective training, how to improve and upgrade diversity training competency, and how to develop training evaluation. This session should particularly benefit those who have recently been given the assignment of providing diversity training and/or selecting a diversity trainer for their organization.

Ms. Kathryn M. Hall, District Director, Affirmative Action and Diversity, Cuyahoga Community College—Cleveland, Ohio (Co-Leader)

Ms. Roberta B. Presley, Campus Director, Student Activities, Cuyahoga Community College—Cleveland, Ohio (Co-Leader)

1:15–3:15 p.m.

**HILTON HOTEL**  
El Mirador

### **The Spiritual Journey of African American Women in Higher Education**

#### ◆ Theoretical Models ◆

This session explores how and why spirituality becomes a source of power and strength for African American women in the academy. As African American women's journeys may or may not embody aspects of organized religion, the notion of religion and spirituality as interchangeable ideologies will be deconstructed and spirituality will be examined as a means of discerning truth, finding a place of inner solace and peace in an infrastructure with strong racist and sexist traditions, coping with life's paradoxes, and accepting unexplainable mysteries. The presenter will begin to demystify spirituality in the lives of African American women in higher education as they work to transform their lonely place in the academy toward self-empowerment and balance between the personal and the professional. This session should benefit women in both the early and late stages of their careers and will encourage the sharing of individual experiences and insights.

Dr. Vada Esther Southern, Director of Adult Education, Kankakee Community College Kankakee, Illinois (Workshop Trainer)

1:15–3:15 p.m.

**PLAZA HOTEL**  
Primavera

### **Strategies for Enhancing Your School's Multicultural Infusion Efforts**

#### ◆ Curricular/Pedagogical Models ◆

This workshop presents a practical approach for infusing multiculturalism into academic programs. Presenters will provide an overview of current multicultural infusion approaches; will present a research-based multicultural infusion curriculum guide that examines the development of goals, educational activities, curriculum organization, and evaluation procedures; and will engage participants in structured learning activities and experiences designed to facilitate the transfer of workshop strategies to their institutional

settings. This session should particularly benefit conference attendees who seek to assess and improve their current efforts to plan, implement, and evaluate multicultural infusion strategies.

Dr. Irene H. Johnson, Assistant Professor, Department of Educational Psychology, Counseling and Special Education, Northern Illinois University—DeKalb, Illinois (Co-Leader)

Ms. Virginia Knulla, Doctoral Candidate and Private Therapist, University of Virginia, Charlottesville, Virginia (Co-Leader)

Dr. Santos Torres, Jr., Associate Professor, School of Social Work, University of Pittsburgh—Pittsburgh, Pennsylvania (Co-Leader)

1:15–3:15 p.m.  
**PIAZA HOTEL**  
Room D

### **Promoting Diversity Through Organizational Change at an Academic Medical Center**

#### ◆ Long- and Short-Range Planning ◆

Driven by both pragmatic interests and core values, Penn State University's Hershey Medical Center has embarked on an effort to promote diversity by engaging important stakeholders, developing and implementing a strategic plan for diversity, creating awareness throughout the medical center regarding the value of multiculturalism, developing training and educational programs to reach a wide range of component groups, and working with local organizations. Presenters will describe and illustrate their approach, including the business case for diversity, approaches to training, mechanisms for recruiting persons of color to faculty and staff positions, strategies for creating institutional awareness, community outreach, and a program to include diversity in the medical school curriculum. They will highlight what has worked, barriers encountered, and challenges that lie ahead. This session should particularly benefit administrators in academic institutions, academic medical centers, and educational and health care organizations.

Ms. Deborah C. Davis, Manager of Organization Development, Hershey Medical Center, Penn State University—Hershey, Pennsylvania (Co-Leader)

Ms. Linné A. Umar, Manager of Public Information and Media Relations, Hershey Medical Center, Penn State University—Hershey, Pennsylvania (Co-Leader)

Dr. Edward E. Speedling, Executive Director, Organization Development and Administration, Hershey Medical Center, Penn State University—Hershey, Pennsylvania (Co-Leader)

Mr. Charles W. Tandy, Vice President for Administration, Hershey Medical Center, Penn State University—Hershey, Pennsylvania (Co-Leader)

1:15–3:15 p.m.  
**LA MANSION HOTEL**  
Veramendi

### **The Presence of Elders, the Peace of Youth: A Conversation Between Generations for Faculty, Administrators, and Students**

#### ◆ Interactive Training ◆

This multicultural, multigenerational session focuses on strengthening the natural connection between youth and elders as an agent for improving individual and campus life, building “extended families” and increasing long-term safety on campus. It is designed to help both our youth (students and those who are elder faculty/administrators) understand that they are essential to the spirit of the community/institution and to reinforce the ritual practice of mentorship, which honors and nourishes both old and young by giving elders a long-absent sense of worth in the community and by giving youth long-awaited support from the elder community and a path for gaining power through wisdom rather than other means. The session is intended to produce bonds and active alliances among generations and to plant seeds of positive, embedded change. It should particularly benefit conference attendees who seek to strengthen their capacity as role models and those who seek experiential learning processes in campus life.

3:30-5:00 p.m.  
**HYATT REGENCY HOTEL**  
Regency Ballroom

Mr. Gerald Boyd, Founder/Director, Neighborhood Dynamics—Griffin, Georgia  
(Co-Leader)

Mr. Leonard Rothman, Founder/Director, The Peace Experience, Inc.—Roswell, Georgia  
(Co-Leader)

### Conference Opening and Welcoming Remarks:

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

### Keynote Address:

#### "All the World's a Stage: Supporting the Transformation from Exclusion to Inclusion"



B. D. Wong's Broadway debut as Song Li-ting in *M. Butterfly* catapulted him into national recognition. *The New York Times* hailed his performance as "a remarkable four-in-one." The play was both a critical and commercial success, winning the Tony for best play and garnering Wong an unprecedented array of New York theatrical prizes: The Tony, Drama Desk, Outer Critics' Circle, Clarnet Dement, and Theater World awards. Dissecting and challenging the Western perception of Asians as submissive and self-effacing, *M. Butterfly* was only the second play in Broadway

history to cast an Asian American male in the lead role. Years later, Wong co-led the Asian American arts community in its challenge of the casting of the Broadway British musical import, *Miss Saigon*. Outraged by the casting of a Caucasian man as an Asian in one of the rare leading roles calling for an Asian character, Wong attacked both Asian stereotypes in dramatic works and difficulties in casting Asians, asserting, "There's a connection between the exclusion of Asians in the theater and Asians in society. Caucasians continuing to portray Asians symbolizes a Caucasian superiority. People underestimate the profound effect of the entertainment business on society." For his efforts, Wong has received awards from the borough of Manhattan Community College, the Chinese Culture Foundation of San Francisco, the Asian American Legal Defense and Education Fund, and the Association of Asian/Pacific American Artists. He is one of the founding members of the Asian/Pacific Alliance for Creative Equality (APACE) and is on the board of directors of the Alliance of Resident Theaters (ART) in New York.

5:00-6:00 a.m.  
**HYATT REGENCY HOTEL**  
Pecan

### SPECIAL FEATURE

#### Dialogue with B. D. Wong

Part III  
5:30-7:30 p.m.  
**LA MANSION HOTEL**  
Iberian West

### INSTITUTE FOR SENIOR ADMINISTRATIVE OFFICERS

For institute description, see page 8.

6:30-8:30 p.m.  
**HYATT REGENCY HOTEL**  
Regency Ballroom

### CONFERENCE OPENING RECEPTION

8:30-10:00 p.m.  
**HYATT REGENCY HOTEL**  
Chula Vista, Nueces & Frio,  
Live Oak, Pecan, &  
Directors Rooms

### INFORMAL MEETINGS—ETHNIC GROUP NETWORKING SESSIONS

Five rooms are available for informal meetings to facilitate networking and discussion. Rooms may be scheduled through conference registration personnel and will be assigned on a first-come, first-served basis. An effort will be made to announce scheduled informal meetings at prior general sessions, and a notice will be posted on the bulletin board located in the conference registration area.

## FRIDAY, MAY 31, 1996

8:30 a.m. – 5:30 p.m.  
**HYATT REGENCY HOTEL**  
Rio Grande Ballrooms

### EXHIBITOR SHOWCASE AND RESOURCE CENTER

(For schedule, see page 3)

8:00 a.m. – noon  
**HYATT REGENCY HOTEL**  
Guadalupe

**MULTIMEDIA TECHNOLOGY IN TEACHING SERIES:** A series of six workshops designed to enhance the technology skills of faculty and to acquaint them with the potential of multimedia for transforming the multicultural classroom. Each session is designed to stand alone and will be limited to 70 participants, admitted on a first-come, first-served basis. (For an overview of sessions comprising the Multimedia Technology in Teaching Series, see page 2)

#### **Nuts and Bolts of Multimedia in the Multicultural Classroom**

This session will allow participants to work with some of the PC-based hardware and software needed to create and use multicultural multimedia. Participants will explore authoring by working in small groups at computer workstations loaded with a Windows based software. Each group will use text, interactive navigation, and graphics to design and create a tutorial that intentionally infuses ethnic perspectives into a specific classroom concept that has traditionally ignored multicultural contributions. In addition, participants will learn how to assemble and use three types of projection equipment for showing multimedia in the multicultural classroom: (1) a computer to television hook-up for small groups, (2) an LCD panel and overhead projector for medium-sized classes, and (3) a video projector for the lecture hall. Participants will receive a disk of sample graphics and animation resources that are culturally specific.

Ms. Leslie D. Edwards, Adjunct Faculty, Technical Communications Department, Metropolitan State College of Denver—Denver, Colorado (Workshop Leader)

8:00 a.m. – 5:30 p.m.

#### **MAJOR WORKSHOP AND CONCURRENT WORKSHOP SESSIONS**

**Note:** The size of some major workshops will be limited to facilitate essential interaction and processing of workshop content. All major workshops with size limits of less than 50 participants will be offered twice. There is no advance sign-up for limited size workshops. Interested persons will be admitted to these workshops on a first-come, first-served basis.

8:00 a.m. – noon  
**HYATT REGENCY HOTEL**  
Mesquite

#### **MAJOR WORKSHOP 4**

**Creating a Receptive Campus Environment**  
(For workshop description, see page 6)

8:00 a.m. – noon  
**LA MANSION HOTEL**  
Concepción

#### **MAJOR WORKSHOP 6**

**Part II: Civic Leadership Strategies—Engaging in Deliberative Dialogue and Critical Literacy on Remedies for Racial Inequality**

This session is limited to participants from Part I of Major Workshop 6 (see page 7) and will involve them in continued interactive strategies training based on the Kettering Foundation's National Issues Forums (NIF) material and process, designed to facilitate forums on the topic Remedies for Racial Inequality. Participants will engage in role playing as moderators and observers of the forum process, utilizing the skills

(For Part I, see page 7)

(For a follow-up practicum,  
see Practicum 2  
on page 7)

demonstrated in Part I. In addition, participants will be involved in an issue-analysis exercise using a topic chosen by the group. The exercise will involve the following steps: nominal group brainstorming for solutions to the hypothetical problem; identifying and coding underlying values for each suggested solution; clustering solutions; and creating choice categories for each cluster. The skills developed in this session will equip participants to moderate forums on issues for which NII materials are already available or to frame their own campus issues in preparation for the kind of deliberative dialogue that embodies the philosophy and practice of NIE.

Dr. Louise M. Tomlinson, Assistant Professor of Reading, Co-Director of the Patricia Roberts Harris Fellowships Program, and Member of the National Faculty for the Kettering Foundation National Issues Forums, the University of Georgia—Athens, Georgia (Workshop Leader)

8:00 a.m.–noon  
**HYATT REGENCY HOTEL**  
Regency Ballroom East 3

For a related workshop, see  
Major Workshop 27  
on page 34

### **MAJOR WORKSHOP 25**

#### **Intervening in Campus Conflicts Involving Race and Ethnicity: Reassessing Our Approaches, Roles, and Strategies**

This session offers participants the opportunity to reassess approaches, goals, and roles they and their campuses have adopted with respect to racial and ethnic conflicts. Working in small teams, participants will apply several models to past situations on their campuses to assess (1) the appropriateness of their most commonly used conflict-resolution strategies, (2) the impact of individual racial identity development and social identity on conflicts and attempts to address them, and (3) the personal and professional costs and benefits of intervening. Presenters will differentiate between six intervention strategies—observation, stopping, counseling, mediation, facilitation, and education—and will illustrate how various stages of racial identity development can lead to differential student responses to interventions. Participants will also assess how their personal and professional roles affect how they are utilized by their campuses in conflicts involving race and ethnicity. Strategies for maintaining a personal support system and avoiding burnout will be presented.

Ms. Rochelle Calhoun, Ombudsperson, Mount Holyoke College—South Hadley, Massachusetts (Co-Leader)

Dr. Charmaine L. Wijesinghe, National Program Consultant, The National Conference (formerly The National Conference of Christians and Jews)—New York, New York (Co-Leader)

Ms. Leah Wing, Assistant Ombudsperson, University of Massachusetts—Amherst, Massachusetts (Co-Leader)

8:00 a.m.–noon  
**PIAZA HOTEL**  
Room F

For a follow-up practicum,  
see Practicum 4 on page 73

### **MAJOR WORKSHOP 26**

#### **THE ANGER SHOP—Reasons Behind the Action**

The anger that is generated through ignorance of people and beliefs different from our own can be channeled more productively when we become knowledgeable about what we are protecting. This interactive workshop will guide administrators, staff, and faculty through a series of activities designed to develop an in-depth awareness of anger and how it benefits and destroys lives. Participants will explore ways anger is stored and how it affects interactions with others and will practice communication skills that express anger productively. Institutional resistance to change and the anger generated by resultant frustrations will be discussed, and techniques and alternative approaches for effectively initiating change will be examined.

Ms. J. Featherly, Assistant Director, Office of Job Training Programs, Tennessee Board of Regents—Nashville, Tennessee (Workshop Leader)

Part I

8:00 a.m.–noon

**HYATT REGENCY HOTEL**

Regency Ballroom West

Part I continues

1:00–3:00 p.m.

For a follow-up critical dialogue,  
see Critical Dialogue 4  
on page 95.

**MAJOR WORKSHOP 27**

**Beyond Double and Triple Jeopardy: Successfully Managing the Intersection of Race/Ethnicity, Gender, and Sexual Orientation**

Feminists, gays, lesbians, and bisexuals often feel pressure to place gender and sexual orientation issues in a secondary position to issues of color, making it difficult for them to fully integrate various aspects of their identities. At the same time, many of these individuals often feel that their needs as people of color are not being addressed by the gay and feminist movements. This interactive, daylong session will address a range of issues affecting lesbian/gay/bisexual persons of color, including racism in the lesbian/gay/bisexual community, homophobia in communities of color, bisexual bias, unconscious resistance to addressing sexual orientation, the interaction of sexual orientation and bicultural identity, the racially influenced closeted lifestyle among lesbian/gay/bisexual persons of color and its impact on self-esteem, and alliance building. The workshop is designed for lesbian/gay/bisexual persons of color, as well as for campus professional staff who work with student populations. Specific strategies will be outlined.

Mr. William Bolden, Director, Housing and Residence Life, Fort Lewis College—  
Durango, Colorado (Co-Leader)

Dr. Dottie Morris, Staff Psychologist, University Counseling Center, Colorado State  
University—Fort Collins, Colorado (Co-Leader)

Dr. Richard A. Rodríguez, Counseling Psychologist, Counseling and Psychological  
Services, University Health Services, University of California—Berkeley, California  
(Co-Leader)

Part II

8:00 a.m.–noon

**LA MANSION HOTEL**

Iberian West

Part II continues

1:00–4:00 p.m.

**INSTITUTE FOR DEANS, DEPARTMENT CHAIRS, AND ACADEMIC  
PROGRAM DIRECTORS**

This daylong institute is designed to

- Explicate the critical role academics who function as deans, department chairs, and academic program directors play in the development and implementation of institutional diversity plans.
- Provide a forum in which individuals in these roles can openly discuss the problems and possibilities of becoming more inclusive in terms of personnel, program content, and the services they provide to students, the institution, and the community.
- Explore alternative ways of approaching the recruitment/hiring process; the retention of minority faculty, staff, and students; and the management of departmental affairs with appreciation of and sensitivity toward the range of issues generated by ethnic and racial diversity.

Participants will have an opportunity to discuss how diversity policy has been developed and implemented in their institutional settings, paying particular attention to the role of deans and academic unit heads and focusing specifically on minority hiring initiatives, minority retention activities, curriculum change, and issues related to managing diversity. Small-group work will focus on case-study analysis of written scenarios of real situations known to the presenters.

Dr. Myrna C. Adams, Vice President for Institutional Equity, Duke University—  
Durham, North Carolina (Co-Leader)

Dr. J. Hernan Blake, Vice Chancellor for Undergraduate Education, Indiana  
University—Purdue University at Indianapolis—Indianapolis, Indiana (Co-Leader)

Dr. Albert Ramirez, Associate Vice Chancellor for Faculty Affairs, University of  
Colorado—Boulder, Colorado (Co-Leader)

Dr. Robert J. Thompson, Jr., Professor, Department of Psychiatry and Behavioral  
Sciences, Duke University—Durham, North Carolina (Co-Leader)

Dr. David L. Torres, Associate Vice Chancellor for Academic Affairs, University of  
Illinois—Chicago, Illinois (Co-Leader)

Part I  
8:30–11:30 a.m.  
**HYATT REGENCY HOTEL**  
Flaco & Pecos

Part II continues  
1:00–5:00 p.m.

For a follow-up demonstration,  
see Major Workshop 23  
on page 71.

For a related workshop, see  
Major Workshop 27  
on page 98.

### MAJOR WORKSHOP 24

#### **Designing and Implementing Supervisory Training for Faculty and Staff in Preventing and Dealing with Discrimination**

This day-long workshop is designed to explore some of the issues involved in designing and implementing effective faculty and staff supervisory training for preventing and dealing with discrimination and creating and maintaining a respectful environment. Participants will be presented with two models that have been in place for more than three years and will be provided with course designs and other materials for each model. The two models—a 36-hour model and a 55-hour model—have been used successfully at the University of Oregon, a mid-size research university with approximately 18,000 students and 3,000 faculty/staff, and the Oregon Health Sciences University, a medical school with 4,000 students and 7,000 faculty/staff, respectively. Participants will participate in demonstrations of course exercises and will discuss how these exercises might be adapted to other campus settings. The session will also address the process of initiating such training, the advantages and disadvantages of different curriculum choices, the institutional benefits of putting resources into this kind of training, and how these benefits can best be measured.

Ms. Diane Berscoter, President, Oregon Coalition for Inclusive Campuses, and Training Coordinator, Department of Affirmative Action, Oregon Health Sciences University—Portland, Oregon (Co-Leader)

Ms. Cristine A. Cullner, Training Administrator and Assistant Professor, Office of Human Resources and Equal Employment Opportunity/Affirmative Action, University of Oregon—Eugene, Oregon (Co-Leader)

8:30 a.m.–noon  
**HILTON HOTEL**  
La Espada

### MAJOR WORKSHOP 8

#### **Legal Issues on Campus: Hate Speech, Harassment, and the First Amendment**

(For workshop description, see page 9)

Part I  
8:30 a.m.–noon  
**LA MANSION HOTEL**  
Iberian East

### MAJOR WORKSHOP 28

#### **Developing a Diversity Training Program for Staff: Philosophy, Program Design, and Facilitation Skills**

This day-long session—limited to 45 persons, admitted on a first-come, first-served basis—is intended for those who develop and conduct training programs in diversity. It will focus on philosophy and approach to diversity training, course content, and group facilitation skills. Participants will learn to design programs that promote valuing differences of race, culture, ethnicity, sexual orientation, age, gender, and disabilities and that address dynamics that cause misunderstanding among diverse people. Course content will include the use of training tools designed to identify and eliminate prejudice and bias and to facilitate the understanding of cultural differences and their impact in the work setting. This session will provide participants with exposure to exercises, videos, workbook materials, and sample agendas used in a diversity training program, and each participant will have an opportunity to practice facilitation skills.

Ms. Denise Mathis, Associate, Onolee Zwicke & Associates—Santa Barbara, California (Co-Leader)

Mr. Philip D. Maynard, Professor, Speech Communications, Mt. San Antonio College—Walnut, California (Co-Leader)

Dr. Onolee Zwicke, Onolee Zwicke & Associates—Santa Barbara, California (Co-Leader)

Part II continues  
1:30–5:00 p.m.

Session will be repeated on  
Sunday, June 7  
8:30 a.m.–noon and  
1:30–5:00 p.m.

For a follow-up practicum, see  
Practicum 6 on page 97.



8:30 a.m. - 12:30 p.m.  
**PLAZA HOTEL**  
Room C

### MAJOR WORKSHOP 7

#### Teaching About Racism and Other Oppressions: Interactive/Experiential Exercises

(For workshop description, see page 6)

Part 1  
9:00 a.m.-noon  
**HYATT REGENCY HOTEL**  
Regency Ballroom Center

### MAJOR WORKSHOP 3

#### Building the Integrated Student Community

(For workshop description, see page 5)

Part 1 continues  
2:00 - 5:00 p.m.

9:00 a.m. - noon  
**HYATT REGENCY HOTEL**  
Blanca

### MAJOR WORKSHOP 9

#### Survival Strategies for African American and Other AHANA (African American, Hispanic, Asian, and Native American) Administrators Embarking on Careers in Higher Education

(For workshop description, see page 9)

9:00 a.m. - noon  
**PLAZA HOTEL**  
Rooms F & G

### MAJOR WORKSHOP 19

#### Facilitator Training for “Country A and Country Z”

(For workshop description, see page 13)

9:00 a.m.-noon  
**PLAZA HOTEL**  
Primavera

### MAJOR WORKSHOP 29

#### American Dual-Status Dilemmas: Identity, Practices, and Policy

The interaction of race and other identities in American society has important implications for individuals, institutions, and government funding policies. This session will explore three such dual status dilemmas. The first addresses the dilemma resulting from the government's classification of racially mixed citizens and presents results and implications of an empirical study on the ethnic and racial self-identification of racially mixed individuals. The second examines the status of minority women in American society—frequently referred to as a “double bind”—and reports on two studies that provide the basis for giving voice and attention to the concerns, perceptions, and experiences of minority women in science and engineering graduate programs. The third status dilemma involves “hyphenated” citizens, i.e., individuals struggling with two cultural identities as Americans and as distinct ethnic minorities in an increasingly ethnocentric American society. These presentations will provide the springboard for a discussion of the concepts of race, ethnicity, gender, and cultural identities and how the intersection of these identities affects individual performance, ongoing group relations, and institutional practices. Part chairs will have opportunities to explore the importance of each status condition for research, policy making, and government funding policies and practices.

Dr. Shirley Vinick Brown, Senior Research Scientist, Education Testing Service—Princeton, New Jersey (Co-Leader)

Dr. Berni Vigli Eader, Assistant Professor, Department of Educational Leadership, Peabody College at Vanderbilt University—Nashville, Tennessee (Co-Leader)

Dr. Maria Yegres-Barana, Associate Research Scientist, Education Testing Service—Princeton, New Jersey (Co-Leader)

For a follow-up critical dialogue, see Critical Dialogue 6 on page 14.

Part I  
9:00 a.m. room  
HYATT REGENCY HOTEL  
Pecan

Part II continues  
2:00–5:00 p.m.

9:00 a.m. room  
LA MANSION HOTEL  
Veramendi

## MAJOR WORKSHOP 30

### **Multicultural Organizational Development: The Critical Role of Team Building and Alliance Building**

This daylong workshop will re-examine team and alliance building as critical components of multicultural organizational development and will provide participants with an understanding of various paradigms for organizational change. Participants will be assisted in exploring both the alliance building principles originally conceived by Ricky Sherover Marcuse in the late 1970s and their appropriateness for working with groups in the context of diversity and pluralism. The workshop will also address principles of team-building dynamics and team effectiveness; will engage participants in hands-on exercises and case method analysis, and will explore the model of "team as culture," a model that helps us better understand the structure and coordination of effective work groups and institutional effectiveness in achieving diversity.

Dr. Andrea-Teresa "Tess" Arenas, Assistant to the President for Multicultural Affairs, University of Wisconsin System—Madison, Wisconsin (Co-leader)

Dr. Cedric Page, Associate Director, Minority Affairs and Academic Programs, Washington State Higher Education Coordinating Board—Olympia, Washington (Co-leader)

**STUDENT LEADERSHIP INSTITUTE:** A series of eight sessions designed to provide student attendees with sessions that address some of the key issues challenging student leaders. Student participants may elect to attend any or all of the institute sessions and/or to attend other conference sessions of their choice. (For an overview of sessions comprising the Student Leadership Institute, see page 21)

### **Building Intraculturally Inclusive Communities Among the Student Population**

There is a need for students both to understand the dynamics of intracultural communication and to build inclusive communities within their own cultural groups as a means of providing support for one another. Often intracultural heterogeneity leads to misperceptions regarding members within the same cultural circle, compounding the many issues that students face in their pursuit of academic excellence. These challenges include such important areas as establishing social identity, values clarification, conflict mediation, gender interaction, and apathy. The process of building intraculturally inclusive communities involves both self-assessment—as one evaluates his/her uniqueness and values in relation to family, education, and career—and communication skills. This workshop will explore components of building intraculturally inclusive communities and will offer strategies for achieving this objective.

Mr. Kenneth Anderson, Consultant, Maximum Life Enhancement—Madison, Alabama (Workshop Leader)

9:00 a.m. - noon  
**HYATT REGENCY HOTEL**  
Nueces & Frío

#### **STUDENT RECRUITMENT AND RETENTION PROGRAM ASSESSMENT SERIES:**

An interactive skills building series of six workshops that targets campus program administrators and staff who seek to use assessment/evaluation tools systematically as a student-centered, self-diagnostic resource. As this series presents a progression of content that builds upon information from prior series sessions, each session is limited to those who have completed the antecedent, prerequisite sessions or who have equivalent knowledge and experience. (For series description and sequencing, see page 14.)

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#### **RECRUITMENT AND RETENTION ASSESSMENT SERIES, PART II:**

##### **Precollege and Recruitment Programs Working Session 1**

This workshop will provide an intensive assessment working session focusing on precollege and recruitment programs. Working in small groups, participants will use the models, insights, and strategies gained in Part I of this series to organize and analyze their campus and target program information. Productive collaboration and collective problem solving will be stressed, as participants design and refine their program assessment strategies, assisted by probing assessment questions and guidelines. This session will help participants envision how they expect program success to appear and to specify what evidence they must compile to convince reasonable persons among key stakeholders that their program's success claims are accurate. Participants will use assessment tools to define appropriate benchmarks against which the program will judge itself and by which the program wants to be evaluated by others—a particularly crucial survival resource in times of political retrenchment and fiscal austerity. Savvy program staff/administrators should be the first to know their assessment and program development blind spots and vulnerabilities, enabling them to make strategic and self-conscious decisions regarding future priorities and tradeoffs.

Dr. Elazel Symonette, Policy and Planning Analyst, Office of Multicultural Affairs, University of Wisconsin System Administration—Madison, Wisconsin (Workshop Leader)

9:00 a.m. - noon  
**HYATT REGENCY HOTEL**  
Regency Ballroom East 1 & 2

Dr. Isaac will also provide the keynote address for Monday, June 3 (see page 8)

#### **MAJOR WORKSHOP 31**

##### **Issues of Academic Responsibility, Culture, and Moral Decay**

This workshop will explore selected ethical questions relating to academia and will critically examine academic culture and responsibilities in four broad areas: (1) Given academia's historic role in applying eugenics and anthropometry to Africans, African Americans, Irish, Italians, Jews, Asians, and Latin Americans as well as the comparative, judgmental IQ studies that continue to come out of institutions of higher learning, what is academia's role in propagating racial and ethnic prejudice? (2) Does "academic freedom" truly protect minority scholars from being judged on the basis of their political views and/or their racial/ethnic origins, or are there hiring, firing, promotion, and tenure code words? (3) What are we to conclude when professors at such prestigious institutions as Harvard, Stanford, and MIT are challenged for misuse or misappropriation of research funds and/or for abusing and forging data, and when professors at other institutions have been accused of stealing and publishing their colleagues' research work or their students' term papers and/or of stealing library books? (4) Does the university serve principally as a place of learning, research, and scholarship, or has it become primarily a big business, selling education as a commodity? Are essential areas of vital knowledge—specifically non-Western—excluded from higher education curriculum because they are regarded as not easily marketable?

Dr. Ephraim Isaac, Director of the Institute of Semitic Studies and Visiting Professor, Princeton University, and Fellow, Princeton Seminary—Princeton, New Jersey (Workshop Leader)

Part I  
9:00 a.m.–noon  
HILTON HOTEL  
El Mirador

Part II continues  
1:30–5:00 p.m.

### MAJOR WORKSHOP 32

#### **White Women, Women of Color, and Multiracial Women: Dynamics and Strategies for Becoming Effective Allies**

This daylong workshop is designed to provide opportunities for examining the barriers to authentic working relationships between white women, women of color, and multiracial women, focusing on ways our racial differences affect our daily realities and relationships. Interacting in a safe environment where women of color, white women, and multiracial women can explore some of the issues present in our interactions, we will gain skills in understanding and addressing what it is that each of us brings to the table that keeps us from working well together. There will be opportunities for facilitated group dialogue—some separated by race, others multiracial, and some along lines reflecting participants' campus roles, i.e., faculty, administrators, students, etc. Participants will be assisted in examining such issues as: (1) White privilege—what is it, how is it granted, and how can those who benefit from white privilege use their privileges responsibly? (2) What does it mean to be a person of color, a multiracial person, or a white person on a predominantly white campus? (3) How can we create trustworthy ally relationships across racial differences?

Dr. Evelyn Ho DeHart, Professor of History and Director of the Center for Studies of Ethnicity and Race in America, University of Colorado—Boulder, Colorado (Co-Leader)  
Dr. Francis F. Kendall, Consultant on Organizational Change Specializing in Issues of Diversity—Alhambra, California (Co-Leader)  
Ms. Patricia Shropshire Waters, Associate Dean of Students, Mills College—Oakland, California (Co-Leader)

9:00 a.m.–noon  
HYATT REGENCY HOTEL  
Directors Room

### MAJOR WORKSHOP 33

#### **Institutional Transformation Through a Strategic Diversity Enhancement Plan and Process: The National University Experience**

This session will discuss National University's diversity agenda and continuous diversity enhancement plan and process, designed to go beyond numerical diversity and to establish interactive diversity as an institutional norm. As a point of reference, National University's student population reflects the diversity profile of California postsecondary education. In June 1995, 35 percent of the graduating class were students of color. Presenters will provide an overview of the institutional transformation process and will engage participants in a working dialogue on how a strategic diversity enhancement plan and process can shape institutional change and how they can initiate or enhance diversity enhancement programs on their campuses. Presenters will also discuss a framework for infusing multiculturalism throughout the curriculum, strategies for facilitating interactive diversity among working adult learners, curriculum guidelines adopted by the faculty senate, related program review processes, and staff/faculty orientation and development approaches. This session should particularly benefit conference attendees who are engaged in planning and/or implementing diversity programs for undergraduate and graduate adult learners served by nontraditional delivery systems.

Dr. Jacques Caesar, Chair, Department of Human Services, National University  
San Diego, California (Co-Leader)  
Dr. Thomas A. MacCalla, Vice President, Multicultural Affairs, National University  
San Diego, California (Co-Leader)

9:00 a.m. - 8:00 p.m.  
**PLAZA HOTEL**  
Cavalier

For Part II -  
Merging Diversity with  
Teaching, Learning,  
Curriculum, and Student  
Retention—see page 39

Part II  
1:00 - 4:30 p.m.  
**LA MANSHON HOTEL**  
Iberian West

Part I  
1:00-5:00 p.m.  
**HYATT REGENCY HOTEL**  
Llano & Pecos

Part II  
1:00 - 5:00 p.m.  
**HYATT REGENCY HOTEL**  
Regency Ballroom West

1:30 - 4:30 p.m.  
**HYATT REGENCY HOTEL**  
Regency Ballroom East 1

For a follow-up critical dialogue,  
see Critical Dialogue 2  
on page 47

### MAJOR WORKSHOP 34

#### **Part I: Toward the Development of a Campus Diversity Model—Sound Conceptualization and Effective Assessment**

This session represents the first half of a two-part workshop series designed to provide participants with a complete framework for a formal diversity plan. It is for persons who are charged with developing a broad diversity effort for their institutions, who seek to move from isolated diversity programming to a comprehensive model, and who wish to enhance their planning and assessment skills. Participants will be assisted in (1) conceptualizing and defining diversity; (2) presenting diversity as a functional part of their institution's organizational structure; (3) relating diversity to affirmative action and equity; (4) identifying factors associated with an effective diversity climate score; (5) connecting diversity to student leadership development; and (6) presenting diversity as part of an institutional effort that reflects quality, excellence, and effectiveness. Workshop participants will be provided with limited workshop materials and will have an opportunity to purchase the *Handbook on the Formal Assessment of Diversity*.

Dr. James A. Anderson, Dean, Division of Undergraduate Studies, North Carolina State University—Raleigh, North Carolina (Workshop Leader)

### INSTITUTE FOR DEANS, DEPARTMENT CHAIRS, AND ACADEMIC PROGRAM DIRECTORS

(For institute description, see page 26)

### MAJOR WORKSHOP 24

#### **Designing and Implementing Supervisory Training for Faculty and Staff in Preventing and Dealing with Discrimination**

(For workshop description, see page 27)

### MAJOR WORKSHOP 27

#### **Beyond Double and Triple Jeopardy: Successfully Managing the Intersection of Race/Ethnicity, Gender, and Sexual Orientation**

(For workshop description, see page 28)

### MAJOR WORKSHOP 35

#### **Faculty Development for Inclusive Curriculum: Principles, Processes, and Comparisons**

Curricula can be transformed to be inclusive most effectively by starting with faculty development as a center and cause of personal, professional, and institutional renewal. The development program must guarantee academic freedom, begin with faculty members' own reflective practice, and be interdisciplinary. This session will present different models and processes for achieving these ends based on the experiences of the University of Massachusetts-Boston, a large, public university, and Bloomsburg College, a small, private institution. While both institutions serve diverse student populations and both have developed inclusive curricula, they represent many differences in both process and outcome. These will be explored, and participants will be invited to contribute their own experiences. Since both institutions serve as resource institutions in

the Diversity and Democracy Project of the American Association of Colleges and Universities, that collaborative model will also be presented. In addition, faculty presenters will discuss their experiences with curriculum revision and with teaching multicultural material to diverse students.

Dr. Lisa Gonzalez, Assistant Professor of Applied Language and Mathematics, University of Massachusetts—Boston, Massachusetts (Co-Leader)

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

Mrs. Martha LaBare, Dean of Academic Affairs, Bloomfield College—Bloomfield, New Jersey (Co-Leader)

Dr. Thomas Slaughter, Professor of Philosophy, Bloomfield College—Bloomfield, New Jersey (Co-Leader)

Part II  
1:30–5:00 p.m.  
**LA MANSION HOTEL**  
Iberian East

### **MAJOR WORKSHOP 28**

#### **Developing a Diversity Training Program for Staff: Philosophy, Program Design, and Facilitation Skills**

(For workshop description, see page 27)

Part I  
1:30–5:00 p.m.  
**HILTON HOTEL**  
El Mirador

### **MAJOR WORKSHOP 32**

#### **White Women, Women of Color, and Multiracial Women: Dynamics and Strategies for Becoming Effective Allies**

(For workshop description, see page 31)

1:30–5:00 p.m.  
**PLAZA HOTEL**  
Room E

### **MAJOR WORKSHOP 36**

#### **Exploring and Improving Interracial Relations on Campus Through Social Action Theater**

Social Action Theater is a dynamic, highly interactive educational technique that requires limited financial resources. It uses scripted scenarios from racial/cultural conflict or misunderstanding re-enacted before a live audience, based on actual campus experiences, attitudes, or events as seen from a variety of perspectives. Each scenario shows unresolved conflict escalating to a point of crisis, where it is stopped by a moderator who facilitates dialogue between actors and audience members. This session will provide an overview of social action theater processes and rationale; ethical considerations in experiential teaching and learning; and specific processes and steps involved in issues identification, scenario development, and presentation preparation. The United We Learn Social Action Theater will engage participants in a live presentation, including dialogue between audience and actors after the scenario. Participants will have an opportunity to develop and present a scenario, to be followed by debriefing of scenario participants and audience. While this session is not intended to fully prepare participants to create a social action theater, it will provide experiential learning and initial resources to facilitate the transfer of social action theater concepts to participants' campuses.

Session will be repeated on  
Sunday, June 2  
1:00–5:00 p.m.

For a follow-up practical,  
see Practicum 1 on page 57

Mr. Seatwali Bakari, Interim Director, Multicultural Student Services, University of Wisconsin – La Crosse, Wisconsin (Co-Leader)  
Dr. Ruthann Benson, Director, University of Wisconsin-La Crosse Theatre, University of Wisconsin – La Crosse, Wisconsin (Co-Leader)  
Mr. Vance Johnson, Lead Worker, Custodial Maintenance, University of Wisconsin-La Crosse, Wisconsin (Co-Leader)  
Ms. Donna Kostenki, Training Coordinator, Human Resources and Diversity, University of Wisconsin – La Crosse, Wisconsin (Co-Leader)  
Dr. Jennifer B. Wilson, Associate Vice-Chancellor for Human Resources and Diversity, University of Wisconsin – La Crosse, Wisconsin (Co-Leader)

1:30–5:30 p.m.  
**LA MANSION HOTEL**  
Concepción

For a related workshop, see  
Major Workshop 25  
on page 25.

For a follow-up practicum,  
see Practicum 5  
on page 27.

1:30–5:30 p.m.  
**LA MANSION HOTEL**  
Veramendi

For a follow-up practicum,  
see Practicum 4 on page 23.

### **MAJOR WORKSHOP 37**

#### **Multicultural Conflict Resolution on Campus: A New Approach to Conflicts Involving Difference and Dominance**

Traditionally, conflict resolution techniques used in American higher education have been based on Anglo-Western cultural traditions, which at times have contributed to exacerbating relations and worsening the conflicts interveners have sought to resolve. This session will present a new model for understanding, analyzing, and resolving conflict. The model has at its core an examination of difference (diversity) and dominance (oppression). The presenter will examine ways in which issues of cultural difference, oppression, and social identity development influence how both disoutants and interveners view what a conflict is, who they turn to for assistance in managing conflict, and their goals and expectations for resolution. The workshop will offer a framework for understanding campus conflicts, as well as experiential opportunities to practice selected skills in multicultural conflict diagnosis, intervention, decision making, and mediation.

Ms. Leah Wing, Assistant Ombudsperson, University of Massachusetts – Amherst, Massachusetts (Workshop Leader)

**STUDENT LEADERSHIP INSTITUTE:** A series of eight sessions designed to provide student attendees with sessions that address some of the key issues challenging student leaders. Student participants may elect to attend any or all of the institute sessions and/or to attend other conference sessions of their choice. (For an overview of sessions comprising the Student Leadership Institute, see page 2.)

#### **THE ANGER SHOP—Reasons Behind the Action**

The anger that is generated through ignorance of people and beliefs different from our own can be channeled more productively when we become knowledgeable about what we are protecting and better understand the “buttons” that make us and others feel angry. This interactive workshop will guide students through a series of activities designed to develop an awareness of anger, the purposes it serves in our lives, and how to channel anger’s energy into positive, more productive forms. Session activities will help facilitate identification and understanding of the reasons for anger, how anger is stored, personal responsibility, and alternative ways to express anger. Students will be guided through a process demonstrating how they can more productively express their anger in difficult situations in ways that keep communications open and help to change attitudes among those different from themselves.

Ms. Jill Fathery, Assistant Director, Office of Job Training Programs, Tennessee Board of Regents—Nashville, Tennessee (Workshop Leader)



1:30-3:30 p.m.  
**HYATT REGENCY HOTEL**  
Guadalupe

**MULTIMEDIA TECHNOLOGY IN TEACHING SERIES:** A series of six workshops is designed to enhance the technology skills of faculty participants and to acquaint them with the potential of multimedia for transforming the multicultural classroom. Each session is designed to stand alone and will be limited to 70 participants, admitted on a first-come, first-served basis. (For an overview of sessions comprising the Multimedia Technology in Teaching Series, see page 21)

#### **Multimedia as a Means to Multicultural Success**

Participants will learn the basics of a Windows-based multimedia authoring software program through hands-on experience at computer workstations. Those new to this series of workshops will create a short classroom presentation or student tutorial with text, interactive navigation, and graphics that address the diversity present in a multicultural classroom or add ethnic perspectives to traditional curriculum. Participants with more technology experience will learn how to add audio, animation, and video to complete their multicultural presentations. This session will also demonstrate the equipment needed for digital photography, image scanning, 3D graphics, videotape capture, sophisticated animation, and inclusion of laser disc material to produce high-quality multimedia software that has intentional ethnic content and addresses the diversity of learning styles found in the multicultural classroom. Participants will receive a disk with examples of interactive, student-centered exercises that use multicultural content and issues to teach discipline-specific critical-thinking skills.

Ms. Leslie D. Edwards, Adjunct Faculty, Technical Communications Department, Metropolitan State College of Denver—Denver, Colorado (Workshop Leader)

2:00-4:00 p.m.  
**HYATT REGENCY HOTEL**  
Directors Room

#### **MAJOR WORKSHOP 38**

##### **Organizing a Prejudice Reduction Workshop on Campus**

This session is based on the assumption that session participants already have knowledge of the basic concepts and issues regarding prejudice and group conflict and will be directed toward persons who have never conducted a prejudice-reduction workshop, as well as experienced trainers. The presenter will cover problems of choosing topics; creating a workshop style; preparing handouts and demonstrations; dealing with internal conflicts; balancing the social, psychological, and structural; learning how to open and close; and getting people committed to post-workshop action. For novices, this will be an opportunity to view decisions about what gets discussed, as well as institutional problems associated with such workshops. For the more experienced, this will be an opportunity to observe the decision process and outcome of approaches used by session presenters. In addition, experienced trainers will be called upon to share their techniques and discuss their workshop styles.

Ms. Carole A. Clay, Assistant Vice President for Multicultural Student Life, Towson State University—Towson, Maryland (Co-Leader)

Dr. Howard J. Ehrlich, Director, The Prejudice Institute, Center for the Applied Study of Ethnobiology (successor to the National Institute Against Prejudice and Violence), Towson State University—Towson, Maryland (Co-Leader)

2:00-4:00 p.m.

#### **2-HOUR CONCURRENT SESSIONS**

2:00-4:00 p.m.  
**HYATT REGENCY HOTEL**  
Regency Ballroom East 2

##### **Personal Meets Political: Three Campus Programs That Stimulate Sociopolitical Consciousness and Development in Student Leaders**

###### ◆ Case Studies/Model Programs ◆

This session will present three model programs that develop the self and group understanding and skills required for students to be effective campus leaders. Programs to be discussed include: (1) a peer leadership program for Asian American students at

tufts University that serves as a training program for upper class peer leaders and a resource and support program for first-year students, (2) a student initiated video project at MIT that describes the experiences of students of color and is being used to reduce prejudice and increase understanding across ethnic differences, and (3) a mediation training project at MIT that includes diversity issues as a part of the initial training of new student and staff mediators. This session should particularly benefit conference attendees who are interested in developing and/or exchanging ideas about ongoing student programs that focus on diversity issues in leadership training and development.

Ms. Susan Allen, Dean of Student Development, Roxbury Community College—Roxbury Crossing, Massachusetts (Co-Leader)

Dr. Mary Meng Liang Ni, Assistant Dean, Residence and Campus Activities, Massachusetts Institute of Technology—Cambridge, Massachusetts (Co-Leader)

Ms. Linell E. Yagawa, Director, Asian American Center, Tufts University—Medford, Massachusetts (Co-Leader)

2:00–4:00 p.m.  
**PLAZA HOTEL**  
Room C

### **Diversity and Motivation: Culturally Responsive Teaching**

#### ◆ Curricular/Pedagogical Models ◆

This session presents a culturally responsive pedagogy that adheres to intrinsic theories of motivation and more adequately represents and serves students within and across cultures. Essential aspects of this approach are that it respects diversity; engages the motivation of all learners; creates a safe, inclusive, and respectful learning environment; derives teaching practices from principles that cross disciplines and cultures; and promotes social justice and equity. Participants will engage in an active learning format designed to show how these outcomes are actualized in a classroom with an integrated set of teaching norms, procedures, and structures and will explore field-tested ways to conceptualize and revise syllabi, lessons, and assessment practices consistent with a model of culturally responsive teaching. This session should particularly benefit curriculum planners, administrators, and faculty seeking comprehensive and pedagogically sound approaches for teaching diverse students in ways that consistently elicit student involvement.

Dr. Margery B. Ginsberg, Educational Researcher, RMC Research Corporation—Denver, Colorado (Co-Leader)

Dr. Raymond E. Whodowski, Educational Consultant—Boulder, Colorado (Co-Leader)

2:00–4:00 p.m.  
**PLAZA HOTEL**  
Room F

### **The Teaching of Peacemaking: A Developmental Approach**

#### ◆ Curricular/Pedagogical Models ◆

This workshop focuses on the teaching of peacemaking to foster intergroup harmony. Drawing upon motivation theory, racial identity theory, student development theory, historical perspectives, experiential projects, and intervention strategies, the workshop employs a developmental approach to teaching crisis intervention skills and stresses teaching students how to gather relevant data, assess the developmental stages of students/clients, and design an intervention that takes into consideration the readiness of those involved. The importance of the process of disequilibrium as a part of growth and development that must be experienced to be understood will be stressed, and the presenter will provide an overview of key course and workshop components for teaching peacemaking. This session should particularly benefit conference attendees who seek useful approaches to the development of concrete conflict intervention skills and those who are asked to make peace where there is conflict.

Ms. Cheryl L. Evans, Assistant Professor, College of Education, University of Evansville—Evansville, Indiana (Workshop Leader)

2:00-5:00 p.m.

### 3-HOUR CONCURRENT SESSIONS

2:00-5:00 p.m.

LA MANSION HOTEL

Espada

#### **Inoculation Against Discrimination: A Model for Developing Proactive Strategies for Managing Micro Aggressions and Accumulated "Isms"**

##### ◆ Curricular/Pedagogical Models ◆

This session focuses on an educational model that helps participants recognize and understand the impact of discrimination, build defenses against micro aggression and/or accumulated racism, and develop proactive strategies for managing discrimination. Based on strengths, stress reduction, behavior modification, and social skills development theory, the model integrates theoretical discussions, exercises, and replication issues and has been used as a trust-building workshop, as well as in broader curricula with student, client, and professional groups. Participants report effective use of model strategies in resolving past painful experiences, in developing techniques for preventing debilitating responses to discrimination, and in increasing the ability to respond proactively. Presenters will review the course curriculum, its theoretical/practical base, the rationale and applicability of content, potential learning problems, resolution strategies, and the integration of teaching and training techniques. This session should particularly benefit faculty, curriculum specialists, and administrators seeking models for promoting healthy responses to discrimination experienced in the university setting and in the personal and professional worlds of university graduates.

Dr. Laurene Y. Finley, Assistant Professor, Department of Psychiatry, Medical College of Pennsylvania and Hahnemann University, and Faculty Member, Multicultural Training and Research Institute, Temple University—Philadelphia, Pennsylvania (Co-Leader)

Ms. Cheri Avery Owen, Director, Multicultural Training and Research Institute, Temple University—Philadelphia, Pennsylvania (Co-Leader)

Ms. Anita Pernell Arnold, President, APAC, Inc., and Program Coordinator, Multicultural Training and Research Institute, Temple University—Philadelphia, Pennsylvania (Co-Leader)

2:00–5:00 p.m.  
**HYATT REGENCY HOTEL**  
Nueces & Frio

**STUDENT RECRUITMENT AND RETENTION PROGRAM ASSESSMENT SERIES:**  
An interactive skill s-building series of six workshops that targets campus program administrators and staff who seek to use assessment/evaluation tools systematically as a student-centered, self-diagnostic resource. As this series presents a progression of content that builds upon information from prior series sessions, each session is limited to those who have completed the antecedent, prerequisite sessions or who have equivalent knowledge and experience. (For series description and sequencing, see page 14.)

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**RECRUITMENT AND RETENTION ASSESSMENT SERIES, PART III:**

**Retention Programs Working Session 1**

This workshop provides an intensive assessment working session focusing on retention programs. Working in small groups, participants will use the model's insights and strategies gained in Part I of this series to organize and analyze their campus and to target program information. Productive collaboration and collective problem solving will be stressed, as participants design and refine their program assessment strategies, assisted by probing assessment questions and guidelines. This session will help participants envision how they expect program success to appear and to specify what evidence they must compile to convince reasonable persons among key stakeholders that their program's success claims are accurate. Participants will use assessment tools to define appropriate benchmarks against which the program will judge itself and by which the program wants to be evaluated by others—a particularly crucial survival resource in times of political retrenchment and fiscal austerity. Savvy program staff/administrators should be the first to know their assessment and program development blind spots and vulnerabilities, enabling them to make strategic and self-conscious decisions regarding future priorities and tradeoffs.

Dr. Hazel Symonette, Policy and Planning Analyst, Office of Multicultural Affairs, University of Wisconsin System Administration—Madison, Wisconsin (Workshop Leader)

Part 1  
2:00–5:00 p.m.  
**HYATT REGENCY HOTEL**  
Regency Ballroom Center

**MAJOR WORKSHOP 3**

**Building the Integrated Student Community**

(For workshop description, see page 6)

2:00–5:00 p.m.  
**HYATT REGENCY HOTEL**  
Regency Ballroom East 3

**MAJOR WORKSHOP 11**

**Developing African American Community Leadership:  
A “Town-Gown” Approach**

(For workshop description, see page 10)

Part 1  
2:00–5:00 p.m.  
**HYATT REGENCY HOTEL**  
Pecan

**MAJOR WORKSHOP 30**

**Multicultural Organizational Development: The Critical Role of Team Building  
and Alliance Building**

(For workshop description, see page 20)

2:00–5:00 p.m.  
**PIAZA HOTEL**  
Cavalier

Part III: 1  
Comparing, Evaluating, and  
Effective Assessment  
see page 37

2:00–5:00 p.m.  
**HILTON HOTEL**  
La Espada

2:00–5:00 p.m.  
**HYATT REGENCY HOTEL**  
Blanco

For a related workshop,  
see Major Workshop 16  
on page 12.

For a follow-up critical  
dialogue, see Critical  
Dialogue 1 on page 75.

### MAJOR WORKSHOP 34

#### **Part II: Toward the Development of a Campus Diversity Model—Merging Diversity with Teaching, Learning, Curriculum, and Student Retention**

This session represents the second half of a two-part workshop treating the development of a campus diversity model and is geared toward participants (1) who attended Part I (see page 32) and/or (2) who have a strong working knowledge of diversity issues and have engaged in diversity-related work on their campuses. Participants will examine the relationship among such issues as retention, diversity, and teaching effectiveness as we attempt to answer the following questions: What extrinsic and intrinsic incentives motivate faculty to buy into diversity? What options are available to us seek to transform the curriculum? What student outcomes should we expect from applying diversity to the academic arena? Participants will examine assessment instruments capable of helping institutions establish priorities and identify needs and will learn how to apply “Total Quality” tools to the assessment of diversity. In addition, the diversity of student learning styles and skills and their relationship to faculty teaching styles will be addressed. Workshop participants will be provided with limited workshop materials and will have an opportunity to purchase the *Handbook on the Formal Assessment of Diversity*.

Dr. James A. Anderson, Dean, Division of Undergraduate Studies, North Carolina State University—Raleigh, North Carolina (Workshop Leader)

### MAJOR WORKSHOP 39

#### **Controversial Speakers: A Special Case of Issues Management**

Controversial speakers can be very disruptive to a campus community. They typically bring about a significant clash of values, pitting freedom of speech against the need to create a safe and supportive campus environment for faculty, staff, and students. They often splinter the campus community into polarized camps for weeks or months at a time, inhibiting productive learning about the issues at hand. And they frequently invite media coverage that precipitates alumni concern and the attention of groups external to the campus. This session will examine one model for assessing and improving the approach to issues management around controversial speakers and will use examples and case studies to highlight how different issues management approaches can result in very different outcomes. Small-group exercises will allow participants to share current examples from their campuses and to explore how the handling of controversial speakers can be improved. This session will be most useful to participants who already bear some campus responsibility for responding to issues precipitated by the appearance of controversial speakers.

Dr. Grant M. Ingle, Director, Office of Human Relations, University of Massachusetts Amherst, Massachusetts (Workshop Leader)

### MAJOR WORKSHOP 40

#### **Helping Students from Privileged Groups Understand Their Self-Interest in Eliminating Oppression**

While individuals from marginalized groups are often better able to see how changing the status quo would be positive for them, those from dominant groups often see efforts at progressive social change as win-lose situations—in which they will lose. One approach for addressing this dilemma is to help students from advantaged groups see how they have been limited by oppression and why it is in their self-interest to foster social change. Reframing the way students conceptualize social change has the potential to decrease their defensiveness and enhance their commitment to equity and to becoming allies. This workshop will explore how people from privileged groups are

limited, and negatively affected by oppression and how they might benefit from fostering social change for greater equity. Participants will have an opportunity to reflect on their own experiences, and applications and limitations of using this approach in the classroom will be discussed.

Dr. Diane J. Goodman, Human Relations Consultant—Highland, New York (Workshop Leader)

2:00–5:00 p.m.  
PLAZA HOTEL  
Primavera

#### MAJOR WORKSHOP 41

##### **Practical Considerations and Steps in Implementing Coordinated Responses to Bias Incidents on Campus: A Model Program**

This session will outline a model of coordinated responses to bias incidents that involves campus law enforcement, as well as representatives from across the campus community. The model includes an immediate response for victims of bias incidents, as well as both short- and long-term follow-up for both victims and offenders. The model recognizes that victims of bias incidents include many members of the campus community, not only the individual(s) targeted in the incident. Carefully selected case studies will be employed, and strengths and weaknesses of each aspect of the model will be discussed.

Deputy Superintendent William Johnston, Boston Police Department—Boston, Massachusetts (Co-Leader)

Professor Jack McDuffin, Director of the Center for Criminal Justice Policy Research, Northeastern University—Boston, Massachusetts (Co-Leader)

2:00–5:00 p.m.  
PLAZA HOTEL  
Room B

#### MAJOR WORKSHOP 42

##### **Building a Multicultural Community and Promoting Cultural Awareness**

This workshop will address issues of assessing and building a multicultural climate and promoting cultural awareness. Key issues to be addressed include: What are the basic components of a multicultural community? How do we know if an institution is committed to these ideals? What are the do's and don'ts of multicultural community building? What are the pros and cons of initiatives that enlist the help of multicultural task forces, councils, and/or committees? What are the effects of transforming minority offices that once served primarily African American students into multicultural centers serving all ethnic groups? How do we become more inclusive of other campus minority groups, and how do we create models and mechanisms that include the entire campus community? Effective models in each of these areas will be shared, and strategies designed to promote a pluralistic curriculum as a critical component in building community awareness will be indicated.

Mr. Forrest A. Parker, Vice President for Multicultural Affairs, Mary Washington College, Fredericksburg, Virginia (Workshop Leader)

5:30–8:30 p.m.

Advance reservations for this event were required by May 24.

For bus departure information, check with the conference registration desk.

#### EDUCATIONAL/CULTURAL TOUR

##### **GUADALUPE CULTURAL ARTS CENTER TOUR**

The Guadalupe Cultural Arts Center is the premier Latino arts center in the Southwest. Its mission is to preserve, develop, present, and promote the arts and culture of Chicano/Latino and Native American peoples. Its programming is multidisciplinary and varied, including music, dance, theater, media, literature, and visual arts. The tour will include a stop at the Guadalupe Cultural Arts Center Annex to view works currently on exhibit, then on to the Guadalupe Cultural Arts Center for a buffet-style, catered Mexican dinner and a performance. The performance will include a group of youth accordion players playing music of the Southwest and a conjunto band playing conjunto

music, a happy boisterous music made especially for dancing, in which Spanish lyrics revolve around German accordion sounds and infectious rhythms provided by modern brasses and drums. *El Conjunto* emerged from the same meld of Mexican and German immigrants that coexisted in southern Texas in the early 20th century. Basic conjunto instruments include the accordion, the bajo sexto (a 12-string bass guitar), electric bass, and drums. The cost of this event is \$20 per person and includes dinner and transportation.

6:00–8:00 p.m.

See location information provided inside program packet

### **STROLLING RECEPTION AT THE SOUTHWEST CRAFT CENTER**

Enjoy strolling and visiting at the Southwest Craft Center, a five-acre, secluded oasis on the banks of the San Antonio River. Experience informal gardens, charming courtyards, and historic buildings that once served the Ursuline Academy and Convent. Listed on the National Register of Historic Places, the Southwest Craft Center is today a nationally recognized art center offering educational programs for children and adults, workshops, lectures, exhibitions, and performances.

**Note:** The Southwest Craft Center is within walking distance for most people—approximately 15 minutes away, like a good walk across campus. Location information is included in the conference program packet, and some of the walk is along the river on the riverwalk. Limited transportation by barge (20 minutes) will be available for those who are unable to make the walk. Reserve your barge space at the conference registration desk.

8:30–10:00 p.m.

**HYATT REGENCY HOTEL**  
**Blanco, Nueces & Frio,**  
**Live Oak, Pecan,**  
**& Directors Rooms**

### **INFORMAL MEETINGS—ETHNIC GROUP NETWORKING SESSIONS**

Five rooms are available for informal meetings to facilitate networking and discussion. Rooms may be scheduled through conference registration personnel and will be assigned on a first-come, first-served basis. An effort will be made to announce scheduled informal meetings at prior general sessions, and a notice will be posted on the bulletin board located in the conference registration area.

9:00 p.m.—midnight

**HYATT REGENCY HOTEL**  
**Regency Ballroom**

### **CONFERENCE OPENING DANCE**

Disc jockey service provided by Cutting Edge Entertainment

## SATURDAY, JUNE 1, 1996

7:00-8:30 a.m.

### CONTINENTAL BREAKFAST

8:30-10:15 a.m.

**HYATT REGENCY HOTEL**  
Regency Ballroom

For a Dialogue with  
Pedro A. Rodriguez,  
see page 51

### MORNING PLENARY SESSION



#### Keynote Address:

#### **"Arts and Culture in a Time of Cultural Cleansing"**

Pedro A. Rodriguez, Executive Director, Guadalupe Cultural Arts Center—the premier Latino arts center in the Southwest—San Antonio, Texas. Pedro Rodriguez earned his Master of Arts and Master of Fine Arts degrees from the University of Dallas in 1968 and 1970, respectively. Before returning to his native San Antonio in 1983 to assume the position of executive director of the Guadalupe Cultural Arts Center, Rodriguez served as manager for Cultural Arts

Programs in Austin, Texas. Rodriguez has taught art and art history at Texas A&I University in Kingsville, Texas; New Mexico Highlands University in Las Vegas, New Mexico, and Washington State University in Pullman, Washington, where he was a tenured associate professor of art and director of the Chicano Studies Program. He has also served as chair of the Division of Fine Arts for the Instituto Cultural Teneocmilan in Mexico City and, more recently, as a member of the Advisory Board of the Mexican Cultural Institute in San Antonio. As a practicing artist, Rodriguez has exhibited in numerous states, Mexico, and the Caribbean. He has served on peer review panels at the city, state, and national levels and has served on numerous committees and commissions throughout the United States, England, Mexico, and the Caribbean. Currently, Rodriguez serves on the board of directors of the National Association of Latino Arts and Culture, the Network of Cultural Centers of Color, and the Texas Association of American Cultures.

10:30 a.m.—6:00 p.m.

**HYATT REGENCY HOTEL**  
Rio Grande Ballroom

### EXHIBITOR SHOWCASE AND RESOURCE CENTER

(for schedule, see page 3)

10:10 a.m.—12:30 p.m.

### MAJOR WORKSHOP AND CONCURRENT WORKSHOP SESSIONS

10:10—11:45 a.m.

### 75-MINUTE CONCURRENT SESSIONS

10:30—11:45 a.m.

**HYATT REGENCY HOTEL**  
Directors Room

#### **The Hmong Undergraduate Experience at the University of Minnesota**

##### ◆ Research/Evaluation/Assessment ◆

This session discusses a study of Hmong undergraduate students who matriculated at the University of Minnesota during a 10-year period beginning in 1980 and who were affiliated with the Asian/Pacific American Learning Resource Center, a unit of the Office for Minority and Special Student Affairs. Data included information on enrollment, attrition, graduation, gender, college of entry, college of graduation, and choice of major. Results indicate low rates of enrollment and high rates of attrition for Hmong students and show substantial differences between Hmong students and other Asian American ethnic groups with regard to enrollment and attrition rates, choice of college, and choice of major. The presenter will provide an overview of study results, discuss how Hmong students may be negatively affected by the "model minority" myth, and will review such campus-specific issues as access, exclusion from special programs, and campus climate within the context of study findings. This session should particularly benefit conference attendees interested in issues facing Asian/Pacific American students pursuing higher education.



Ms. Vicki B. Berner, Assistant Director, Asian/Pacific American Learning Resource Center, University of Minnesota—Minneapolis, Minnesota (Workshop Leader)

10:30–11:15 a.m.  
**HILTON HOTEL**  
**La Espada**

### **New Beginnings: Addressing Diversity Issues with First-Year Students**

#### ◆ Interactive Training ◆

This session presents an interactive approach for addressing diversity issues with first-year students, based on the belief that the ability to understand differences better equips an individual to eliminate hurtful behaviors and insensitive attitudes and to create a personal vision of community. It will demonstrate an interactive exercise designed to assist participants in recognizing similarities as well as differences beyond skin color. Presenters will discuss individual and institutional effects of the exercise and its relationship to the institution's strategic plan. This session should particularly benefit persons who are responsible for diversity/cultural awareness education and communication on predominantly white campuses.

Mr. Edwin Austin Cowe I, Director for Multicultural Affairs, The College of William and Mary—Williamsburg, Virginia (Co-Leader)

Ms. Carol Sue Merrick, Study Skills Director, Office of Multicultural Affairs, The College of William and Mary—Williamsburg, Virginia (Co-Leader)

10:30–11:45 a.m.  
**PLAZA HOTEL**  
**Ballroom A**

### **Beyond Speech Codes: Preventing and Resolving Problems of Racial and Sexual Harassment When Issues of Free Speech Arise**

#### ◆ Policy Issues ◆

This session examines issues surrounding claims of racial and sexual harassment in cases in which First Amendment rights of freedom of speech are implicated, with a focus on the core educational interests that free speech and antidiscrimination principles serve. Discussion will center on the kinds of situations and issues college officials frequently face in classroom, dormitory, athletic playing field, student meeting, computer bulletin board, and other campus settings and will offer a framework of questions that should be addressed when resolving such cases consistent with federal antidiscrimination laws and First Amendment principles. A discussion of cases decided by the U.S. Department of Education's Office for Civil Rights and the federal courts—as well as situations settled by colleges and universities—will serve as a basis for recommendations regarding policy guidelines and model practices for shaping educationally and legally sound decisions about harassment policies and cases. This session should particularly benefit conference attendees who are responsible for devising and implementing antiharassment policies and addressing complaints of harassment on campus, including officials charged with ensuring that colleges and universities are in compliance with federal laws.

Mr. Arthur L. Coleman, Senior Policy Adviser to the Assistant Secretary for Civil Rights, U.S. Department of Education—Washington, D.C. (Workshop Leader)

10:30–11:45 a.m.  
**PLAZA HOTEL**  
**Ballroom B**

### **Racial and Ethnic Differences in the Effect of Family Background on Educational Attainment**

#### ◆ Research/Evaluation/Assessment ◆

This session summarizes research that employed regression models to quantify the effect of family background on three educational attainment outcomes: high school completion, college enrollment, and college completion. Data were drawn from High School and Beyond, a longitudinal study sponsored by the U.S. Department of Education's National Center for Education Statistics, and included data on family background, academic achievement in high school, school characteristics, and local labor market conditions. Large sample size and oversampling of African Americans and Hispanics permitted separate analyses by racial/ethnic groups. This session should particularly benefit those who seek to better understand how family background impacts the educational attainment of students of color.

Dr. Susan Williams McFroy, Assistant Professor of Economics and Public Policy, Carnegie Mellon University, Pittsburgh, Pennsylvania (Workshop Leader)

10:30-11:45 a.m.  
PLAZA HOTEL  
Ballroom C

### **Culture Wars--Census 2000 and Mixed-Race Identity: Can Academic Administrators Survive the Change?**

◆ Policy Issues ◆

"Culture wars," as some have characterized the conflict that has accompanied increased visibility of previously excluded ethnic, biracial, and mixed-race groups in higher education, are placing increased pressure on higher education administrators and faculty to find solutions to rising tensions. At the same time, the United States Census Bureau is working on reclassifying current racial identification terms for the 2000 Census to accommodate the concerns of biracial/multiethnic groups. This change will undoubtedly impact student recruitment, admissions, financial aid, race- and ethnic-specific scholarships, and staff/faculty recruitment and employment. This session will provide essential background and updated information on the Census Bureau's plans and the debate swirling around them, will sensitize administrators and faculty to areas most likely to be affected by any change, and will suggest policies to address the concerns of biracial and mixed-race faculty, staff, and students. It should particularly benefit administrators in affirmative action, diversity programming, student recruitment, financial aid, admissions, and scholarship areas, as well as staff and faculty recruiters and faculty, staff, and students of mixed racial heritage.

Dr. Marilyn D. Mentzer, Director of Affirmative Action, Northern Illinois University, DeKalb, Illinois (Workshop Leader)

10:30-11:45 a.m.  
PLAZA HOTEL  
Room E

### **A Study of Institutional Change in One Community College as It Encounters an Increasing Native American Student Population**

◆ Case Studies/Model Programs ◆

This session reports on findings from a qualitative study of dimensions of change as a community college adapts to a growing Native American student population. The study is based on a sample of administrators, faculty, and American Indian students at Tulsa Junior Community College, Oklahoma's largest community college and the only one operating as a full-trad campus system. Data collection and analysis attempted to answer the following questions: (1) What are the dimensions of change (materials, approaches, beliefs) that accompany an institution's response to an increase in Native American enrollment? (2) What are the interrelationships among these dimensions? (3) In what ways do these dimensions and interrelationships confirm or expand Fullan's theory of organizational change? This session should particularly benefit conference attendees who seek a deeper understanding of dimensions of change as related to increased Native American student participation in higher education.

Ms. Molly E. Fowler, Doctoral Candidate, Educational Administration and Higher Education, and Graduate Assistant, Graduate College, Oklahoma State University, Stillwater, Oklahoma (Workshop Leader)

10:30-11:45 a.m.  
PLAZA HOTEL  
Room D

### **The Student Institute on Diversity: A Campus-Based Initiative**

◆ Case Studies/Model Programs ◆

For more than three years, Old Dominion University's Student Institute on Diversity—a model for dialoguing about diversity-related issues in a nonconfrontational forum—has presented campus diversity programs and events in a manner that is engaging, informative, and educational. Funded for two years by a Human Relations Grant from the State Council of Higher Education of Virginia, this institute is now a part of regular programming through the office of Multicultural Student Services. The presenter will explore the success of this campus-based initiative, as well as difficulties encountered in its creation. This workshop should particularly benefit those who are responsible for multicultural and diversity-related programs and/or those who seek innovative ways to restructure existing models.

Ms. Carolee Adele Cooke, Director of Multicultural Student Services, Old Dominion University—Norfolk, Virginia (Workshop Leader)

10:30–11:15 a.m.  
**LA MANSION HOTEL**  
Iberian West

### **Career Development of African American Male Adolescents with Holland Social Personality Type**

#### ◆ Research/Evaluation/Assessment ◆

This session discusses results of a study of the career aspirations, expectations, and beliefs of African American male adolescents, undertaken to investigate the career development of African American males and their disproportionately low numbers in social occupations—75 percent of which involve the teaching profession. Study results indicate significant differences by race and social personality types with respect to career beliefs but not with respect to career aspirations and expectations. The presenter will review the literature, summarize study findings and the theoretical model, and discuss implications for higher education. This session should particularly benefit conference attendees who are interested in the career development of African American males, as well as those who are concerned about the disproportionately low numbers of African American males entering careers in the social occupations.

Dr. Davies E. Bellamy, Assistant Professor, School of Education, University of Evansville—Evansville, Indiana (Workshop Leader)

10:30–11:45 a.m.  
**HYATT REGENCY HOTEL**  
Chula Vista Board Room

### **Developing and Sustaining Crossfunctional Diversity Training in Academic and Student Affairs**

#### ◆ Case Studies/Model Programs ◆

This session describes two train-the-trainer programs at the University of Toledo: U-T's Campus of Difference Program and the American Language Institute's Conversation Partner Training Program. The Campus of Difference Program is a two-year campuswide initiative implemented to provide an understanding of diversity concerns; explore racial and cultural diversity issues on campus; develop a campus climate supportive of multicultural and multirethnic learning; and assist the institution's colleges, faculty, staff, and students in addressing differences. The American Language Institute's Conversation Partner Training Program provides extensive cross-cultural training for American students working as conversation partners with international students learning English. While this program's primary focus is international cultures, a secondary focus emphasizes diversity in the United States. Presenters will discuss the evolution of each program, institutional commitment and needs, program models, the train-the-trainers' format and support system, challenges, funding, and evaluation. This session should particularly benefit those from predominantly white campuses who seek prejudice reduction and cultural awareness programs with American and international foci.

Ms. Cristina E. Córdoba, Conversation Partner Coordinator, International Services, The University of Toledo—Toledo, Ohio (Co-Leader)

Ms. Ardena M. Jones Terry, Assistant to the Vice-President for Student Affairs, The University of Toledo—Toledo, Ohio (Co-Leader)

10:30 a.m.—noon

### **90-MINUTE CONCURRENT SESSIONS**

10:30 a.m.—noon  
**HYATT REGENCY HOTEL**  
Live Oak

### **Building Bridges: How to Organize and Implement a Regional Student Conference to Promote Student-Initiated Change and Create a Networking Base**

#### ◆ Case Studies/Model Programs ◆

This session will describe the process and format for implementing a student-led student conference designed to promote student-initiated change and develop a regional networking base. Four students who organized and participated in the Building Bridges Conference at Gustavus Adolphus College in March 1996 will discuss organizational steps and obstacles encountered in organizing a conference designed to bring together students from the midwest region to discuss cultural diversity issues and develop a

continuing network capable of being utilized as a resource. Presenters will discuss how the conference has served as a resource and springboard for student-initiated change on the small, predominantly white campuses that most conference attendees represented. This session should particularly benefit those who seek to bring fellow students together in a statewide or regional format to expand their networking capabilities and create student-initiated change.

Ms. Heather A. Duggan, Undergraduate Student, Art Education, Gustavus Adolphus College—St. Peter, Minnesota (Co-Leader)

Ms. Carrie Huskey, Undergraduate Student, Elementary Education, Gustavus Adolphus College—St. Peter, Minnesota (Co-Leader)

Ms. Kristine E. Morrell, Undergraduate Student, Criminal Justice and Accounting, Gustavus Adolphus College—St. Peter, Minnesota (Co-Leader)

Mr. Jonathan P. Swanson, Undergraduate Student, Secondary Education, Gustavus Adolphus College—St. Peter, Minnesota (Co-Leader)

10:30 a.m.—noon  
HYATT REGENCY HOTEL  
Llano & Pecos

### **When the Rainbow Is Not Enough: Successful Strategies for Minority Recruitment, Retention, and Campus Climate**

#### ◆ Case Studies/Model Programs ◆

This session will highlight recent initiatives at the University of Pittsburgh to address issues of minority recruitment, retention, and campus climate. Participants will learn about the design and implementation of new strategies for recruiting minority students: the university's Council on Minority Support Services, an umbrella organization that brings into one forum representatives of all retention and support services efforts directed toward minority students; a multifaceted mentor program titled iOCOS; and a 1995 Campus Climate Survey that has served as a basis for positive change. This session should particularly benefit university staff and administrators who are responsible for recruitment and retention programs, as well as those who seek to have a positive effect on the campus experience of minority students at predominantly white institutions.

Dr. Barbara Evans, Assistant Dean of Student Academic Services, Graduate School of Public Health, University of Pittsburgh—Pittsburgh, Pennsylvania (Co-Leader)

Mr. Linwood N. Harris, Assistant Director, Office of Admissions and Financial Aid, University of Pittsburgh—Pittsburgh, Pennsylvania (Co-Leader)

Ms. Donna L. Walker, Assistant Director, Office of New Student Programs, University of Pittsburgh—Pittsburgh, Pennsylvania (Co-Leader)

10:30 a.m.—noon  
HILTON HOTEL  
El Mirador

### **Ujammah-Yachad: A Blueprint for Building Better Racial and Ethnic Relations on Campus**

#### ◆ Theoretical Models ◆

Balkanization, tribalism, fragmentation, and self-segregation are just a few of the characterizations currently used to describe race relations on college campuses. Are we returning to a deplorable past, stuck in a win-lose race-relations rut, or on the verge of a human relations breakthrough? This session will describe a model for moving beyond coexistence toward interdependent racial and ethnic relations on campus. Presenters will highlight underlying principles involved in assessing campus racial and ethnic relations, discuss the dynamics of individual- and group-identity development, and describe the experience of the Ujammah-Yachad student organization's efforts to improve African American-Jewish relations and revitalize relationships or African American-Jewish cooperation and support that existed in the past. This session should particularly benefit those who are involved in formulating and implementing diversity policies and programs for students and staff.

Ms. Leah Gordon, Undergraduate Student, History, Brown University—Providence, Rhode Island (Co-Leader)

Mr. Samuel Ramirez, Director, Equal Employment Opportunity/Affirmative Action, Brown University—Providence, Rhode Island (Co-Leader)

Ms. Jennifer R. Saerling, Undergraduate Student, Judaic Studies, Brown University—Providence, Rhode Island (Co-Leader)

Ms. Erica Taylor, Undergraduate Student, Afro American Studies, Brown University—Providence, Rhode Island (Co-Leader)

10:30 a.m.—noon  
PLAZA HOTEL  
Cavalier

### **Students of Color in Psychology: Issues in the Development of an Ethnic Minority Student Mentoring Program**

#### ◆ Case Studies/Model Programs ◆

This session describes the development and implementation of an ethnic minority student mentorship program in the Department of Psychology at the University of South Dakota. The program focuses on the recruitment and retention of students of color and addresses the needs, experiences, and professional development of both undergraduate and graduate psychology students. Presenters will discuss the program's rationale, highlight key challenges, and indicate student and faculty reactions. This session should particularly benefit those who are currently involved in or are considering implementing ethnic minority student mentorship programs at their institutions.

Ms. Patricia Hart, Graduate Student Mentor, Students of Color in Psychology Program, Department of Psychology, University of South Dakota—Vermillion, South Dakota (Co-Leader)

Ms. Lubna Sonjee, Graduate Student, Clinical Psychology, University of South Dakota—Vermillion, South Dakota (Co-Leader)

Mr. Sean Stephens, Undergraduate Student, Psychology and Sociology, University of South Dakota—Vermillion, South Dakota (Co-Leader)

Dr. Elizabeth A. Kold Bazenore, Assistant Professor and Faculty Mentor, Department of Psychology, University of South Dakota—Vermillion, South Dakota (Co-Leader)

10:30 a.m.—noon  
PLAZA HOTEL  
Primavera

### **A Culturally Centered Model of Curriculum and Pedagogy for Future Teachers of Color: Changing Perspectives, Opening Doors**

#### ◆ Case Studies/Model Programs ◆

This session describes a culturally centered model of curriculum and pedagogy for students of color who have career interests in teaching and educational research capable of informing their teaching practices within the context of growing diversity. Based on an ongoing study of a summer research institute titled *Opening Doors*, this session will explore how the organizational and academic structures of this model balance affirmation of personal culture with the requirements and demands of graduate study in education. Presenters will share key components of the model: examine the central role of educators' personal and cultural knowledge of diverse populations in program planning and implementation; highlight the necessity of curriculum and pedagogical approaches that are critical, political, and culturally relevant to students of color; and describe *Opening Doors* activities. This session should particularly benefit those who work in schools of education and those who are involved in university diversity programs and seek to learn about culturally centered programming and mentoring practices, as well as the development and implementation of successful programs for recruiting, retaining, and supporting students of color in graduate programs.

Dr. Cynthia B. Dillard, Assistant Dean, Diversity and Outreach, and Assistant Professor, Department of Educational Theory and Practice, The Ohio State University—Columbus, Ohio (Co-Leader)

Dr. Robert M. Ransom, Associate Director, Diversity and Outreach, and Adjunct Assistant Professor, College of Education, The Ohio State University—Columbus, Ohio (Co-Leader)

10:30 a.m. - noon  
**PLAZA HOTEL**  
Room B

### **The Pain of Diversity Change: A Case Study of Individual and Institutional Surgery**

#### ◆ Case Studies/Model Programs ◆

A panel will examine the extents of the confusion, ambiguity, frustration, pain, risk taking, and conflict that occur when a large, complex, urban institution begins to alter its climate and culture to accommodate the changes necessary to implement diversity management. Panelists will discuss the impact of change on the curriculum, special interest groups, institutional climate, and the power structure, chronicling the painful and challenging movement through diversity change and providing encouraging insights into change as a critical tool for diversity renewal. This session should provide valuable insights to both those who are in the early stages of addressing diversity and those who are currently experiencing the painful transition that marks their movement to another level of institutional stability.

Dr. Douglas Cawley, Professor and Chair, Department of Reading, Metropolitan State College—Denver, Colorado (Co-Leader)

Dr. Wilton Fomon, Associate Professor of Chemistry, Metropolitan State College—Denver, Colorado (Co-Leader)

Mr. Vernon Haley, Vice President of Student Services, Metropolitan State College—Denver, Colorado (Co-Leader)

Dr. Karen Krupar, Assistant Professor of Speech, Metropolitan State College—Denver, Colorado (Co-Leader)

10:30 a.m. - noon  
**LA MANSION HOTEL**  
Concepción

### **What Do We Do with All You White Folks: A Person of Color's Perspective**

#### ◆ Interactive Learning ◆

This workshop will explore becoming and being a positive and productive white ally in the process of developing truly pluralistic campus communities. Participants will address obstacles and barriers toward racial equality on campus and will engage in experiential and interactive learning around issues and tools necessary for developing effective white allyship in the struggle toward creating strong campus communities. Topics to be explored include racism, white privilege, internalized oppression, obstacles for allies, healthy white allyship, white identity and culture, and tools for change. This session should particularly benefit those who are interested in developing meaningful and equally supportive social, cultural, and political alliances between whites and persons of color.

Ms. Patty Cheng, Graduate Student, Higher Education Administration, Stanford University—Stanford, California (Co-Leader)

Mr. Leonard D. Perry, Associate Dean of Student Life, Brown University—Providence, Rhode Island (Co-Leader)

10:30 a.m. - noon  
**LA MANSION HOTEL**  
Espada

### **The Minority Affairs Office: Where Will It Be in the 21st Century?**

#### ◆ Theoretical Models ◆

This session will assess impacts of the current national debate regarding affirmative action and other diversity initiatives, budget cutbacks of minority programs, and demographic changes projected for the 21st century on the future of the minority affairs office. Minority affairs professionals will be provided with practical suggestions on how to strengthen their offices to create a viable and visible presence that is tightly woven into the institutional fabric, and how to defend their mission and purpose well into the 21st century. Suggestions in such areas as the use of assessment instruments, campus resources, marketing and networking strategies, staff development initiatives, and campuswide support will be offered. This session should particularly benefit conference attendees who direct or work in minority affairs offices.

Mr. Kevin R. Carrothers, Director, Department of Multicultural Services, Texas A & M University—College Station, Texas (Workshop Leader)

10:30 a.m.–noon  
LA MANSION HOTEL  
Veramendi

### **Coalition Building Among Schools, Government, and Community: Designing a Structure and Process**

#### ◆ Case Studies/Model Programs ◆

This session describes successful coalition building strategies used by Beyond Stereotypes: Doing It Together, an organization that brings together representatives from public and private schools, law enforcement, county and municipal agencies, community volunteers, the business sector, and the media to create and develop specific community projects designed to reduce prejudice and encourage participants to become ambassadors of racial harmony. The presenter will discuss the organization's structure, illustrate the leadership role of a university department in bringing together diverse community groups, and highlight projects completed during the organization's first two years, including a multicultural training camp for high school sophomores and juniors, the construction of a wall of harmony in a county park, and a countywide harmony project at Thanksgiving. This interactive session will highlight lessons learned in such areas as mobilizing the community, obtaining funding, focusing projects, and providing support systems for possible project expansion and will offer suggestions on overcoming obstacles and challenges. It should particularly benefit those who seek to forge stronger partnerships between the campus and surrounding communities that may be challenged by efforts to improve intergroup relations.

Dr. Leo S. Thome, Director of Multicultural Affairs, Fairleigh Dickinson University—  
Teaneck, New Jersey (Workshop Leader)

10:30 a.m.–noon  
LA MANSION HOTEL  
Iberian East

### **A Faculty Development Effort to Expand the Contexts for Exploring Diversity: Computers, Writing, and General Education**

#### ◆ Curricular/Pedagogical Models ◆

How does a higher education institution extend and deepen its commitment to multicultural education after implementing a general education requirement in prejudice and discrimination? This session will describe a two-year faculty development project under the auspices of a grant from the American Association of Colleges and Universities to link diversity classes in general education with classes in English composition. Faculty were trained in content areas as well as in the development of pedagogical techniques—including computer-based instruction and use of the Internet resulting in the enhanced teaching of writing across the curriculum and an increased number of diversity courses. Presenters will describe the process by which 26 faculty members from a range of disciplines have either revised courses or developed new classes and how collaborative exchange among teachers was facilitated. Measures of linked course effects on both faculty and students will also be indicated. This session should particularly benefit conference attendees who are interested in cross-disciplinary linkages, engaged in planning faculty development work, or concerned about how computer resources can be used to enhance diversity training.

Dr. Lawrence R. Ashley, Associate Professor of Philosophy, State University of  
New York—Corland, New York (Co-Leader)

Dr. Kathryn Russell, Associate Professor of Philosophy, State University of New York  
Corland, New York (Co-Leader)

10:30 a.m.–noon  
HYATT REGENCY HOTEL  
Nueces & Frio

### **The Teepee Incidents at the University of Oklahoma: 1994 to 1996**

#### ◆ Case Studies/Model Programs ◆

This session will analyze the highly publicized teepee incidents that took place on the University of Oklahoma campus in 1994 and 1996 and will provide an opportunity for dialogue and critique of these two events. During March 1994, several students affiliated with the school's Greek community were accused of disrupting a teepee as it stood in commemoration of Native American Awareness Week. The second incident, which occurred in March 1996, involved a similar group of students who admitted stealing a teepee from the university campus. Presenters will compare and contrast these acts of racial harassment and violations of the student code of conduct and will examine the

administrative actions taken, the campus disciplinary processes applied, the media's involvement, university leadership, and the efforts to heal race relations on campus. The President's Office, the Office of Student Affairs, the Department of Public Safety, the Affirmative Action Office, Student Support Services, and the University's Judicial System were each involved, and members of these offices will serve as panelists. This session should particularly benefit conference attendees who are interested in positive corrective action taken by university administrators in response to racial incidents at the collegiate level.

Mr. Don Bradley, Graduate Assistant to the Vice President of Student Affairs and Instructor, African and African American Studies, The University of Oklahoma—Norman, Oklahoma (Co-Leader)

Mr. Melvin C. Ha L. Esquerr, Rogerst, The University of Oklahoma—Norman, Oklahoma, and Partner, Almy, Neal, Turper, Orbison & Lewis—Oklahoma City, Oklahoma (Co-Leader)

Mr. Nicholas S. Hatnaway, Executive Assistant to the President, The University of Oklahoma—Norman, Oklahoma (Co-Leader)

Mr. Jerry E. Jensen, University Equal Opportunity and Affirmative Action Officer, The University of Oklahoma—Norman, Oklahoma (Co-Leader)

Mr. Joseph K. Lester, Director, Department of Public Safety, The University of Oklahoma—Norman, Oklahoma (Co-Leader)

Ms. Hull Osmani, Student, College of Law, The University of Oklahoma—Norman, Oklahoma (Co-Leader)

10:30 a.m. - 12:30 p.m.  
**HYATT REGENCY HOTEL**  
Chula Vista

#### **MAJOR WORKSHOP 43**

##### **Staying in the Fray: How Do We Continue Doing Antiracism Work?**

For many of us who have been actively involved in the struggle against racism for decades, the question is not whether we continue, but how. Obviously, the involvement in antiracism work is different for persons from different racial/ethnic groups, but for all, the emotional toll is high. A panel of individuals who have a long involvement in antiracism work will talk about how they have maintained their commitment, how they attempt to keep their souls nourished, and what tactics and strategies they have used to survive physical and emotional exhaustion and/or burnout.

Mr. Dan Bunch, Director of the Learning to Learn Program, Boston College—Chestnut Hill, Massachusetts (Co-Leader)

Dr. Howard J. Ehrlich, Director, The Prejudice Institute, Center for the Applied Study of Ethnoviolence (successor to the National Institute Against Prejudice and Violence), Towson State University—Towson, Maryland (Co-Leader)

Dr. Frances E. Kendall, Consultant on Organizational Change Specializing in Issues of Diversity—Albany, California (Co-Leader)

Mr. Larry Garza Medina, Assistant Director, Student Support Services, The University of Oklahoma—Norman, Oklahoma; and Project Coordinator, U.S. Federal Emergency Management Agency, Project Heartland; Latino Community Development Agency—Oklahoma City, Oklahoma (Co-Leader)

Dr. Roselle L. Wilson, Vice President for Student Affairs, Rutgers University—New Brunswick, New Jersey (Co-Leader)



11:00 a.m.—noon  
HYATT REGENCY HOTEL  
Pecan

## SPECIAL FEATURE

**Dialogue with Pedro A. Rodriguez**

11:15–3:15 p.m.

**MAJOR WORKSHOP, CONCURRENT WORKSHOP, CRITICAL DIALOGUE,  
AND PRACTICUM SESSIONS**

1:15–2:30 p.m.

**75-MINUTE CONCURRENT SESSIONS**

1:15–2:30 p.m.  
HYATT REGENCY HOTEL  
Llano & Pecos

**Easier Said Than Done: Recruitment and Retention of Faculty of Color**

◆ Policy Issues ◆

This session focuses on efforts of selected private and public colleges and universities to diversify their faculty. Emphasis will be placed on the attempt by William Paterson College of New Jersey in accordance with a five-year mandate from the Board of Trustees to double and triple the institution's number of African American and Hispanic faculty of color, respectively. Presenters—including the president of the college and a member of its Board of Trustees—will discuss obstacles, challenges, and outcomes of the process. Other presenters representing both public and private institutions will discuss assumptions held regarding recruitment and retention of faculty of color and successful strategies used at their institutions to attract and retain these faculty. This session should particularly benefit faculty, department chairs, deans, and senior administrators seeking consultation on how to implement successful faculty diversification initiatives.

Ms. Joanna E. Boley-Lee, Director of Affirmative Action, Bates College—Leviston, Maine (Co-Leader)

Ms. Robbie L. Cagnina, Director of Affirmative Action, William Paterson College of New Jersey—Wayne, New Jersey (Co-Leader)

Dr. Henry A. Gardner, Assistant Vice President, Academic Affairs, William Paterson College of New Jersey—Wayne, New Jersey (Co-Leader)

Dr. Henry Johnson Pruitt, Member of the Board of Trustees, William Paterson College of New Jersey—Wayne, New Jersey (Co-Leader)

Dr. Arnold Spert, President, William Paterson College of New Jersey—Wayne, New Jersey (Co-Leader)

Ms. Carrie L. Spell, Assistant Vice President, Finance and Administration, East Stroud University—East Stroudsburg, Pennsylvania (Co-Leader)

1:15–2:30 p.m.  
HYATT REGENCY HOTEL  
Blanco

**Reimagining America: Reconceptualizing Core Curriculum in Higher Education**

◆ Curricular/Pedagogical Models ◆

In the last several decades we have witnessed the institutionalization of ethnic studies programs, the adoption of multicultural course requirements, and the gradual acceptance of ethnic studies scholarship into the canon. It is not uncommon to look at an English or history department's offerings and see upper-division courses on subjects like African American literature, Chicano/a history, and/or Native American poetry. However, the core offerings and introductory classes remain largely unchanged. This session will examine and assess presenters' experiences in redesigning and teaching an introductory class in American studies in an effort to provide a model and strategies for those who seek to reconceptualize curriculum and pedagogy for survey courses and large lecture classes in their areas of study. This session should particularly benefit those who are interested in multicultural pedagogy and in designing or rethinking core curriculum about the United States.

Ms. Alexandra E. Marchevsky, Graduate Student Instructor, Program in American Culture, The University of Michigan—Ann Arbor, Michigan (Co-Leader)

Ms. Jeanne Frances Theonaris, Graduate Student Instructor, Program in American Culture, The University of Michigan—Ann Arbor, Michigan (Co-Leader)

1:15–2:30 p.m.  
**HILTON HOTEL**  
LI Mirador

### **Access to Higher Education: What Is Government's Role**

#### ◆ Policy Issues ◆

This session will examine how access and quality issues are defined by government policies and how these policies shift with the political landscape. Of particular importance is the privilege versus entitlement debate concerning higher education access. State and federal policies will be highlighted as related to emerging definitions of accessibility and quality. The intent of this session is to (1) examine emerging trends in governmental policies that affect access to higher education; (2) provide insight into the significance of civil rights and financial aid to the federal role in promoting accessibility; (3) explore specific accessibility issues faced by universities that serve predominantly minority student populations; and (4) discuss the special circumstances of state universities as they respond to emerging state higher education policies. This session should particularly benefit conference attendees who deal with admissions, financial aid, and student affairs.

Mr. Pedro González, Assistant Dean of the Graduate School, State University of New York—Stony Brook, New York (Co-Leader)

Dr. Betty N. James, Assistant Commissioner, Office of Access and Equity, Texas Higher Education Coordinating Board—Austin, Texas (Co-Leader)

Ms. Jacqueline Davis Obwegere, Assistant Vice Chancellor for Diversity and Affirmative Action, State University of New York System Office—Albany, New York (Co-Leader)

1:15–2:30 p.m.  
**PLAZA HOTEL**  
Room E

### **Service Learning and Community Service as Pedagogical Methods for Studying Racism and Race Relations**

#### ◆ Curricular/Pedagogical Models ◆

Service learning and community service programs can offer students opportunities to learn about racism and race relations in the communities in which they engage in service. This session will highlight several service learning programs and courses at the University of Connecticut that challenge students to come to grips with racism in the lives of the people with whom they interact. Session leaders will use the critical dialogue format to engage participants in a discussion of comparable programs at their institutions and ways these programs meet the dual purposes of service learning and education about racism. This session should particularly benefit those who are currently involved in service learning and other experiential education programs, as well as those who are considering instituting such programs.

Ms. Mary Alice Neubeck, Field Work Coordinator and Lecturer in Family Studies, University of Connecticut—Storrs, Connecticut (Co-Leader)

Dr. Louise Simmons, Director, Urban Semester Program, University of Connecticut—Hartford, Connecticut (Co-Leader)

1:15–2:30 p.m.  
**LA MANSION HOTEL**  
Concepción

### **Effective Methods for Getting Students to See Themselves in a Multicultural Context: An Intra-reflective View**

#### ◆ Curricular/Pedagogical Models ◆

This session focuses on the evaluation of approaches used at three predominantly white midwestern institutions to enable students to see themselves in a multiethnic context. These programs—a Learning to Talk About Race retreat at the University of Notre Dame, a Psychology of Race course at Northern Kentucky University, and an African American Cultural Experience course at Columbia College—were designed to introduce students to the concept of living in a global community and to prepare them to work in the corporate arena. Workshop participants will have an opportunity to participate in exercises that investigate the source of students' racial perceptions and interactions, explore the process students use to digest issues of gender, class, and/or their own racial identity; identify the use and abuse of power; and generate solutions for racial/gender problems. This session should particularly benefit those who are involved in developing and/or enhancing a multiethnic curriculum.

Ms. Sheila V. Baldwin, Professor, African American Studies, Columbia College—Chicago, Illinois (Co-Leader)  
Ms. Iris L. Outlaw, Director, Office of Multiethnic Student Affairs, University of Notre Dame—Notre Dame, Indiana (Co-Leader)  
Dr. Harriette Richard, Assistant Professor of Psychology, Northern Kentucky University—Highland Heights, Kentucky (Co-Leader)

1:15-2:30 p.m.  
**LA MANSION HOTEL**  
Espada

### **Measuring the Perceptual Impact of a Multicultural Teaching Practicum on the Interpersonal Competency of Student Teachers**

#### ◆ Research/Evaluation/Assessment ◆

This session treats a cooperative venture between two University of Nebraska departments and Father Fanagan High School (Boys Town) to provide a practicum experience for student teachers in secondary education, designed to enhance their ability to relate effectively to diverse individuals and groups. This six-day experience in a 90 percent minority student setting matches student teacher with practitioner and provides opportunities to observe teaching procedures, student interaction, and professional dialogue. Pre- and post-test quantitative and qualitative assessments provide rich insight into affective learning outcomes of participating student teachers, with follow-up assessments of all participants two years later to measure longitudinal effects. The presenter will provide an overview of the practicum experience and will discuss longitudinal assessment and outcomes, including longitudinal effects. This session should particularly benefit those who are interested in the social change dynamics that occur when individuals experience cultural diversity.

Dr. Lloyd C. Bell, Associate Professor, Agricultural Leadership, Education and Communication, University of Nebraska—Lincoln, Nebraska (Workshop Leader)

1:15-2:30 p.m.  
**LA MANSION HOTEL**  
Veramendi

### **Diversity and Access: Leading the Way Quietly**

#### ◆ Case Studies/Model Programs ◆

A panel will discuss a range of campus equity issues, highlighting the leadership role at the presidential level. Topics to be covered include minority enrollment and program completion, campus environment, employment and promotion, involvement of the college in the minority community, representation on boards and committees, and both vendor and student participation. Presenters will describe innovative initiatives and successes in each of these areas that led to their institution's designation by the Association of Community College Trustees as the 1993 recipient of the Charles Kennedy Equity Award recognizing exemplary commitment to making programs, jobs, and purchasing dollars available to minorities. This session should particularly benefit those who seek to expand their institutions' equity and diversity programs for students, employees, and vendors.

Mr. Rufus Jefferson, Jr., Campus Dean of Student Affairs, Florida Community College—Jacksonville, Florida (Co-Leader)

Dr. Edgar C. Napier, Interim College President, Florida Community College—Jacksonville, Florida (Co-Leader)

Dr. Brenna R. Simmons, Campus Dean of Instruction, Florida Community College—Jacksonville, Florida (Co-Leader)

Mr. Lawrence I. Snell, Director of Purchasing and Stores, Florida Community College—Jacksonville, Florida (Co-Leader)

1:15–2:45 p.m.

## 90-MINUTE CONCURRENT SESSIONS

1:15–2:45 p.m.  
**HILTON HOTEL**  
La Esplanada

### **Considering Differences Between Student Success and Successful Universities Serving Minority Students: Challenges, Inquiries, and Questions**

#### ◆ Case Studies/Model Programs ◆

Through review of extant literature and case study of a large university, this session explores minority student retention strategies that consider both institutional- and student-level perspectives on successful college attendance. Strengths and limitations of various models will be discussed in relation to theoretical viewpoints for evaluating levels of success. Further essential resources and mechanisms needed to refine promising minority student recruitment and retention practices will be considered using an innovative model that examines the match between institutional and student-oriented interventions. This model builds upon features with real-world applicability as an assessment and profiling tool easily modified and transported to other settings. This session should particularly benefit administrators and policy makers, student affairs personnel, and faculty who participate in the development and implementation of programs that promote student success, retention, and campus quality-of-life issues.

Dr. Shirley A. Biggs, Associate Professor of Reading Education and Director of Affirmative Action, University of Pittsburgh—Pittsburgh, Pennsylvania (Co-Leader)  
Dr. Santos Torres, Jr., Associate Professor and Chair, School of Social Work Certificate Program, University of Pittsburgh—Pittsburgh, Pennsylvania (Co-Leader)  
Dr. Nancy D. Washington, Assistant to the Chancellor and Associate Professor of Psychology, University of Pittsburgh—Pittsburgh, Pennsylvania (Co-Leader)

1:15–2:45 p.m.  
**LA MANSION HOTEL**  
Iberian East

### **Value and Organizational Differences Between Historically Black and White Greek Organizations: Toward Greater Understanding and Cooperation**

#### ◆ Research/Evaluation/Assessment ◆

This session discusses results of a quantitative and qualitative study of fraternity and sorority members concerning the values and organizational cultures of traditionally black and white Greek organizations at the University of Oklahoma. Information was gathered on members' values concerning parental and peer independence, social responsibility, volunteerism, study habits, religion, and multicultural awareness, as well as in the areas of organizational norms, practices, and philosophies. Presenters will discuss study methodology and results, which reveal important differences between the two groups with regard to several aspects of their values, organizational norms, and practices and will suggest ways their work might be used to facilitate greater understanding and cooperation across the two groups. This session should particularly benefit persons involved in Greek affairs, as well as those interested in cultural diversity, organizational culture, and intergroup relations.

Mr. Charlton D. Mellwain, Graduate Student and Teaching Assistant, Department of Human Relations, The University of Oklahoma—Norman, Oklahoma (Co-Leader)  
Ms. Robin Stroud, Graduate Student, Department of Human Relations, and Graduate Assistant, University Housing, The University of Oklahoma—Norman, Oklahoma (Co-Leader)

1:15–2:45 p.m.  
**PLAZA HOTEL**  
Ballroom A

### **A Diversity Model for Community College Curricular and Faculty Development**

#### ◆ Curricular/Pedagogical Models ◆

This session describes an ongoing curricular and faculty development project begun at Rock and Community College in 1992 that has resulted in the introduction of a required interdisciplinary course titled *P pluralism and Diversity in America*, the design of more than 10 alternative courses, and the implementation of intensive training activities that have involved more than 45 faculty. Four presenters who have been engaged in planning, teaching, and assessment will trace the history of this transformation, reviewing successes and travails, discussing course content, and describing faculty development activities. Course outlines, lists of suggested readings and videotapes, and

descriptions of appropriate classroom activities will be available. This session should particularly benefit those who are interested in multicultural curriculum development, whether from the perspective of specific course design, infusion into the general education program, and/or faculty development.

Dr. Beverly B. Brown, Professor of Anthropology and Chair of Social and Behavioral Sciences, Rockland Community College—Suffern, New York (Co-Leader)

Mr. Eugenio Espinosa, Assistant Professor of Art, Rockland Community College—Suffern, New York (Co-Leader)

Ms. Karen McGovern, Assistant Professor of English, Rockland Community College—Suffern, New York (Co-Leader)

Mr. Alfred E. Prettyman, Assistant Professor of Pluralism and Diversity, Rockland Community College—Suffern, New York (Co-Leader)

1:15–2:45 p.m.  
PLAZA HOTEL  
Primavera

### **Recruitment and Retention Success at a Major Research Division I Institution: Obstacles and Challenges**

#### ◆ Long- and Short-Range Planning ◆

This session focuses on recruitment and retention success of a five-year institutional diversity plan for increased participation by underrepresented groups at the University of Missouri—Columbia. The presenter will describe key components of the plan, related policy issues, departmental cooperation, and institutional commitment. Obstacles and challenges will be highlighted, and success to date—as evidenced in an approximately 200 percent increase in the number of culturally diverse students during each of the plan's first two years—will be discussed. This session should particularly benefit those who work in admissions, academic affairs, financial aid, student affairs, minority affairs, and related areas.

Dr. Richard K. Enyard, Assistant to the Vice Provost for Minority Affairs and Faculty Development, University of Missouri—Columbia, Missouri (Workshop Leader)

3:15–2:45 p.m.  
PLAZA HOTEL  
Room B

### **Meritocracy or Affirmative Action? An Examination of Teacher Education Students' Resistance to Multicultural Education Classes**

#### ◆ Curricular/Pedagogical Models ◆

This session will examine beliefs and attitudes that create resistance to multiculturalism as an educational "idea". A multicultural team of presenters, including an African American female, an American Indian female, a white female, and a white male, will present findings from their interdisciplinary, multicultural course designed to prepare cross-culturally competent teachers for 21st century classrooms. They will share qualitative results from focus groups, surveys, and individual interviews to indicate varying levels of resistance to multicultural education and will assist participants in exploring effective methods for responding to the types of resistance to multicultural education that occur in university classrooms in virtually every field of study. This session should particularly benefit those who teach multicultural classes or make policy decisions at the institutional level regarding these classes.

Dr. Dan Cockrell, Assistant Professor, Educational Leadership and Policy Analysis, University of Missouri—Columbia, Missouri (Co-Leader)

Dr. Karen S. Cockrell, Assistant Professor, Educational Leadership and Policy Analysis, University of Missouri—Columbia, Missouri (Co-Leader)

Dr. Julie N. Middleton, Assistant Professor, Educational Leadership and Policy Analysis, and Assistant to the Dean, College of Education, University of Missouri—Columbia, Missouri (Co-Leader)

Dr. Peggy Placier, Assistant Professor, Educational Leadership and Policy Analysis, University of Missouri—Columbia, Missouri (Co-Leader)

1:15-2:45 p.m.  
**PLAZA HOTEL**  
Room C

### **Strategies for Making Diversity Planning a Community-Building Experience**

#### **◆ Long- and Short-Range Planning ◆**

A successful diversity planning initiative is best developed by a collaborative team that is representative of the diversity in the institution and must be both multifaceted and institutionalized as part of an overall transformation process. Two important features of the diversity planning process will be examined more closely: (1) the challenges and opportunities inherent in changing demographics and (2) the capacity of an institution to use key change vehicles—people, work tasks, structures, policies, systems, practices, and organizational cultures—to achieve objectives of the planning process. This session should particularly benefit those who are responsible for or seek to play a role in the development and implementation of campuswide diversity plans at predominantly white institutions.

Dr. Cornel N. Mactor, Assistant Vice President for Institutional Diversity, Central Michigan University—Mt. Pleasant, Michigan (Workshop Leader)

1:15-3:15 p.m.  
**HYATT REGENCY HOTEL**  
Live Oak

### **MAJOR WORKSHOP 44**

### **Ethnic Studies Programs in a Changing Political Climate: Strategies for Adaptation**

Recent action by California regents and political rhetoric against affirmative action programs raise concerns for the future of academic programs focused on specific cultural groups. This challenge comes at a time when American higher education—particularly public higher education—must operate with shrinking resources and in a climate of growing anti-intellectualism. At the University of Oklahoma, a relatively new Native American studies undergraduate degree program is being developed with the above concerns in mind. This presentation will focus on ways ethnic studies programs must strive to be responsive to both student needs and changing political currents. Using the presenter's experience at both the University of California at Berkeley and the University of Oklahoma, the workshop will focus on implications of federal policies and political climate for culturally specific programs and will present strategies to strengthen such programs.

Dr. Clara Sue Kidwell, Director of Native American Studies, The University of Oklahoma—Norman, Oklahoma (Workshop Leader)

1:15-3:15 p.m.  
**HYATT REGENCY HOTEL**  
Pecan

### **MAJOR WORKSHOP 45**

### **Understanding Asian/Pacific American Issues in American Higher Education and Responding Effectively**

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. While this workshop will assist those unfamiliar with issues of the Asian/Pacific student community, it is intended to go beyond an introduction to more in-depth analysis and discussion of effective response strategies.

Dr. Evelyn Hu-DeHart, Professor of History and Director, Center for Studies of Ethnicity and Race in America, University of Colorado—Boulder, Colorado (Workshop Leader)

1:15–3:15 p.m.  
**HYATT REGENCY HOTEL**  
Nueces & Erin

**STUDENT LEADERSHIP INSTITUTE:** A series of eight sessions designed to provide student attendees with sessions that address some of the key issues challenging student leaders. Student participants may elect to attend any or all of the institute sessions and/or to attend other conference sessions of their choice. (For an overview of sessions comprising the Student Leadership Institute, see page 2.)

### **Finding Joy in the Struggle**

This workshop is designed to address taking care of ourselves as activists and leaders. We will explore tools and methods that keep us feeling empowered, including finding allies, acknowledging victories, finding methods for keeping hope, looking at how we treat each other, and building support systems. We will also discuss what it means to become more critically conscious and how this—in itself—is a victory to acknowledge. The session is intended to be an interactive experience, so please come willing to share your insights into the joy of the struggle.

Ms. Diane Benscoter, President, Oregon Coalition for Inclusive Campuses, and Training Coordinator, Department of Affirmative Action, Oregon Health Sciences University—Portland, Oregon (Co-Leader)

Mr. Michael Dumas, Oregon Coalition for Inclusive Campuses Board Member and Coordinator for Multicultural Programs, Reed College—Portland, Oregon (Co-Leader)

Ms. Edna K. Gehring, Oregon Coalition for Inclusive Campuses Board Member and Director of Multicultural Services and Wellness Education, Pacific University—Forest Grove, Oregon (Co-Leader)

1:15–3:15 p.m.

### **CRITICAL DIALOGUE SESSIONS**

Critical Dialogue sessions are designed to provide genuine opportunities for dialogue and exchange and to take topic discussions to the next, more advanced, level. These sessions will be facilitated by persons with expertise and experience in each topic area. Facilitators 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.

#### ***Critical Dialogue 1***

### **Approaches and Methods That Support Culturally Based Leadership Training**

This session will provide an opportunity to discuss various approaches and methods designed to support culturally based leadership training. Discussion will focus on the training of leaders for the African American community and their allies.

Mr. Leonard D. Perry, Associate Dean of Student Life, Brown University—Providence, Rhode Island (Facilitator)

1:15–3:15 p.m.  
**HYATT REGENCY HOTEL**  
Directors Room

For a related workshop,  
see Major Workshop 11  
on page 10.

1:15–3:15 p.m.

### **PRACTICUM SESSIONS**

Practicum sessions are designed to provide further hands-on opportunities to develop tools, skills, and selected end products.

#### ***Practicum 1***

### **Points to Ponder, Questions to Answer Before Setting Up Social Action Theater on Your Campus**

This session is designed to help participants determine their readiness to start a social action theater on their campuses and to facilitate their efforts, should they choose to create such a theater group. Pressing questions, details of organization/operation, and ethical considerations will each be discussed, and audience interaction will be encouraged.

1:15–3:15 p.m.  
**LA MANSION HOTEL**  
Iberian West

For a related workshop,  
see Major Workshop 36  
on page 33.

Mr. Smtwali Bakari, Interim Director, Multicultural Student Services, University of Wisconsin—La Crosse, Wisconsin (Co-Facilitator)  
 Dr. Ruthann Benson, Director, University of Wisconsin-La Crosse Theatre, University of Wisconsin—La Crosse, Wisconsin (Co-Facilitator)  
 Mr. Vance Johnson, Lead Worker, Custodial Maintenance, University of Wisconsin—La Crosse, Wisconsin (Co-Facilitator)  
 Ms. Donna Kostecki, Training Coordinator, Human Resources and Diversity, University of Wisconsin—La Crosse, Wisconsin (Co-Facilitator)  
 Dr. Jennifer B. Wilson, Associate Vice-Chancellor for Human Resources and Diversity, University of Wisconsin—La Crosse, Wisconsin (Co-Facilitator)

1:15–3:15 p.m.

## 2-HOUR CONCURRENT SESSIONS

1:15–3:15 p.m.  
**HYATT REGENCY HOTEL**  
**Chula Vista Board Room**

### **Changing the Education Pipeline: Enhancing Professional Development Through Graduate School**

#### ◆ Interactive Training ◆

This workshop offers a combination of exercises, techniques, insights, and practical strategies concentrated on assisting individuals from traditionally underrepresented backgrounds become competitive graduate school applicants. Participants will be provided experiential opportunities for developing a winning personal essay for the graduate school application process. The session will also provide encouragement, motivation, and critical information required to successfully pursue a post-baccalaureate education, along with important strategies and information needed for survival after admittance to a graduate program. Active participation in this experiential, interactive workshop is required, and it is anticipated that participants will have a working first draft of their personal statements by the end of the session. This workshop should particularly benefit conference attendees who are considering career opportunities that might require advanced degrees and/or who have a curiosity about the graduate school application process, as well as those who work with students who have potential interests in pursuing graduate education.

Dr. Mary Lee Vance, Director, Education Student Services, College of Education, Iowa State University—Ames, Iowa (Workshop Leader)

1:15–3:15 p.m.  
**PLAZA HOTEL**  
**Cavalier**

### **Understanding and Responding to the Needs of Hispanic Students: A 21st-Century Challenge**

#### ◆ Case Studies/Model Programs ◆

This session highlights two successful model programs that address the needs of Hispanic students: the Hispanic Program for Educational Advancement and the Learning to Lead Program, whose primary purposes are to increase Hispanic student higher education access, retention, and academic success and to develop and enhance Hispanic students' leadership skills. Presenters will describe major components of collaborative programs between Western Illinois University—a four-year university—and Black Hawk College—a two-year community college—and their local communities. Successes and challenges will be indicated, and the applicability of these model academic support programs to other institutional settings and other underserved populations will be explored. This session should particularly benefit those who seek to better understand the needs of the Hispanic students in higher education and/or those who are interested in developing and implementing programs designed to meet the needs of Hispanic students on their campuses.



Ms. Edith Azer, Academic Adviser, Hispanic Program, Western Illinois University—Regional Center—Moline, Illinois (Co-Leader)

Ms. Carol Fimmen, Director, Cross-Cultural Educational Programs, Western Illinois University—Maconah, Illinois (Co-Leader)

Ms. Cristina Greene, Counseling Department Chair, Black Hawk College—Moline, Illinois (Co-Leader)

Ms. Marisa Rivera Albert, Coordinator, Cross-Cultural Educational Programs, Western Illinois University Regional Center—Moline, Illinois (Co-Leader)

1:15–3:15 p.m.  
PLAZA HOTEL  
Ballroom C

### **Using Surveys of Undergraduates to Monitor Racial/Ethnic Harassment and Anti-Semitism**

#### ◆ Research/Evaluation/Assessment ◆

This session discusses the utility, methodology, and results of two telephone surveys conducted regularly at UMass-Amherst to assess the campus climate for particular student populations. One survey is administered to samples of African American, Latina/Latino, Asian American, and white (non-Hispanic) undergraduates and focuses on their experiences with racial and ethnic harassment; the other queries samples of Jewish and non-Jewish students about their experiences with anti-Semitism. Both surveys are commissioned by the university's Office of Human Relations and are conducted by a well-established, telephone polling operation located within the Student Affairs Division. Presenters will detail methodologies used to conduct these studies and will share results of the Racial and Ethnic Harassment Survey, conducted in spring 1996, and the Anti-Semitism Survey, conducted in fall 1994. This session should particularly benefit those who seek economical and efficient investigations of campus climate, as well as those who are interested in substantive results of the surveys.

Dr. Grant M. Ingle, Director, Office of Human Relations, University of Massachusetts—Amherst, Massachusetts (Co-Leader)

Ms. Elizabeth A. Williams, Acting Assistant Director, Student Affairs Research, Information and Systems, University of Massachusetts—Amherst, Massachusetts (Co-Leader)

1:15–3:15 p.m.  
HYATT REGENCY HOTEL  
Chula Vista

### **Effective Diversity Training in the Work Place: Applications for Higher Education**

#### ◆ Research/Evaluation/Assessment ◆

This session reports on the effectiveness of a yearlong experiential diversity training program designed for 900 Federal Aviation Administration managers and supervisors and explores program applications to higher education environments. Training utilized real and contrived situations, role-playing exercises, simulations, instrumentation, and video tapes with discussions appropriate to the FAA's work place. Evaluation assessed effectiveness in meeting training objectives, before and after effects, curricular components, facilities, impact of activities, facilitators, and applicability. Presenters will describe the training model, activities, and evaluation results and will suggest ways this training design might be applied to higher education settings. This session should particularly benefit conference attendees seeking an experiential training model with proven results.

Dr. Lee Morris, Director, Education and Aerospace Programs, College of Continuing Education, The University of Oklahoma—Norman, Oklahoma (Co-Leader)

Dr. James R. Rosmer, Director, Continuing Medical Education, The University of Oklahoma Health Sciences Center—Oklahoma City, Oklahoma (Co-Leader)

Dr. David L. Tan, Assistant Professor, Adult and Higher Education, Department of Educational Leadership and Policy Studies, The University of Oklahoma—Norman, Oklahoma (Co-Leader)

1:15-3:15 p.m.  
PLAZA HOTEL  
Room F

### A Campus of Difference

#### ◆ Interactive Training ◆

This session presents A CAMPUS OF DIFFERENCE, a national education and diversity training workshop designed to explore the importance of understanding across cultures for the college community. Interactive in design—utilizing experiential exercises that promote concepts of inclusion, respect for cultural diversity, and acceptance of cultural differences—the program focuses on multiple “isms” and does not establish a hierarchy—indicating one “ism” is more insidious than another. Facilitated by a culturally diverse team of trainers, this workshop is designed to allow participants to examine their own and other cultures, examine their own biases and the impact of bias, increase their self-awareness, and foster understanding across cultures.

Mr. Val Monroe Bero, Director of Personnel, Florida International University—Miami, Florida (Co-Leader)

Ms. Lucille Gionet, Director of Marketing, A World of Difference Institute, Anti-Detamation League of B'nai B'rith—New York, New York (Co-Leader)

3:30-5:00 p.m.  
HYATT REGENCY HOTEL  
Regency Ballroom

For a dialogue with  
Chief Wilma Mankiller,  
see page 61

### AFTERNOON PLENARY SESSION



#### Keynote Address:

#### “Native American Perspectives on Diversity”

Chief Wilma Mankiller—The Cherokee Nation, Deputy Principal Chief of the Cherokee Nation from 1983 to 1985 and Principal Chief from December 1985 through August 1995. Mankiller is the first woman to have been elected to these positions, winning her most recent re-election with 83 percent of the vote. It is said that the seed for Chief Mankiller's work on Native American rights issues was planted in 1957, when she and her family were relocated from

their home in rural Adair County, Oklahoma, to San Francisco by the Bureau of Indian Affairs. While in the Bay Area, Mankiller was active in the community, working as director of a Native American Youth Center, volunteering on the Pit River Tribe's land reclamation project, and serving as co-founder of an alternative school for Native American children. In 1977, she returned to her ancestral home in Oklahoma to work for the Cherokee Nation. During her terms as Deputy Chief and Principal Chief, Mankiller led a team that dramatically increased the revenue, services, and stature of the Cherokee Nation. She is particularly proud of the development of a comprehensive health care system. Mankiller has received numerous awards including induction into the Oklahoma Women's Hall of Fame (1986), the Distinguished Leadership Award of the Harvard Foundation (1986), the Woman of the Year Award from *Ms. Magazine* (1987), the Indian Health Service Award of the U.S. Public Health Service (1989), induction into the International Women's Forum Hall of Fame (1992), induction into the National Women's Hall of Fame (1993), the National American Association of University Women Achievement Award (1993), and the Humanitarian Award of the National Conference of Christians and Jews (1994). In 1995, she was inducted into the San Francisco State University Hall of Fame and the Oklahoma Hall of Fame, and she was chosen as one of 50 great Americans by *Who's Who*, along with Colin Powell and Jimmy Carter. Awarded a Chubb Fellowship from Timothy Dwight College at Yale University, also in 1995, Mankiller served as a Montgomery Fellow Visiting Professor at Dartmouth College during the winter term of 1996. She has received numerous honorary doctorates; has written *Mankiller: A Chief and Her People* (St. Martin's Press, 1983); and is currently co-editing the *Reader's Companion to the History of Women in the United States*, to be published by Houghton-Mifflin in the fall of 1996. Alice Walker has said of her, “Wilma Mankiller is someone I feel I've known in this lifetime and many lifetimes before. I recognize in her the greatest beauty, dignity, and truthfulness. An honesty that embraces. A candor that heals. A radical love for people and an empathy with the earth.”

6:00–6:30 p.m.  
**HYATT REGENCY HOTEL**  
Pecan

### SPECIAL FEATURE

#### Dialogue with Chief Wilma P. Mankiller

7:30–10:00 p.m.

See location information  
provided inside program  
packet

#### DINNER AT LA VILLITA

Just a stone's throw away from the hustle and bustle of the Riverwalk, come and enjoy dinner and good company at La Villita, site of San Antonio's first settlement. Many of the galleries and boutiques along La Villita's cobblestone walkways will be open for your browsing and shopping pleasure.

**Note:** La Villita is approximately 50 yards beyond the front door of the Hilton Hotel. Location information is included in the conference program packet. Limited transportation by trolley will be available for those who are unable to make the walk. Reserve your trolley space at the conference registration desk.

## SUNDAY, JUNE 2, 1996

8:30 a.m.–5:00 p.m.

#### MAJOR WORKSHOP, CONCURRENT WORKSHOP, CRITICAL DIALOGUE, AND PRACTICUM SESSIONS

**Note:** The size of some major workshops will be limited to facilitate essential interaction and processing of workshop content. All major workshops with size limits of less than 50 participants will be offered twice. There is no advance sign up for limited size workshops. Interested persons will be admitted to these workshops on a first come, first served basis.

8:30–11:30 a.m.

#### 3-HOUR CONCURRENT SESSIONS

8:30–11:30 a.m.  
**PLAZA HOTEL**  
Ballroom A

#### Gender and Culture: An Analysis of Cross-Gender/Cross-Cultural and Same-Gender/Cross-Cultural Communication Breakdowns

##### ◆ Theoretical Models ◆

This session presents *Gender and Culture*, a program that identifies ways in which both cross-gender and same-gender communication are often influenced by cultural and social factors. The goal of the program is to enhance adult-to-adult communication by providing a clear understanding of issues involved in cross-cultural, cross-gender communication. Participants will view and discuss scenarios that illustrate intracultural and cross-cultural gender communication patterns. Some questions to be addressed include: Is the women's movement supporting issues of women of color? Do some cultures promote more egalitarian gender communication than others? Do different styles of communication lead to confusion around what constitutes sexual harassment? This session should particularly benefit individuals who work in an environment where there is diversity of both gender and culture and where work teams may require cross-gender/cross-cultural and same-gender/cross-cultural communications.

Dr. Thomas Kochman, President, Kochman Communication Consultants—Oakpark, Illinois (Co-Leader)

Ms. Jean Mavrelis, President, Jean Mavrelis & Associates—Oakpark, Illinois (Co-Leader);  
Ms. Margaret Sprague, Equal Employment Opportunity and Affirmative Action Officer,  
Pima County Community College District—Tucson, Arizona (Co-Leader)

Part I  
8:30 a.m.—noon  
**LA MANSION HOTEL**  
Concepción

Part II continues  
1:30—5:00 p.m.

9:00 a.m.—noon  
**HILTON HOTEL**  
El Mirador

Part I  
9:00 a.m.—noon  
**HYATT REGENCY HOTEL**  
Directors Room

Part II continues  
1:30—4:30 p.m.

9:00 a.m.—noon  
**HYATT REGENCY HOTEL**  
Regency Ballroom East 1 & 2

For a related workshop, see  
Major Workshop 17  
on page 11.

For a follow-up critical  
dialogue, see *Critical  
Dialogue 2* on page 102.

9:00 a.m.—noon  
**HYATT REGENCY HOTEL**  
Live Oak

### MAJOR WORKSHOP 28

#### **Developing a Diversity Training Program for Staff: Philosophy, Program Design, and Facilitation Skills**

(For workshop description, see page 37.)

### MAJOR WORKSHOP 13

#### **Experiential Techniques for Teaching About Issues of Diversity and Oppression**

(For workshop description, see page 12.)

### MAJOR WORKSHOP 17

#### **Beyond Black or White: An Institute for African Americans and Latina/os**

(For workshop description, see page 12.)

### MAJOR WORKSHOP 46

#### **Humpty Dumpty Did Not Fall—She Was Pushed: Strategic Survival in the Academy**

Most of us have assumed from the children's nursery rhyme that Humpty Dumpty was a man and that he fell from the wall. Suppose for a moment that Humpty was a woman...Ms. Dumpty did not fall from the wall—she was pushed. And once that happened, who was it that came to her aid? In this interactive workshop we will discuss this alternate scenario and will continue the dialogue about power, privilege, and collusive behavior begun by those attending the 1993 conference session, "Claiming and Carrying Your Own Baggage." We will take this dialogue to the level of strategic survival, examining how long-term survival involves more than chance and how survival through denial, collusion, and inessential sitting is detrimental to others. The workshop will address the dynamics of preparation, power, and praise, including how women and men can learn to support each other across color lines. Participants will begin work on a strategic planning process they can take with them and continue to work on after the conference.

Ms. Mary L. O'Neal, Director of Human Resources, University of North Florida—  
Jacksonville, Florida (Co-Leader)

Dr. Winston E. Thompson, Assistant Provost for Academic Affairs and Research,  
Connecticut State University Board of Trustees—New Britain, Connecticut (Co-Leader)

### MAJOR WORKSHOP 47

#### **Assessing Campus Climate for Its Capacity to Include Multiracial Students**

This highly interactive session is based on an assessment model that will assist participants in identifying specific ways their campuses can create a more inclusive environment for multiracial students. The assessment addresses three main areas: individual attitudes, campus norms and values, and institutional policies and practices. Participants will evaluate (1) how their attitudes and assumptions about people with

multiracial heritages may affect their work with students, (2) specific ways race and multiracial issues are manifest in the formal and informal culture of their campuses, and (3) the extent to which multiracial students are included in specific campus procedures and policies. Strategies for developing policies and programs that are more inclusive of multiracial students will be presented. Discussion will also address selected philosophical questions, including what constitutes race and racial identity, a racial identity and racial group membership chosen or assigned, and to what extent should institutional systems change to accommodate multiracial people.

Dr. Charmaine L. Wijeyesinghe, National Program Consultant, The National Conference (formerly The National Conference of Christians and Jews)—New York, New York (Workshop Leader)

Part I  
9:00 a.m.—noon  
**LA MANSION HOTEL**  
Iberian East

#### MAJOR WORKSHOP 48

##### **Students of Color and Bridge-Building Work: Pain, Resistance, and Emergence**

This daylong session will attempt to identify a variety of reasons why some students of color are skeptical about or even reject bridge-building work with whites. It will utilize personal illustrations, identity theory, case studies, and theory and methodology from the National Coalition Building Institute's (NCBI) Prejudice Reduction Workshop model to examine various components of oppression and intragroup and intergroup polarization. Presenters will explore ways persons of color internalize racism and how these internalized messages serve to block intragroup and intergroup alliance building. Through a variety of NCBI Prejudice Reduction Workshop exercises, presenters will demonstrate how individuals can recognize their internalized oppression and achieve their own healing while fighting for the liberation of other groups in the same workshop setting. Participants should leave the workshop with new insights and tools that can be used to encourage the participation of students of color in bridge building efforts.

Ms. Stacy Bailey Robinson, Coordinator of College Activities, Barnard College, Columbia University—New York, New York (Co-Leader)

Ms. Raigan Welters, National Associate for Young People, National Coalition Building Institute, and Undergraduate Student, Sarah Lawrence College—Bronxville, New York (Co-Leader)

9:00 a.m.—noon  
**HYATT REGENCY HOTEL**  
Hano & Pecos

#### MAJOR WORKSHOP 50

##### **Strategies for Connecting Diversity Efforts and Quality Initiatives**

A growing number of staff and administrators responsible for implementing campus diversity efforts find themselves in direct competition with quality initiatives such as Continuous Quality Improvement (CQI). This session will explore potential connections between campus diversity efforts and quality initiatives and will examine how diversity initiatives can be enhanced by utilizing approaches common to quality initiatives and vice versa. Special emphasis will be placed on creative strategies for integrating these two areas and how such strategies might be applied to unique situations on participants' campuses. This session should particularly benefit administrators and staff who are involved with initiatives in diversity and/or performance quality areas and who are concerned about the integration of the two.

Dr. Grant M. Ingle, Director, Office of Human Relations, University of Massachusetts Amherst, Massachusetts (Workshop Leader)

9:00 a.m.–1:00 p.m.  
**HYATT REGENCY HOTEL**  
Chula Vista

### MAJOR WORKSHOP 51

#### **Strategies for Institutional Change in an Era of Backlash**

In an era of backlash, the prospects of institutional change take on new complications. Now more than ever, we must be sophisticated and creative agents of change. This workshop will focus on a broad range of strategies for bringing about institutional change in both colleges and universities that are moving forward and those where the commitment to diversity appears to be waning. Within this strategic context, participants will be assisted in exploring ways to create a shared vision of the institution so that responsibility for the change process is shared by many rather than by an exhausted few. We will also examine options as participants re-enter their campus environments following the conference and will discuss building collaborative efforts to help ensure changes made will have a broad base of support.

Dr. Frances F. Kendall, Consultant on Organizational Change Specializing in Issues of Diversity - Albany, California (Workshop Leader)

10:00 a.m.–noon  
**HYATT REGENCY HOTEL**  
Pecan

### MAJOR WORKSHOP 20

#### **Diversity and the University Research Enterprise**

(for workshop description, see page 16)

10:00 a.m.–noon

### 2-HOUR CONCURRENT SESSIONS

10:00 a.m.–noon  
**LA MANSION HOTEL**  
Vercamendi

#### **Crossing Boundaries by Learning and Teaching Cultural Diversity**

##### ◆ Curricular/Pedagogical Models ◆

This session describes the process and results of two undergraduate classes that used liberation theory—which espouses a belief in complementary holism and empowerment—as a foundation for exploring multifaceted aspects of race, class, gender, sexual orientation, regionalism, religious/spiritual beliefs, and physical/mental abilities. The courses were taught from an African American feminist perspective and pedagogical stance, centralizing the experiences of disenfranchised populations through experiential exercises, films, small-group discussion, and oral readings on the perspectives/realities of disenfranchised people. This session should particularly benefit conference attendees who struggle with building multicultural arenas that respect and nurture the individual in the process.

Dr. B. L. Bryson, Assistant Professor, Social Work Department, East Tennessee State University—Johnson City, Tennessee (Co-Leader)

Ms. Carolyn B. Gilliam, Undergraduate Student, Social Work Department, East Tennessee State University—Johnson City, Tennessee (Co-Leader)

Mr. John Mars, Undergraduate Student, Social Work Department, East Tennessee State University—Johnson City, Tennessee (Co-Leader)

Dr. Claudia Lawrence-Weiss, Assistant Professor, Social Work Department, East Tennessee State University—Johnson City, Tennessee (Co-Leader)

Mr. Rodney L. Rakustraw, Undergraduate Student, Social Work Department, East Tennessee State University—Johnson City, Tennessee (Co-Leader)

Ms. Kerna L. Walker, Undergraduate Student, Social Work Department—East Tennessee State University—Johnson City, Tennessee (Co-Leader)

10:00 a.m.—1:00 p.m.  
**PLAZA HOTEL**  
Cavalier

For a follow-up critical dialogue, see Critical Dialogue 13 on page 103

## MAJOR WORKSHOP 52

### Ongoing and Changing Issues of Affirmative Action

This workshop will attempt to contextualize affirmative action policy within a variety of historical settings in order to demonstrate ways that debate on the policy has changed over time. It will also explore ways that articulation of support for the policy has changed in response to the backlash against the civil rights movement. The problem of language, unexamined presuppositions, and what has been referred to as "discursive deracialization" in racial discourse will be explored. The workshop will also explore the social construction of race and will attempt to broaden the discourse by addressing issues of class and gender alongside the traditional association of affirmative action and race. Some comparative analyses will be drawn using the British examples of "positive action" and "positive discrimination."

Dr. Carlton Long, Assistant Professor, Department of Political Science, Columbia University—New York, New York (Workshop Leader)

10:30 a.m.—noon

## 90-MINUTE CONCURRENT SESSIONS

10:30 a.m.—noon  
**HYATT REGENCY HOTEL**  
Regency Ballroom West

### Mending the Multicultural Fabric: The Process of Post-Crisis Response at Rutgers University

#### ◆ Case Studies/Model Programs ◆

In 1995, Rutgers University received national press attention when University President Francis L. Lawrence made a misstatement about genetics and academic ability. Lawrence's statement about African American and Latino students' performance on the S.A.T. was released to the press in February and ignited protests on campuses in New Brunswick, Camden, and Newark. This session will use Rutgers' post-crisis response as a case study for evaluating the process of mending the multicultural community of a college or university. Presenters will examine tensions that surfaced as a result of this incident, indicate the process of response, critically evaluate the success of efforts one year after the crisis, and assist attendees in developing successful strategies for restoring a campus community. Information on an intensive four-month study and informal behind-the-scenes strategies to assist and support key student leaders and faculty members will also be provided. This session should particularly benefit conference attendees who are responsible for multicultural programs—specifically anti-bias efforts or offices of multicultural education/student services—as well as those involved in healing a community when intercultural relations have been ruptured, including those interested in conflict resolution and mediation.

Dr. Ian Jacobs, Associate Provost, Office of External Affairs and Special Projects, Rutgers University—Camden, New Jersey (Co-Leader)

Dr. Roselle L. Wilson, Vice President for Student Affairs, Rutgers University—New Brunswick, New Jersey (Co-Leader)

10:30 a.m.—noon  
**HILTON HOTEL**  
La Espada

### ACTION NETWORK: A Team Approach to Faculty, Staff, and Student Development and to Multicultural Intervention Design and Assessment

#### ◆ Case Studies/Model Programs ◆

This session describes year one of a five-year plan to develop a university-based ACTION NETWORK at the University of San Diego, designed to bring together faculty, staff, and students with professionals from San Diego academic, community, and business settings to focus on multicultural training, intervention, and assessment. First-year goals include professional development for members and design of a Web-page listing multicultural activities/training and a data base indicating ongoing multicultural interventions. Presenters will discuss the implementation of this model, and participants will experience the use of a Pareto Chart for identifying needs and an affinity diagram for developing goals and will learn what works in getting started on-line. A summary of

projects identified and a listing of multicultural information Internet addresses will be shared. This session should particularly benefit faculty and administrators looking for new models that promote the interaction of faculty, staff, students, and professionals in the community and that allow members to determine their own goals, activities, and projects.

Ms. Donna Agari, Doctoral Student, Educational Leadership, University of San Diego, San Diego, California (Co-Leader)

Dr. Susan Zgliczynski, Courseing Program Director, School of Education, University of San Diego, San Diego, California (Co-Leader)

10:30 a.m.–noon

**PLAZA HOTEL**

**Room E**

### **The Arts, Media, and Social Change: Political Action Through Video**

#### ◆ Curricular/Pedagogical Models ◆

This session offers a model for using video as an agent for change and advocates the involvement of visual and performing arts departments in the development of institutional diversity programs. The presenter will describe a model process that involves students in viewing and evaluating samples of stereotypes in film and television, discussing suggestions for projects to counteract a perceived prejudice or omitted minority representation, and developing a video treatment in which students from arts departments participate as writers, actors, dancers, and musicians in coordination with the television production team. Excerpts from a video documentary about mixed-race people will be shown, and the presenter will demonstrate a typical exercise, using a cultural stereotype video clip and poem to begin discussion. This session should particularly benefit persons interested in interactive solutions for infusing diversity issues into the curriculum and/or adding simple video elements into their classrooms to enhance group dynamics.

Ms. Joan Basel-Bearson, Instructor, Television Department, and Diversity Project Coordinator, Columbia College, Chicago, Illinois (Workshop Leader)

10:30 a.m.–noon

**LA MANSION HOTEL**

**Iberian West**

### **Understanding Differences in Attitudes, Behaviors, and Experiences of Students and Faculty: Using Ethnoviolence Research Findings to Promote Institutional Change**

#### ◆ Research Evaluation/Assessment ◆

Since 1992, the University of Hawai'i Harassment Research Project has investigated attitudes, values, behaviors, and experiences of students and faculty relating to campus ethnoviolence. Complex dynamics surrounding committed racism, sexism, classism, and homophobia have been identified, and surprising differences in attitudes and experiences both within and between student and faculty groups provide compelling evidence that detailed self-study may be a critical first step toward understanding and preventing campus ethnic conflict. This session will present and critique multidisciplinary methods used to collect quantitative data from over 2,000 students and faculty and will summarize recent research findings. It should particularly benefit conference attendees who are interested in developing campus research programs aimed at stimulating community self-awareness and institutional change, as well as administrators dealing with backlash and reverse-discrimination issues on campus.

Dr. Susan K. Hippensteel, Sexual Harassment Counselor and Research Associate, Office for Women's Research, University of Hawai'i—Honolulu, Hawai'i (Workshop Leader)



10:30 a.m. - 12:30 p.m.  
**HYATT REGENCY HOTEL**  
Nueces & Trio

**STUDENT RECRUITMENT AND RETENTION PROGRAM ASSESSMENT SERIES:**  
An interactive skills-building series of six workshops that targets campus program administrators and staff who seek to use assessment/evaluation tools systematically as a student-centered, self-diagnostic resource. As this series presents a progression of content that builds upon information from prior series sessions, each session is limited to those who have completed the antecedent, prerequisite sessions or who have equivalent knowledge and experience. (For series description and sequencing, see page 14.)

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**RECRUITMENT AND RETENTION ASSESSMENT SERIES, PART IV:  
Learning Community Syntheses and Future Agenda**

This session is designed to reconvene the learning community established in Part I of this series to share, sort, sift through, and compile collaborative insights. At this point in the conference, participants will have explored other conference offerings and thus can share useful information gathered on student recruitment, retention, and assessment. The syntheses of this information will help participants elaborate and refine the initial recruitment and retention program models and further develop program assessment/evaluation strategies for their campuses. Through cross-institutional collaboration within an assessment/evaluation framework, we hope to generate a more insightful and comprehensive synthesis of the wealth of knowledge typically presented at the conference. It is further hoped that the seeds of interinstitutional collaboration planted during this workshop will generate long-term support networks that reduce the frequent institutional isolation of student development and support programs, especially those advancing multicultural diversity initiatives. We will explore establishing an assessment electronic mail discussion group (listserv) to facilitate ongoing communication and mutual support.

Dr. Hazel Symonette, Policy and Planning Analyst, Office of Multicultural Affairs,  
University of Wisconsin System Administration—Madison, Wisconsin (Workshop

10:45 a.m.—noon

**75-MINUTE CONCURRENT SESSIONS**

10:45 a.m.—noon  
**PLAZA HOTEL**  
Ballroom C

**Through the Looking Glass: A Minority Communications Professional's Look at  
Campus Diversification**

◆ Case Studies/Model Programs ◆

While admissions publications and communications programs at prestigious liberal arts colleges have historically left minority recruiters to adapt existing resources to the needs of their audiences, the need for alternative publications and programming resources has been recognized and initiatives have been designed and implemented to address issues important to minority audiences. Although the number of communications professionals of color involved in these changes is small, the personal and professional conflicts they face are significant. The presenter will discuss communications challenges related to recruiting minority students and how these obstacles might best be overcome. Discussion will include specific programming initiatives used by various institutions to diversify their campuses, while also giving prospective students of color realistic messages regarding the challenges and benefits of attending predominantly white liberal arts colleges. Communications and admissions staff and administrators who are interested in actively participating in diversification efforts on their campuses should find this session helpful.

Ms. Adrian M. Bailey, Director of News Services, Dickinson College—Carlisle,  
Pennsylvania (Workshop Leader)

10:45 a.m. - noon  
**HYATT REGENCY HOTEL**  
Blanco

### **Staying on Track: Collaboration Among Supplementary Academic Programs for Students at All Levels**

#### ◆ Case Studies/Model Programs ◆

While Michigan State has a myriad of programs that provide supplementary academic support to elementary school through graduate-level students of color, prior to this year, directors of programs did not know about other programs from which their alumni might benefit, there was no system for sharing information about successful practices, and few programs had resources to maintain contact with their alumni. This session focuses on Staying on Track, a system for filling these gaps. Project areas to be discussed include: (1) a network data base—including model reports—for use by program coordinators; (2) linked Web Home pages and a widely circulated paper directory; (3) workshops for program directors with presentations and informal networking opportunities; (4) staff to maintain the data base and help with alumni contacts; and (5) adaptability of this model to other institutional settings. This session should particularly benefit conference attendees who seek to stimulate collaboration among academic support efforts from one or more institutions.

Mr. Dongsung Hong, Graduate Assistant, Graduate School, Michigan State University - East Lansing, Michigan (Co-Leader)

Dr. Barbara Ann O'Kelly, Assistant to the Dean, Graduate School, Michigan State University - East Lansing, Michigan (Co-Leader)

Dr. Dozier W. Thornton, Associate Dean, Graduate School, Michigan State University - East Lansing, Michigan (Co-Leader)

10:45 a.m. - noon  
**PLAZA HOTEL**  
Ballroom B

### **The Pre-Collegiate Development Program: Preparing Diverse Students for Higher Education**

#### ◆ Case Studies/Model Programs ◆

This session presents the University of Colorado's Pre-Collegiate Development Program, designed to provide academic preparation for pre-collegiate students from underrepresented groups, focusing on the program's development and success at that institution's Denver campus. The presenter will describe major program features and will provide a comprehensive overview of evaluation findings indicating all members of seven classes (1988-1994) have successfully graduated from high school; the grade point average for each class has risen from 2.61 in 1988 to 3.22 in 1994; academic deficiencies relating to minimum academic preparation standards have dropped from 16 in 1991 to 6 in 1994; ACT scores have increased; 96 percent of Pre-Collegiate Development Program graduates have matriculated into college over the past seven years; and the rates of student persistence to college graduation have increased. This session should particularly benefit those who work with or plan early outreach initiatives.

Mr. Larry W. Amerita, Director, Center for Pre-Collegiate Development, University of Colorado—Denver, Colorado (Workshop Leader)

10:45 a.m. - noon  
**LA MANSION HOTEL**  
Espada

### **Recruitment of Minority Students to the Medical Professions**

#### ◆ Case Studies/Model Programs ◆

This session describes a collaborative model for recruiting and retaining African American students to the medical professions through a mentoring and tutoring program that involves high school, undergraduate, and medical students. Presenters will highlight major components of the collaborative model, including model health sciences recruitment and retention strategies, early awareness interventions, and college-secondary relations and will provide an interactive, hands-on segment in which participants will learn how to replicate the mentorship program for use at their institutions. This session should particularly benefit those from higher education and professional institutions that are attempting to recruit and retain increased numbers of minority students.

Dr. Lorne H.D. Hannagan, Associate for Research, State University of New York System Administration—Albany, New York (Co-Leader)

Dr. Suzanne Phillips Price, Executive Assistant to the Vice Chancellor for Student Affairs and Special Programs, State University of New York System Administration—Albany, New York (Co-Leader)

10:45 a.m.—noon  
**PLAZA HOTEL**  
Primavera

**Community Involvement in Recruitment and Retention of Minority Students: A Case Study of the Growth and Afrocentric Program and Saginaw Valley State University**

◆ Case Studies/Model Programs ◆

This session presents a case study of the efforts of the Growth and Afrocentric Program in the city of Saginaw to enhance the enrollment, retention, and successful graduation of minority students at Saginaw Valley State University. The presenter will discuss a variety of strategies employed by this community organization to expand the educational pipeline of culturally diverse students, will explain how the program creates valuable linkages between the community and the local university, and will suggest how the Growth and Afrocentric Program might be adapted to fit the needs of other communities and institutions. This session should particularly benefit department chairs, deans, directors of admissions, faculty, and community leaders interested in student diversification.

Dr. Allison K. Anaci, Assistant Professor, Criminal Justice Department, Saginaw Valley State University—University Center, Michigan (Workshop Leader)

noon—5:00 p.m.  
**HYATT REGENCY HOTEL**  
Rio Grande Ballroom

**EXHIBITOR SHOWCASE AND RESOURCE CENTER**

(For schedule, see page 3)

1:00—2:30 p.m.

**90-MINUTE CONCURRENT SESSIONS**

1:00—2:30 p.m.  
**HYATT REGENCY HOTEL**  
Live Oak

**And Still They Rise: College Enrollment of African American Women from Low-Income Communities**

◆ Research/Evaluation Assessment ◆

This session discusses results of a qualitative study of eight African American women between the ages of 17 and 21 who grew up in low-income communities, focusing on relevant aspects of their social world—family, peer group, school environment, and community—as related to college enrollment. This research focuses on a population that has received little attention from the intellectual community and adds to the limited knowledge that presently exists about the complex processes that operate around postsecondary school planning. Study findings challenge some existing notions as to what influences college enrollment among African American students, i.e., supportive family systems, peer group educational values and high achievement, academic performance, individual attitudes toward school, and extensive exposure to white, middle-class students. The presenter will summarize study findings and will engage participants in discussion and consultation around study implications for program development and additional research. The session should particularly benefit those who are responsible for college recruitment and enrollment programs, as well as counselors and researchers interested in college enrollment decisions and/or African American women.

Ms. Eunice Matthews, Instructor, Graduate School of Social Services, Fordham University—Mt. Vernon, New York (Workshop Leader)

1:00–2:30 p.m.  
PLAZA HOTEL  
Room C

### **Celebrating Our Elders: A Model Program for Building Multicultural Partnerships Between the University and the Community**

#### ◆ Case Studies/Model Programs ◆

This session describes a conference, essay contest and scholarship program that has contributed to helping a predominantly white suburban campus create informed and friendly relations with minority communities, establish a campus environment that encourages minority faculty, staff, and students and informs Anglos of minority strengths, and achieve publicity that helps make it more attractive to diverse groups. The presenter will describe major program features and will indicate how the process of this partnership between minority communities, the university, and community colleges has brought successful change in key problem areas, including (1) the university had little idea how to approach potential minority students, (2) most minority students never thought about continuing their education at the university, (3) the university lacked a network of supportive minority community and business leaders, (4) prior institutional diversity efforts were little known in minority communities, (5) existing minority students on campus felt isolated and unappreciated, (6) Anglo students were often ignorant of the strengths of minority communities, and (7) majority faculty and staff who support institutional diversity goals had little opportunity to translate their commitment into action. This session should particularly benefit conference attendees who are responsible for implementing campus diversity goals.

Dr. Craig M. Gellinger, Associate Professor of sociology, The University of Houston–Clear Lake—Houston, Texas (Workshop Leader)

1:00–3:00 a.m.

### **2-HOUR CONCURRENT SESSIONS**

1:00–3:00 a.m.  
LA MANSION HOTEL  
Espada

### **Meanwhile Back at the Ranch: The Change Agent in Home Territory**

#### ◆ Long- and Short-Range Planning ◆

While involved in the energy and intellectual stimulation of this conference, ideas and strategies for applying new information to our home campuses often come easily. The challenge comes upon returning home, where one often wonders, "How can I be action-oriented? How can I gain resources and support for these ideas? How will this idea work, given our campus politics and administrative structure?" This session will provide an interactive opportunity to explore ways of becoming an effective change agent and of managing the risks involved. Presenters, who are active change agents in the third year of a seemingly unending process, will examine issues of power, privilege, and politics within the context of institutional change and will discuss empowering middle-level faculty and staff, building commitment and combating resistance, and the importance of the synergy of leadership from the top and relentless attention from the bottom. This session should particularly benefit those who—either by position or personal circumstance—find themselves acknowledging what needs to be done and wanting to increase their effect versus just producing results in their own home territory.

Ms. Tom Anderson, Director of Affirmative Action, Fort Lewis College—Durango, Colorado (Co-Leader)

Mr. William C. Bulden, Director, Housing-Residence Life, Fort Lewis College—Durango, Colorado (Co-Leader)

Apr. 11  
1:00–4:00 p.m.  
LA MANSION HOTEL  
Iberian East

### **MAJOR WORKSHOP 48**

### **Students of Color and Bridge-Building Work: Pain, Resistance, and Emergence**

(For workshop description, see page 63)

1:00–5:00 a.m.  
**LA MANSION HOTEL**  
Veramendi

### MAJOR WORKSHOP 36

#### Exploring and Improving Interracial Relations on Campus Through Social Action Theater

(For workshop description, see page 33.)

1:00–5:00 p.m.  
**HYATT REGENCY HOTEL**  
Blanco

For information on the use of this event, see in a faculty and staff supervision course, see Major Workshop 24 on page 27.

For a related workshop, see Major Workshop 37 on page 38.

### MAJOR WORKSHOP 33

#### Creating a Respectful Environment: An Experiential Workshop for Faculty, Staff, and/or Students

This workshop—limited to 50 persons, admitted on a first-come, first-served basis—will demonstrate a three-hour exercise used in training faculty and staff supervisors, administrators, and others who have the power to affect campus workplace and educational climates. The exercise demonstrates not only how both subtle and not so subtle stereotyping can play a role in creating a marginalizing environment, but also how specific behavior changes can help create an environment that enables all parties to feel valued and respected. Participants will receive copies of design materials and will have an opportunity to discuss ways to adapt this exercise for use with various campus constituencies.

Ms. Diane Benscolor, President, Oregon Coalition for Inclusive Campuses, and Training Coordinator, Department of Affirmative Action, Oregon Health Sciences University—Portland, Oregon (Co-Leader)

Ms. Christine A. Cullinan, Training Administrator and Assistant Professor, Office of Human Resources and Equal Employment Opportunity/Affirmative Action, University of Oregon—Eugene, Oregon (Co-Leader)

1:00–5:00 p.m.  
**HYATT REGENCY HOTEL**  
Regency Ballroom East 1 & 2

**STUDENT LEADERSHIP INSTITUTE:** A series of eight sessions designed to provide student attendees with sessions that address some of the key issues challenging student leaders. Student participants may elect to attend any or all of the institute sessions and/or to attend other conference sessions of their choice. (For an overview of sessions comprising the Student Leadership Institute, see page 2.)

#### Equipping Students for Multicultural Leadership

This workshop is designed especially for students seeking to recast their role in relation to campus administration, faculty, staff, and each other. It develops inclusive and accountable skills in goal setting, listening, mediation, negotiation, and evaluation. Students will practice and gain confidence in those skills necessary to assert themselves proactively and powerfully in the midst of multicultural tensions. They will learn how to reframe a divisive argument into a healthy consultation process; to plan bold initiatives and build accountable coalitions around them; to bargain with campus administration over stated priorities and their implementation; to work with instructors to improve course content, breadth, teaching methods, and grading systems; to critically evaluate mentorship programs, academic assistance, and other student-staff collaborations; and to make optimal use of networks with off-campus resources.

Dr. David Dominguez, Professor of Law, J. Reuben Clark Law School, Brigham Young University—Provo, Utah (Workshop Leader)

1:00–5:00 p.m.  
**HYATT REGENCY HOTEL**  
Guadalupe

**MULTIMEDIA TECHNOLOGY IN TEACHING SERIES:** A series of six workshops designed to enhance the technology skills of faculty participants and to acquaint them with the potential of multimedia for transforming the multicultural classroom. Each session is designed to stand alone and will be limited to 70 participants, admitted on a first-come, first-served basis. (For an overview of sessions comprising the Multimedia Technology in Teaching Series, see page 2.)

**Advanced Technologies—Taking Multicultural Multimedia into the Future**

This session is for those who are interested in advanced multimedia technologies and how they can be used to enhance and promote multiculturalism beyond the classroom. Participants will work at computer stations that have the hardware and software to demonstrate the creation of culturally sensitive resources for use by others: 3-D graphics, MIDI and creating digital music, compression, CD-ROM mastering, distribution over networks, and distribution over the Internet. Participants will make a CD-ROM that contains some of the tutorials and classroom presentations created during earlier sessions of this series and/or materials that capture some of the most significant issues in race and ethnicity in higher education.

Ms. Leslie D. Edwards, Adjunct Faculty, Technical Communications Department, Metropolitan State College of Denver - Denver, Colorado (Workshop Leader)

1:00–5:00 p.m.

**PRACTICUM SESSIONS**

Practicum sessions are designed to provide further hands-on opportunities to develop tools, skills, and software end products.

1:00–5:00 p.m.  
**HILTON HOTEL**  
El Mirador

For a related workshop, see Major Workshop 6 Parts I & II on pages 7 and 24, respectively.

**Practicum 2**

**Civic Leadership Strategies: A National Issues Forum for Developing Deliberative and Critical Literacy Skills**

This session is designed both for those who received training in Major Workshop 6 (see pages 7 and 24) and interested others. A National Issues Forum on the topic "Remedies for Racial Inequality" will be demonstrated, followed by a discussion of process and the nuts and bolts of convening forums or study circles and connecting with policy makers. The presenter will provide information on the broad network of users facilitated by Internet, a study circles resource center, and other sources for additional materials and assistance.

Dr. Louise M. Tomlinson, Assistant Professor of Reading, Co-Director of the Patricia Roberts Harris Fellowships Program, and Member of the National Faculty for the Kettering Foundation National Issues Forums, The University of Georgia—Athens, Georgia (Facilitator)

1:30–2:45 p.m.

**75-MINUTE CONCURRENT SESSIONS**

1:30–2:45 p.m.  
**PLAZA HOTEL**  
Room B

**Does Institutional Racial Composition Make a Difference in What African American Students Gain from College?**

◆ Research/Evaluation/Assessment ◆

This session discusses results of a 1993 study of 1,200 students that used the College Student Experience Questionnaire to assess involvement in various college activities and educational gains of African American students attending a Historically Black Institution (HBI) as compared to those of African American students attending a Predominantly White Institution (PWI). Study results indicate that involvement in academic activities had a greater impact on the gains of students at the HBI, while social engagement was more important to student gains at the PWI. Students attending the HBI reported greater

gains than students at the PWI in all five dependent measures of educational gains—personal and social development, critical thinking and science/technology, vocational and career skills, history and cultural awareness, and arts and literature. This session should particularly benefit those seeking to extend their knowledge about African American students' college experiences.

Dr. D. Jason De Sousa, Assistant Executive Director, Educational Leadership and University Relations, Kappa Alpha Psi Fraternity, Inc. (Philadelphia, Pennsylvania) (Workshop Leader)

1:10–2:45 p.m.  
**PLAZA HOTEL**  
Primavera

### **Crossing the Continental Divide: Connecting African American, Appalachian, and Cherokee Students Through Preprofessional Conferences**

#### ◆ Case Studies/Model Programs ◆

This session describes a joint effort by a Historically Black Institution and a Predominantly White Institution to increase cross-cultural communication through a series of conferences for preservice education students. Involving students from African American, Appalachian, and Cherokee cultures, the conferences focused on how cultural differences can affect students and teachers in the school setting. Presenters will describe the development, implementation, and evaluation of the conferences, with video examples of activities designed to break down barriers and encourage cross-cultural discussion. This session should particularly benefit those who seek increased opportunities for pre-professional students to communicate about cultural diversity.

Dr. Ellen Bacon, Associate Professor, Department of Human Services, Western Carolina University (Cullowhee, North Carolina) (Co-Leader)

Dr. Cathy Kea, Assistant Professor, Department of Human Development and Services, North Carolina Agricultural and Technical State University (Greensboro, North Carolina) (Co-Leader)

1:30–4:30 p.m.  
**HYATT REGENCY HOTEL**  
Chula Vista Board Room

For a related workshop,  
see Major Workshop 14  
on page 11.

### **Practicum 3**

#### **Developing a Marketing Plan for Recruiting Students of Color**

This session—limited to 25 persons, admitted on a first-come, first-served basis—will focus on the creation and implementation of a marketing plan designed to recruit students of color. Areas to be addressed include building an applicant pool, tracking and follow-up with applicants, special visitations, student support groups, recruitment strategies, recruitment staff training, alumni partnerships with school and community organizations, and evaluating the marketing plan. Participants will leave this session with a marketing plan that matches the uniqueness of their institutions.

Mr. Forrest A. Parker, Vice President for Multicultural Affairs, Mary Washington College (Fredericksburg, Virginia) (Facilitator)

1:40–4:30 p.m.  
**PLAZA HOTEL**  
Cavalier

For related sessions, see  
Major Workshop 26 on page 25  
and the Student Leadership  
Institute on page 34.

### **Practicum 4**

#### **Hints on Developing THE ANGER SHOP**

This session is designed for those interested in developing THE ANGER SHOP. Attendance at Major Workshop 26 (see page 25) or the Student Leadership Institute session on THE ANGER SHOP (see page 34) is required. We will identify components necessary to understand anger and the ways it affects our lives and will discuss resources and personal issues that influence effective leadership of THE ANGER SHOP. Working through several exercises, participants will become more aware of the communication and presentation skills taught and experienced during the anger workshop.

Ms. Jill Eatherly, Assistant Director, Office of Job Training Programs, Tennessee Board of Regents (Nashville, Tennessee) (Facilitator)

Part II  
1:30–4:30 p.m.  
**HYATT REGENCY HOTEL**  
Directors Room

### MAJOR WORKSHOP 17

**Beyond Black or White: An Institute for African Americans and Latina/os**  
(for workshop description, see page 12)

1:30–4:30 p.m.  
**HYATT REGENCY HOTEL**  
Llano & Pecos

### MAJOR WORKSHOP 18

**Action! A Common Sense Approach to Improving Your Campus Environment**  
(for workshop description, see page 13)

1:30–4:30 p.m.  
**LA MANSION HOTEL**  
Iberian West

### MAJOR WORKSHOP 55

#### **Anti-Immigrant Racism**

Much of the American self-definition is a unique blend of pro-immigrant history that is mythologized and mixed with hostility toward immigrants coming to America today. This workshop will discuss sources of anti-immigrant racism and prejudice in American society and will indicate current manifestations of this phenomenon in both society at large and on college and university campuses. Aspects of anti-immigrant racism to be discussed include the way in which the mixture of American immigrant idealization and hostility is both supported and exploited by the American right wing; the manifestation of anti-immigrant racism in the increased number of hate crimes directed toward immigrants; the way in which American anti-immigrant prejudice mirrors anti-immigrant developments in Europe; and anti-immigrant racism within the dual context of the recurrent phenomenon of American nativism and America's role in increasing economic and political globalization.

Dr. Evelyn Hu-Debart, Professor of History and Director of the Center for Studies of Ethnicity and Race in America, University of Colorado—Boulder, Colorado (Co-Leader)  
Ms. Lorena Ross, Director, Center for Human Rights Education—Atlanta, Georgia (Co-Leader)

1:30–5:00 p.m.

### CRITICAL DIALOGUE SESSIONS

Critical Dialogue sessions are designed to provide genuine opportunities for dialogue and exchange and to take topic discussions to the next, more advanced, level. These sessions will be facilitated by persons with expertise and experience in each topic area. Facilitators 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.

1:30–4:30 p.m.  
**HYATT REGENCY HOTEL**  
Regency Ballroom East 3

### *Critical Dialogue 3*

#### **Images of Success: Promoting Academic Achievement Among African American Males, Revisited**

This dialogue will provide an opportunity for conference participants to discuss specific methods to inspire academic achievement among African American males. Discussion will include aspects of how postsecondary institutions can maximize their results despite limited resources—by establishing innovative programs through collaborative efforts with community-based organizations. The role of campus clubs and organizations will also be addressed, and specific attention will be given to achieving positive results on predominantly white campuses and in environments where it is difficult to gain administrative support.

Mr. Kenneth Anderson, Consultant, Maximum Life Enhancement—Mantion, Alabama (Facilitator)



1:30–4:30 p.m.

1:30–4:30 p.m.  
PLAZA HOTEL  
Room D

### 3-HOUR CONCURRENT SESSIONS

#### **Implementation of Diversity Initiatives: Planning for Success**

##### ◆ Long- and Short-Range Planning ◆

This session focuses on planning issues relating to the implementation of a range of diversity initiatives within the Division of Cooperative Education at Northeastern University. Initiatives included the development of two publications, a resource library, outreach programs to Northeastern students and community, and a train-the-trainers program that included the vice president and divisional deans. Presenters will highlight the strategic implementation of efforts, tactics for involving higher administration and others, specific diversity initiatives, and prospective funding sources for diversity programming. The train-the-trainers model will be discussed, and the implications and impact of such training on a predominantly white campus will be explored. This session should particularly benefit faculty, staff, and administrators who are responsible for or seek to play a role in developing and implementing campus diversity programming.

Ms. Patricia A. Venter, Diversity Coordinator, Division of Cooperative Education, Northeastern University—Boston, Massachusetts (Co-Leader)

Ms. Felicia P. Wenz, Cooperative Education Coordinator, Northeastern University—Boston, Massachusetts (Co-Leader)

Part II  
1:30–5:00 p.m.  
LA MANSION HOTEL  
Concepción

#### **MAJOR WORKSHOP 28**

#### **Developing a Diversity Training Program for Staff: Philosophy, Program Design, and Facilitation Skills**

(For workshop description, see page 27.)

2:00–4:00 p.m.  
HYATT REGENCY HOTEL  
Pecan

#### **Critical Dialogue 4**

#### **Issues of Free Speech, Hate Speech, and Campus Policy**

This dialogue will encourage participants to speak their minds on issues of free speech, hate speech, and campus policy. It assumes that participants have attended Major Workshop 8 (see page 9) or have some significant involvement in campus free speech issues.

Mr. Charles R. Calleros, Professor of Law, Arizona State University—Tempe, Arizona (Co-Facilitator)

Dr. José Gómez, Associate Academic Dean, The Evergreen State College—Olympia, Washington (Co-Facilitator)

2:00–4:00 p.m.  
HILTON HOTEL  
La Espada

#### **Critical Dialogue 5**

#### **Building Allies—Theoretical and Educational Considerations**

It has been suggested that empathic, moral/social conscience, and enlightened self-interest are the foundations that motivate persons from the dominant culture to work for the rights of persons from oppressed groups. This dialogue will explore this supposition and will discuss how it might provide ways to reflect on current classroom practice, construct classes/educational experiences, and foster our own and students' ability and commitment to be allies for social change.

Dr. Diane J. Goodman, Human Relations Consultant—Highland, New York (Facilitator)

For related workshops,  
see Major Workshops 7, 6 & 10  
on pages 12 and 20, respectively.

2:00-4:00 p.m.

2:00-4:00 p.m.

**PLAZA HOTEL**

Room F

2:00-5:00 p.m.

**HYATT REGENCY HOTEL**

Nueces & Trio

2:30-4:30 p.m.

**HYATT REGENCY HOTEL**

Chula Vista

## 2-HOUR CONCURRENT SESSIONS

### **Innovative Interactions for Cultural Diversity Training**

#### ◆ Interactive Training ◆

This workshop will demonstrate some unique cultural diversity training exercises and role playing strategies and will include a mock cultural diversity training session that focuses on disarming and safe environment tactics for developing trust, a uniting disclosure exercise, and some new ways social action theater uses role playing to portray common interactions. The cultural diversity training to be demonstrated has been particularly effective with audiences that were initially resistant, those who traditionally feel excluded in discussions of diversity, and those who appreciate a forum in which to be heard. This session should particularly benefit administrators, trainers, and others who are interested in making campus cultural diversity training more relevant and meaningful to participants.

Mr. Felipe Rodriguez, Jr., Cultural Diversity Team Trainer, University of Wisconsin—Milwaukee, Wisconsin (Workshop Leader)

### **STUDENT RECRUITMENT AND RETENTION PROGRAM ASSESSMENT SERIES:**

An interactive skills-building series of six workshops that targets campus program administrators and staff who seek to use assessment/evaluation tools systematically as a student-centered, self-diagnostic resource. As this series presents a progression of content that builds upon information from prior series sessions, each session is limited to those who have completed the antecedent, prerequisite sessions or who have equivalent knowledge and experience. (For series description and sequencing, see page 14.)

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### **RECRUITMENT AND RETENTION ASSESSMENT SERIES, PART V:**

#### **Precollege and Recruitment Programs Working Session 2**

This session is designed to reassemble persons who completed the Precollege and Recruitment Programs Working Session 1 for a final assessment design working session. To prime participants for the next phase of assessment on their home campuses, this workshop will conclude with a “What will I do, or do differently, on Monday...?” brainstorming exercise, helping participants to focus very specifically on how they can incorporate assessment into their service delivery process, making it a program resource that supports effective service delivery and maximizes educational and career benefits for their students.

Dr. Hazel Symonette, Policy and Planning Analyst, Office of Multicultural Affairs, University of Wisconsin System Administration—Madison, Wisconsin (Workshop Leader)

### **MAJOR WORKSHOP 54**

#### **Strategies for Responsible Choice Making When Facing Conflicting Loyalties and Values**

Societal complexities often cause us to embrace multiple identities that are frequently not well integrated. In different arenas we often focus on different aspects of our identities. For example, how do women of color respond to sexism in a cultural context/setting? How do white women address issues of privilege in an era of scarce resources? How do administrators of color address institutional demands while serving the needs of students and faculty of color? How do students of color from different racial/ethnic groups support the goal of inclusiveness while supporting their respective group interests and the need for group unity? How do group members support intragroup goals while being in conflict with group tactics? How do individuals resolve intragroup or intergroup conflicts that compete with their own values and beliefs? This

session will explore such issues and will assist participants in devising methods and practices for addressing situations that involve conflicting issues and competing values and belief systems.

Dr. June M. Parrott, Associate Professor, Minority Studies/Women's Studies Program, St. Cloud State University—St. Cloud, Minnesota (Co-Leader)

Dr. Cynthia Wiger, Associate Professor of Ethnic Studies, Metropolitan State University, Minneapolis, Minnesota (Co-Leader)

3:00–5:00 p.m.  
**HYATT REGENCY HOTEL**  
Live Oak

### ***Critical Dialogue 14***

#### **The Multiple Meanings of the Million Man March: Implications for Racial/Ethnic Relations on American College and University Campuses**

Dr. Jamrat Tademe, Assistant Professor, Human Relations and Multicultural Education, St. Cloud State University—St. Cloud, Minnesota (Facilitator)

3:30–4:45 p.m.

### **75-MINUTE CONCURRENT SESSIONS**

3:30–4:45 p.m.  
**HYATT REGENCY HOTEL**  
Mesquite

#### **Retaining Diversity Students Through a Student Mentor Program**

##### **◆ Case Studies/Model Programs ◆**

This session describes a student mentor program that matches incoming students of color with students of color who have been on a small, private liberal arts campus for at least one year. Presenters will describe the selection and training of mentors, the relationship between mentors and new students, how the program helps new students adjust to campus academic and social life, and how mentors act as role models. They will discuss how the program monitors the academic progress of new students and relationships between mentors and faculty and mentors and others who support the program concept. This session should particularly benefit conference attendees who provide program support for students of color, as well as administrators and others who seek to improve the retention of students of color on their campuses.

Mr. Mark A. Peppin, Student Intern and Co-Coordinator, Student Mentor Program, St. Norbert College—De Pere, Wisconsin (Co-Leader)

Mr. Vincent Alex Vigil, Student Intern and Co-Coordinator, Student Mentor Program, St. Norbert College—De Pere, Wisconsin (Co-Leader)

3:30–4:45 p.m.  
**LA MANSION HOTEL**  
Espada

#### **The Minority Opportunities Through School Transformation Program (MOST)**

##### **◆ Case Studies/Model Programs ◆**

The American Sociological Association's Minority Opportunities through School Transformation Program (MOST), funded by the Ford Foundation and currently in its second year, is a five-year initiative that seeks to engage 12 undergraduate and six Ph.D.-conferring institutions in transformations designed to achieve four important goals: (1) to increase the number of scholars of color throughout the pipeline and to prepare minority scholars for future leadership roles in the academy; (2) to revise the curriculum to reflect increased rigor in scientific methods and the academic and research needs of a diversified and multicultural student population; (3) to work with departments to enhance effective mentoring by faculty and to establish stable and long-term mentoring programs; and (4) to develop departmental climates that are sensitive to issues of cultural diversity and that contribute to the development and growth of students and faculty of color. The presenter will highlight major program strategies and initiatives and will discuss accomplishments to date based on the first measures of progress in the form of 1994–95 self-assessments by participating institutions. This session should particularly benefit those who seek to transform their institutions/departments and create effective learning communities for students and faculty of color.

Dr. Hazelcar Rodríguez, Director, Minority Affairs Program, American Sociological Association—Washington, D.C. (Workshop Leader)

11:10-11:45 p.m.  
PLAZA HOTEL  
Primavera

### **Administrators' Perceptions of Campus Climate Improvement Strategies**

#### ◆ Research/Evaluation/Assessment ◆

This session discusses results of a study that utilized questionnaires and structured telephone interviews to identify higher education administrators' perceptions of strategies related to improving campus climate. Researchers examined seven related topics: (1) campus climate improvement strategies, (2) assessing campus climate, (3) obtaining faculty support for diversity initiatives, (4) obtaining staff support for diversity initiatives, (5) infusing multiculturalism across the curriculum, (6) increasing minority graduate student representation throughout the academy, and (7) implementing mentorships to support minority faculty. Presenters will discuss key study findings within the context of literature on campus climate as related to academic and affective student outcomes and will indicate factors that have impeded improvements of campus climates in Eurocentric college communities. This session should particularly benefit those who seek to identify strategies to improve campus climate, employ leadership and organizational change to manage diversity, transform the curriculum to include topics and examples related to a variety of racial and ethnic groups, and/or create interactive pluralistic campus communities.

Ms. Abbie Robinson-Armstrong, Assistant to the University of Toledo Initiative, College of Education and Allied Professions, University of Toledo—Toledo, Ohio (Co-Leader)

Ms. Mary K. Clark, Academic Adviser, Wayne State University—Detroit, Michigan (Co-Leader)

Ms. Tila L. Curry, Doctoral Fellow, Higher Education and Student Affairs, Bowling Green State University—Bowling Green, Ohio (Co-Leader)

11:30-11:45 p.m.  
PLAZA HOTEL  
Room B

### **Promoting Team Building, Social Support, and Leadership Among Latino Students: The Latin American Student Organization's Student Retention Program**

#### ◆ Case Studies/Model Programs ◆

This session focuses on a student-initiated Latino retention program that promotes student leadership, networking, college adjustment and success, and Latin American culture among undergraduate students at Loyola University Chicago. The program links experienced members of the Latin American Student Organization with new Latino American students—mostly freshmen—in structures called "familias" that meet regularly for the purpose of developing bonding opportunities and orienting new Latino American students to the Latin American Student Organization and university life. Presenters will describe an array of creative strategies, program activities, and events; will discuss program evaluation outcomes; and will engage participants in a discussion of similar programs on their campuses. The session should particularly benefit students of color who seek to establish similar strategies within their campus organizations and student affairs professionals who seek collaborative strategies with students that relate to their recruitment and retention responsibilities.

Mr. Javier Carasco, President, Latin American Student Organization, Loyola University Chicago—Chicago, Illinois (Co-Leader)

Mr. Héctor León, Assistant Dean of Student Development for Student Diversity, Loyola University Chicago—Chicago, Illinois (Co-Leader)

3:30-5:00 p.m.

## 90-MINUTE CONCURRENT SESSIONS

3:30-5:00 p.m.  
PLAZA HOTEL  
Room C

### **Course Design: An Integrative Approach to Enhance Multicultural Teaching and Learning**

#### ◆ Curricular/Pedagogical Models ◆

While the conceptual framework of the curriculum is undergoing change designed to make it better informed by multicultural content, perspectives, and pedagogy, individual faculty members often find it difficult to translate such concepts into action in their classrooms. Presenters will describe a program that assists faculty in designing courses that are inclusive of multicultural, gender, and global perspectives and in developing teaching strategies appropriate to students with diverse cultural backgrounds and learning styles. Participants will be involved in a series of interactive activities designed to assist in the development of such a course. This session should particularly benefit faculty and administrators who are interested in the inclusion of multicultural perspectives in their courses and/or are responsible for assisting colleagues with this goal.

Ms. J. Dolores Gardner, Dean of Academic Services, DePauw University—Greencastle, Indiana (Co-Leader)

Dr. Terry Korshaw, Assistant Professor, Department of African American Studies, Temple University—Philadelphia, Pennsylvania (Co-Leader)

3:30-5:00 p.m.  
PLAZA HOTEL  
Room C

### **Multiple Perspectives on Creating Institutional Change for Diversity**

#### ◆ Case Studies/Model Programs ◆

A panel will address the Lesley College Diversity Initiative—currently in its third year on institutional change model that stresses comprehensive planning and institutionwide involvement. Panelists will discuss the institutional change process from the? institutional perspectives and will present historical, quantitative, qualitative, and experiential data pertaining to planning, organization, curriculum transformation, training and development, quality of life, and a recent institutional audit. Panelists will suggest ways the Lesley College Diversity Initiative might be replicated by other institutions and will indicate successes, pitfalls, and areas where the work never ends. This session should particularly benefit conference attendees who are organizing large-scale diversity initiatives or seeking models for creating change in institutional cultures.

Dr. Luke Balkem, Associate Dean for Academic Affairs, Lesley College—Cambridge, Massachusetts (Co-Leader)

Dr. Sharlene Vongé Cochran, Associate Professor and Diversity Initiative Co-Chair, Lesley College—Cambridge, Massachusetts (Co-Leader)

Ms. Beverly Faison-Sneed, Administrative Staff and Diversity Initiative Co-Chair, Lesley College—Cambridge, Massachusetts (Co-Leader)

Mr. Erik Rosengren, Administrative Assistant for Affirmative Action, Lesley College—Cambridge, Massachusetts (Co-Leader)

Mr. Samuel A. Turner, Special Assistant to the President for Affirmative Action, Lesley College—Cambridge, Massachusetts (Co-Leader)

5:30-7:00 p.m.  
**PLAZA HOTEL**  
Hidalgo Ballroom

### **SUNDAY SOIREE:** Reception and Program



**"Transitions: Mexican and Chicano Art in the United States,"** a slide/lecture presentation by Alberto Mijangos, celebrated San Antonio artist whose image, **Surrounded by Sound**, appears on the cover of the conference program. Born in Mexico City and a resident of San Antonio since 1955, Mijangos pursued his formal art education at the San Carlos Art Academy in Mexico City and the Chicago Art Institute. His works have been shown in numerous group and solo exhibitions and have traveled to Chile, Ecuador, Argentina, Uruguay, Colombia, Venezuela, and Brazil, as well as to

New York City, Miami, Houston, and San Francisco. New Orleans art critic Molly Conlin Cavin has described Mijangos and his work as follows: "Immersed in the bright and festive folk art of Mexico's street life, the European excess in her colonial churches, Indian ruins, and the work of the great muralists, [Mijangos] enjoyed a rich aesthetic territory... His ability to explore one theme on canvas after canvas and probe it through many structures and media over months of work testifies to a great and relentless talent." Mijangos has drawn from both Rothko and Rauschenberg. Cavin continues, "and created an art that advances pure spirituality but does so with the very real tools and materials of the gardener, house painter, or carpenter. His tools include paint rollers, fingers, sponges, stencils, snap-lines, trowels, knives, and window scrapers alongside a variety of brushes. ...The tools carve, slice, smear, compress, dent, scrape, and smooth the surfaces. All these processes generate a rich hodge of marks that invite close inspection. The works appear aged, and indeed they are; for much actual time has passed from the first gesture to the last and this time is allowed to show.... In summary, Mijangos is an artist both challenged and enriched by the possibilities of working within two distinct cultures. Standing on the shoulders of the great Mexican tradition established by Rivera, Orozco, Siquieros, and Tamayo, he is contributing to the art world by keeping alive the Color-Field painter's goal of an art of the sublime. To hear Mijangos speak of his work is to hear a man with a happy sorrow who seems to feel he is the only one in the world with his torturous advantage point." (Slide/Lecture Presentation, 5:30-6:30 p.m.)

8:00-9:30 p.m.  
**HYATT REGENCY HOTEL**  
Regency Ballroom West

### **ENTERTAINMENT SHOWCASE FEATURING PARTICIPANTS' TALENT**

Featuring presentations and performances in a broad range of visual and performing arts, the Entertainment Showcase provides an opportunity for conference participants to share creative expressions in the visual and performing arts and to deepen their understanding of the individuality, creativity, artistic expression, and cultural expressions of the diverse racial and ethnic communities from which the conference draws.

8:30-10:00 p.m.  
**HYATT REGENCY HOTEL**  
Chula Vista, Nueces & Frio,  
Live Oak, Pecan, &  
Directors Rooms

### **INFORMAL MEETINGS—ETHNIC GROUP NETWORKING SESSIONS**

Five rooms are available for informal meetings to facilitate networking and discussion. Rooms may be scheduled through conference registration personnel and will be assigned on a first come, first-served basis. An effort will be made to announce scheduled informal meetings at prior general sessions, and a notice will be posted on the bulletin board located in the conference registration area.

## MONDAY, JUNE 3, 1996

7:00–8:30 a.m.

### CONTINENTAL BREAKFAST

8:30–10:15 a.m.

**HYATT REGENCY HOTEL**  
Regency Ballroom

For a major workshop  
by Dr. Isaac,  
see Major Workshop #1  
on page 31.

For a Dialogue with Ephraim  
Isaac, see page 91.

### MORNING PLENARY SESSION



#### Keynote Address:

#### **"Academia's Role and Responsibility in Promoting Interethnic Conflict Resolution, Tolerance, and Peace"**

Dr. Ephraim Isaac, currently serves as director of the Institute of Semitic Studies and visiting professor at Princeton University, as well as fellow at Princeton Seminary—Princeton, New Jersey. Born in Ethiopia, where he received his early education, Isaac holds a Bachelor of Arts degree in philosophy, music, and chemistry from Concordia College; a Master of Divinity from the Harvard Divinity

School; a Ph.D. in Near Eastern languages from Harvard University, and an honorary doctorate from John Jay College, City University of New York. Isaac served as professor of African and Afro-American studies at Harvard University from 1968 to 1977 and has lectured at Hebrew University, the University of Pennsylvania, Howard University, and other higher education institutions on subjects as diverse as Near Eastern studies, ancient Semitic languages, religion, history of slavery, and ancient African civilizations. Isaac is author of numerous articles and books on Jewish Late Second Temple and Greco-Roman (ancient Ethiopic) literatures. Two of his recent works pertain to the oldest known manuscripts of *The Book of Enoch* (Dinkelschlag, 1984) and *An Ethiopic History of Joseph* (Sheffield Press, 1990). In addition, he serves on the editorial board of two international scholarly journals treating Afro-Asiatic languages and Second Temple Jewish literature, respectively. Among his other accomplishments, Isaac knows 17 languages; is the first translator of Handel's *Messiah* into Amharic, Ethiopia's official language; is widely known in Ethiopia as founder/former director of the National Literacy Campaign, which made millions literate in the late 1960s; and is currently chairman of an international ad hoc peace committee concerned with Ethiopia and the Horn of Africa.

10:30 a.m.–6:00 p.m.

**HYATT REGENCY HOTEL**  
Rio Grande Ballroom

### EXHIBITOR SHOWCASE AND RESOURCE CENTER

For schedule, see page 31.

10:30 a.m.–12:30 p.m.

### MAJOR WORKSHOP AND CONCURRENT WORKSHOP SESSIONS

10:30–11:45 a.m.

### 75-MINUTE CONCURRENT SESSIONS

10:30–11:45 a.m.

**HYATT REGENCY HOTEL**  
Nueces & Frio

#### **Proposition 187 and the Elimination of Affirmative Action at the University of California: Impacts on Higher Education**

##### ◆ Policy Issues ◆

This session focuses on California's Proposition 187 and the University of California Board of Regents' decision to eliminate affirmative action and examines their impacts on higher education in California and other states. Although the U.S. District Court has invalidated most of the provisions of Proposition 187, the court left intact Section 8, which prohibits California's public postsecondary institutions from admitting or enrolling undocumented immigrants. The new University of California Regents' policy will adversely affect African American, Latino, and Native American access to the University of California, while placing Asian American students in a predicament where they will be pitted against both white and other minority students. Both Proposition 187 and the University of California's anti-affirmative action policy may be replicated in other states. This session should particularly benefit administrators, faculty, and admissions personnel interested in enhancing diversity in higher education.

Dr. John N. Eschbach, Professor, Department of Asian and Asian American Studies, California State University—Long Beach, California (Workshop Leader)

10:30–11:45 a.m.

**HYATT REGENCY HOTEL**

Ueno & Pecos

### **A Diversified Approach to Diversity on a Nondiverse Campus: The South Dakota State University Case Study**

#### ◆ Case Studies/Model Programs ◆

This session treats diversity efforts at South Dakota State University, a public, land grant institution with a predominantly white student body and faculty. Currently in the second of two three-year grants from the Bush Foundation, the institution has been engaged in planning and implementing a variety of diversity initiatives that focus on faculty development, revision of general education core curriculum and academic major courses, and the promotion of cooperative programs with the state's American Indian tribal colleges to address articulation policies, faculty exchange, and graduate program development. While South Dakota State University will probably continue to be a predominantly white campus in a predominantly white state, it is working to create a supportive environment for students and faculty of color and is striving to prepare a largely homogeneous student body for working and living in a heterogeneous world. This session should particularly benefit conference attendees who seek to achieve multiple diversity goals on predominantly white campuses.

Dr. Lowell R. Amolte, Assistant Professor of Education and Coordinator of American Indian Activities, South Dakota State University—Brookings, South Dakota (Co-Leader)  
Dr. Robert V. Burns, Distinguished Professor and Chair, Department of Political Science, South Dakota State University—Brookings, South Dakota (Co-Leader)  
Dr. Mary J. Perpich, Associate Professor of Journalism and Coordinator of the Bush Project for Faculty Development, South Dakota State University—Brookings, South Dakota (Co-Leader)  
Dr. Carol J. Peterson, Vice President for Academic Affairs, South Dakota State University—Brookings, South Dakota (Co-Leader)

10:30–11:45 a.m.

**HILTON HOTEL**

La Vista

### **A Model Valuing Diversity Program**

#### ◆ Case Studies/Model Programs ◆

This session features a model for combating prejudice and discrimination as used in a required freshman orientation at the University of Pittsburgh at Johnstown and as adapted for use in the Employee-Student Partnership Resources Program of the Athletic Department at Northeastern University in Boston. Participants will learn ways to explore diversity issues in orientation programs, training sessions, residence hall meetings, leadership workshops, and other appropriate campus settings. The session will highlight "Facing Difference: Living Together on Campus," a video that exposes students new to the campus environment to many issues they may encounter in a pluralistic college community, helps them explore their feelings and attitudes toward these issues, and challenges them to become active parts of the solution in an increasingly diversified campus. Presenters will discuss the program model and video and their impact in enhancing communication across cultures. This session should particularly benefit conference attendees who are charged with the development and/or implementation of campus sensitivity programs.

Ms. Clea Patrick Hollis, Assistant of the President, University of Pittsburgh—Johnstown, Pennsylvania (Co-Leader)  
Ms. Leah Patricia Hollis, Director of Academic Advisement for Athletes, Northeastern University—Boston, Massachusetts (Co-Leader)



10:30-11:45 a.m.  
PLAZA HOTEL  
Ballroom A

### **Invisibility and Visibility: The Experience of Minority Faculty**

#### ◆ Research/Evaluation/Assessment ◆

This session discusses a study designed to assess the minority faculty experience of 43 faculty members in four-year colleges, universities, and professional schools in California. Faculty interviewed represented a variety of ethnic groups, public, private, large, and small institutions, both genders, a variety of disciplines, and junior faculty as well as seasoned professors. Issues examined included racism in higher education; effects of affirmative action; how minority ethnic status affects teaching, scholarship, and relationships with colleagues and students; hiring, tenure, and promotion; and application for grants. Study results will be discussed, and barriers to fuller career growth and development will be identified. This session should particularly benefit conference attendees who are concerned with issues of minority faculty career growth and development—administrators desirous of more successful experiences for minority faculty and minority faculty who wish to examine their own professional growth in relation to that of others.

Dr. Amy Iwasaki-Mass, Associate Professor, Department of Sociology, Anthropology, and Social Work, Whittier College—Whittier, California (Workshop Leader)

10:30-11:45 a.m.  
LA MANSION HOTEL  
Espada

### **Toward a Comprehensive Graduate Plan to Enhance Diversity (GPFD)**

#### ◆ Long- and Short-Range Planning ◆

An institutional audit revealed important demographic and policy issues relevant to cultural diversity in the Graduate College at Oklahoma State University, including a drop in the number of doctoral degrees conferred to minority students from 6.3 percent of all doctorates in 1984-85 to 5 percent 10 years later, with master's degrees suffering the same trend. This session will provide insights into the process of completing an institutional audit, assembling a targeted task force, developing strategies, and consolidating this material into a comprehensive plan to enhance diversity at the graduate level. Presenters will discuss the plan's purpose, objectives, strategic emphasis on recruitment and retention, and accomplishments to date. This session should particularly benefit conference attendees who are seeking to develop plans to enhance diversity at campuswide or collegewide levels at predominantly white institutions.

Mr. Stephen P. Robinson, Director, Student Academic Services, Graduate College, Oklahoma State University—Stillwater, Oklahoma (Co-Leader)

Ms. Molly E. J. Tovar, Doctoral Candidate, Educational Administration and Higher Education, and Graduate Assistant, Graduate College, Oklahoma State University—Stillwater, Oklahoma (Co-Leader)

10:30-11:45 a.m.  
PLAZA HOTEL  
Ballroom C

### **"Isms" on Campus: The Effects of Hostile Attitudes on Academic Self-Efficacy and Student Achievement**

#### ◆ Research/Evaluation/Assessment ◆

This session reports on a study designed to investigate the extent of racist, sexist, homophobic, and ableist attitudes among a sample of 630 students at a midwestern university and to assess the effects of these attitudes on academic self-efficacy beliefs and achievement. Students completed measures of sexism (Rosenbough & Ventimiglia, 1981), racism (McDonaway, 1988), heterosexism (Greene & Herek, 1994), ableism (University of Maryland, 1988), and academic self-efficacy and allowed access to their academic records. Data are being analyzed to detect differences in attitudes and academic self-efficacy between different student groups and to determine the extent to which campus attitudes affect self-efficacy and achievement. Presenters will provide an overview of study methodology and preliminary findings and will discuss potential application of study results to improved recruitment, retention, and diversity education efforts. This session should particularly benefit conference attendees who seek insight into the effects of campus environment on student educational achievement.

Dr. Connie McInbuck, Assistant Professor, Department of Psychology, University of Missouri—Rolla, Missouri (Co-Leader)

Ms. Tom E. Scott, Student Activities Coordinator, University of Missouri—Rolla, Missouri (Co-Leader)

10:30–11:45 a.m.

**PLAZA HOTEL**  
Cavalier

### **Latino College Student Stressors: Mas or Menos? Implications for Institutional Policy and Programming**

◆ Research/Evaluation/Assessment ◆

This session reports on a model study conducted to identify concrete strategies for increasing the retention of Latino students on predominantly white campuses. Data on the experiences of a sample of 700 Latino undergraduates are used to create a Latino student profile and identify stressors facing Latino students in the college environment. Information on the study's three data collection instruments will be provided. Implications of study findings for programs and policies at the institutional level will be discussed, and concrete strategies and program interventions geared to enhance the campus climate for Latino students will be identified. This session should particularly benefit individuals involved in policy making at the institutional level, practitioners who provide direct services to Latino students, and those who are interested in the success of Latino students.

Ms. Aida A. Coara, Assistant Professor and Director of the Act 101/PACI Program, Millersville University—Millersville, Pennsylvania (Workshop Leader)

10:30–11:45 a.m.

**PLAZA HOTEL**  
Room E

### **Assessing the Efficacy of Special Admissions Programs for Minority Students**

◆ Research/Evaluation/Assessment ◆

This session reports on findings of a two-phase study to identify factors associated with successful retention among 808 minority students who were admitted through two programs at the University of Central Florida that have enjoyed significant success not only in recruitment but also in the area of retention. Presenters will discuss results from both phases of the study: Phase I, involving statistical analyses of student records, and Phase II, involving the use of surveys and telephone interviews. Study results support the need to minimize the use of standardized tests for admission purposes and identify specific affective and program characteristics that are more directly linked to retention. This session should particularly benefit those who are involved in developing, implementing, and/or evaluating recruitment plans and efforts.

Dr. Ivan W. Banks, Professor of Educational Foundations, University of Central Florida—Orlando, Florida (Co-Leader)

Dr. Cheryl Green, Professor of Social Work, University of Central Florida—Orlando, Florida (Co-Leader)

10:30–11:45 a.m.

**PLAZA HOTEL**  
Room D

### **An Internship Model for Enhancing the Access of Traditionally Underrepresented Students to Fields Where They Have Been Traditionally Excluded**

◆ Case Studies/Model Programs ◆

This session highlights Iowa State University's Summer Research Internship Program for Minority High School and Undergraduate Students, a program of that institution's Office of Agriculture Minority Programs. In its third year, the program is designed to provide minority students from Iowa, Chicago, and Kansas City—as well as selected Historically Black Colleges and Universities—with opportunities to research and explore the field of agriculture and has resulted in 100 percent of the participating high school students enrolling at Iowa State. The presenter will provide information on developing a successful internship program and gaining faculty and corporate support. This session should particularly benefit conference attendees interested in recruitment, retention, and career options for students of color, particularly in the sciences.

Ms. Charanno M. Parks, Director, Agriculture Minority Programs, College of Agriculture, Iowa State University—Ames, Iowa (Workshop Leader)

10:30–11:45 a.m.  
PLAZA HOTEL  
Room F

### **Addressing Sociocultural and Political Issues in Teacher Education: Multicultural Children's Literature as Case Method Instruction**

#### ◆ Curricular/Pedagogical Models ◆

This session reports on a study designed to examine the effects of using multicultural children's literature as teaching cases with K-12 teachers in their attempts to construct a knowledge base for working effectively with children from diverse cultural, linguistic, and/or socioeconomic backgrounds. Practicing teachers in a graduate-level special topics course that focused on literacy instruction for diverse learners reviewed four children's books as case studies for the purpose of analyzing their own attitudes and perceptions concerning the sociocultural, sociolinguistic, and political issues of diversity presented in the stories' texts. The presenter will highlight study methodology and findings, that demonstrate multicultural children's literature to be an effective tool for helping teachers understand images of the world through the eyes of others. This session should particularly benefit persons planning curriculum development, those interested in enhancing instructional delivery through the use of culturally responsive practices, and faculty interested in learning how to transform their own classrooms.

Dr. Phyllis Metcalf Turner, Assistant Professor, Department of Early and Middle Childhood Education, University of Louisville—Louisville, Kentucky (Workshop Leader)

10:30–11:45 a.m.  
LA MANSION HOTEL  
Concepción

### **A Model Articulation Program to Historically Black Colleges and Universities**

#### ◆ Case Studies/Model Programs ◆

This session presents a model articulation program to 23 Historically Black Colleges and Universities, selected on the basis of informal requests from African American students. The model was developed at the College of Lake County, a predominantly white community college located 45 miles north of Chicago, with a 7 percent African American student population. The presenter will describe the evolution of the program from a single institution in 1989 to its current stature; will highlight major program components; and will indicate how the program benefits participating institutions, the College of Lake County, and its African American student population. This session should particularly benefit those who work at predominantly white junior and community colleges and who seek to better serve the African American student populations.

Mr. Harrison Williams, Counselor, College of Lake County—Grayslake, Illinois (Workshop Leader)

10:30–11:45 a.m.  
LA MANSION HOTEL  
Iberian East

### **Strategies for Teaching About Prejudice and Racism**

#### ◆ Curricular/Pedagogical Models ◆

This session describes methods and strategies utilized by an African American and a Jewish-Italian American professor in team teaching about prejudice and racism in an undergraduate psychology course. The course is grounded in psychological theory and research, and students learn about psychological processes involved in the perpetuation of racism and prejudice and about the psychological impact of racism and prejudice on both target and privileged groups. While presenters will focus on teaching methods, they will also describe course content, departmental and institutional support, student reactions to the course, and issues involved in the team teaching process. This session should particularly benefit conference attendees who are interested in curriculum development, those interested in developing new strategies to dialogue about diversity, and faculty interested in learning how to transform their own classrooms.

Dr. Sharon Boyd-Jackson, Assistant Professor, Department of Psychology, Kean College—Union, New Jersey (Co Leader)

Dr. Emily K. Filardo, Assistant Professor, Department of Psychology, Kean College—Union, New Jersey (Co Leader)

Part I  
10:30 a.m. - noon  
**LA MANSION HOTEL**  
Veramendi

Part II continues  
2:30-6:30 p.m.

7:30 a.m. - noon

10:30 a.m. - noon  
**HYATT REGENCY HOTEL**  
Chula Vista

10:30 a.m. - noon  
**HYATT REGENCY HOTEL**  
Live Oak

10:30 a.m. - noon  
**HYATT REGENCY HOTEL**  
Blanco

## MAJOR WORKSHOP 1

### **Pedagogical Strategies: Dialogue, Interrogation, and Analysis of "Isms" in Classroom Settings**

(For workshop description, see page 5)

## 90-MINUTE CONCURRENT SESSIONS

### **Strategies for Dealing with Resistance: The Classroom and Larger Contexts**

#### ◆ Curricular/Pedagogical Models ◆

This session describes how organizers of a major multiculturalism project effectively coped with a range of classroom anxieties, intellectual disagreements, policy debates, and political conflicts that emerged during the process of bringing together people and institutions from three distinct public systems of higher education in Minnesota for the purpose of incorporating multicultural dimensions into classes in a variety of disciplines. Presenters will discuss both classroom strategies and interinstitutional strategies intended to respond to various forms of resistance and to foster cooperation and productive, goal-focused activity. Their experiences reflect six years of curricular development in Minnesota's public universities and community colleges, supported by two major grants from the Ford Foundation. This session should particularly benefit those who are encountering resistance to either curricular or policy efforts to change teaching and institutional commitments.

Dr. Michael Hefli, Director, Center for Professional Development, Bemidji State University—Bemidji, Minnesota (Co-Leader)

Dr. David Gonzalez, Assistant Professor of English, Bemidji State University—Bemidji, Minnesota (Co-Leader)

### **Tapestry: Enhancing the Co-Curricular Experiences of Students of Color**

#### ◆ Case Studies/Model Programs ◆

This session describes the Michigan Tapestry, a collaborative model between Minority Student Services and Student Activities and Leadership that aims to sensitize co-curricular staff to the needs of students of color and establishes opportunities for the campus community of color to better network, express concerns, mobilize, develop, and unite. Presenters will describe the program's three major components—staff training, collaborative programming, and collaborative services; will discuss experiences of students and staff involved in the program; and will engage participants in a sharing of issues facing students of color and staff responses utilized in addressing these concerns. This session should particularly benefit conference attendees who would like to examine how the concerns of students of color might better be addressed by a varied services delivery system and how professional cross-training can be essential in the implementation of such a system.

Mr. Roger B. Fisher, Coordinator, Student Activities and Leadership, The University of Michigan—Ann Arbor, Michigan (Co-Leader)

Ms. In Y. Park, Coordinator, Student Activities and Leadership, The University of Michigan—Ann Arbor, Michigan (Co-Leader)

### **A Policy and Implementation Process That Empowered Institutional Inclusion and Combated Balkanization**

#### ◆ Case Studies/Model Programs ◆

This session will describe central features of a 1977 diversification policy initiative at Richard Stockton College of New Jersey that has resulted in a higher percentage of minority faculty and staff than of minority students—which is itself well above the national average—more than a decade of leadership by an African American woman.

president, a high percentage of minority faculty and administrators in senior ranks, and minority students who are mainstream leaders in the college community. Presenters will discuss dynamics surrounding the initiative's enactment, crucial, interactive roles that have underpinned the transformation process: strategies used to dissuade criticism and minimize opposition, and the revitalizing potential of inclusion as a process and evolving institutional reality. Their quantitative picture of institutional transformation not only includes summation statistics, but utilizes scaled measures of institutional balkanization, enlivened through use of critical anecdotal episodes. This session should particularly benefit those who are concerned about institutional diversification and empowerment and who know that inclusion must be more than recruitment and enrollment, but must also speak to adjustment and uninhibited participation as predicates to retention and real transformation.

Mr. William C. James IV, Professor of Social Work, The Richard Stockton College of New Jersey—Pomona, New Jersey (Co-Leader)

Dr. Franklin O. Smith, Professor of Sociology, The Richard Stockton College of New Jersey—Pomona, New Jersey (Co-Leader)

10:30 a.m.—noon  
HILTON HOTEL  
La Espada

### **A Comparative Study of Motivational Characteristics of Ethnic Minority Faculty and Staff at a Public and Private University**

◆ Research/Evaluation/Assessment ◆

Presenters replicated a study of African American high school students' perceptions of their teachers and how the personality characteristics of these teachers contributed to students' academic success, conducting structured group and individual interviews to explore how the presence and characteristics of ethnic minority university faculty and staff influence the success of ethnic minority college students. A comparison was made between ethnic minority students at a private Christian university and a major state university, all of whom had GPAs of 2.0 and above. Presenters will discuss factors identified as contributing to students' success and the extent to which these characteristics have affected students' desire to succeed. This session should particularly benefit conference attendees who are interested in the recruitment, retention, and successful graduation of ethnic minority students, as well as those concerned about the hiring and retention of ethnic minority faculty and staff capable of addressing the needs of an ethnically diverse student body.

Dr. Wendelyn S. Maxwell, Assistant Professor, Oklahoma Christian University of Science and Arts—Oklahoma City, Oklahoma (Co-Leader)

Ms. Eunice C. McDowell, College Program Director, School of Social Work, The University of Oklahoma—Norman, Oklahoma (Co-Leader)

10:30 a.m.—noon  
PLAZA HOTEL  
Ballroom B

### **Creating Institutional Change to Address Issues of Race and Ethnicity as Higher Education Approaches the 21st Century: What Can We Learn from Business/Corporate Models**

◆ Theoretical Models ◆

While the language of change in higher education contains numerous business phrases—re engineering, downsizing, visionary leadership, learning organizations, total quality management—units responsible for diversity are frequently left behind in the struggle for scarce resources. This session argues for the application of business/corporate strategies and frameworks to diversity programs in higher education, as essential to the survival and effectiveness levels of these programs. The presenter will explore the utility of key business/corporate concepts in enhancing institutional change relative to racial/ethnic relations and programs and will offer a conceptual framework for applying corporate strategies to diversity programs. This session should particularly benefit senior-level administrators and directors who have "line" responsibilities for campus diversity initiatives.

Dr. Bernard Oliver, Dean and Professor, College of Education, Washington State University—Pullman, Washington (Workshop Leader)

10:30 a.m.—noon  
PLAZA HOTEL  
Primavera

### **A Diversity Program to Create an Environment That Values Differences and Supports Learning, Research, and Teaching: The Association of Research Libraries' Seven-Component Model**

#### ◆ Case Studies/Model Program ◆

This session describes the diversity program model of the Association of Research Libraries and links it to effective teaching, research, and student learning. Presenters will explore a broad definition of diversity, will illustrate how the library can support intellectual excellence and academic success, and will discuss seven components of a successful diversity program: administrative agenda and leadership, management and supervision, fostering a climate for diversity, recruiting a diverse workforce, interaction with library users, library services and programs, and development of collections. This session should particularly benefit those who seek an institutionwide diversity program model that identifies the library as a key academic resource.

Ms. Kriza A. Jennings, Program Officer for Diversity and Minority Recruitment, Association of Research Libraries—Washington, D.C. (Co-Leader)

Ms. Toni Olshen, Associate University Librarian, York University—Toronto, Ontario, Canada (Co-Leader)

10:30 a.m.—noon  
PLAZA HOTEL  
Krogan B

### **Replacing Rhetoric with Action: A Model for Institutional Change**

#### ◆ Long- and Short-Range Planning ◆

This session showcases an action-oriented and replicable plan developed and implemented at a predominantly white, suburban community college in Minneapolis-St. Paul, designed both to support students and to produce comprehensive institutional change. Presenters will highlight the plan's goals and objectives, the role of committed leadership as implemented through a self-directed work team of influential staff, a process for curriculum transformation that includes incentives for faculty "buy-in," and organizational and staffing patterns that engage collegewide participation and share accountability for multicultural activism. Selected strategies for successful student recruitment, retention, and success will also be discussed, and presenters will share some pitfalls and guaranteed-to-fail strategies to avoid during implementation of such a plan. This session should particularly benefit conference attendees who are CEOs, administrators, diversity coordinators, or faculty members charged with planning and implementing institutionwide diversity initiatives at predominantly white institutions.

Ms. Janet Cannon, Diversity Coordinator, Lakewood/Northeast Metro Community and Technical College—White Bear Lake, Minnesota (Co-Leader)

Ms. Mary McKee, Dean, Continuing Education and Customized Training, Lakewood/Northeast Metro Community and Technical College—White Bear Lake, Minnesota (Co-Leader)

Dr. James M. Meznek, President, Lakewood/Northeast Metro Community and Technical College—White Bear Lake, Minnesota (Co-Leader)

Mr. Willie Nesbit, Former Dean of Students, Lakewood/Northeast Metro Community College—White Bear Lake, Minnesota. Currently Serving as Coordinator, Office of Multicultural Affairs, Concordia College—St. Paul, Minnesota (Co-Leader)

10:30 a.m.—noon  
PLAZA HOTEL  
Room G

### **A Collaborative Model for Facilitating Dialogue Between Students of Color and Faculty**

#### ◆ Interactive Training ◆

This workshop focuses on a collaborative model implemented at the University of Missouri-Columbia to facilitate dialogue between students of color and faculty, sponsored by that institution's Office of Academic Retention Services, the MU in the Future Human Relations Program, and the Program for Excellence in Teaching. This initiative has produced a more open approach to faculty development and the effort to

create inclusive classroom environments as based on student perceptions and experiences. Presenters will discuss the model and will engage participants in reflective practice discussion to further the retention of traditionally underrepresented students at predominantly white campuses. Discussion will address aspects of the classroom experience: student success, flexibility versus fairness, perceptions and expectations, learning styles versus pedagogical styles, assessment and evaluation, and learning versus performance. This session should particularly benefit those who are involved in faculty development programs, retention programs, learning centers, tutorial services, or advising.

Ms. Linda Garth, Director, Academic Retention Services, University of Missouri—Columbia, Missouri (Co-Leader)

Dr. Mable J. Grimes, Faculty Associate and Coordinator of the ML to the Future Human Relations Program, University of Missouri—Columbia, Missouri (Co-Leader)

11:30 a.m.–12:30 p.m.  
LA MANSION HOTEL  
Iberian West

**STUDENT LEADERSHIP INSTITUTE:** A series of eight sessions designed to provide student attendees with sessions that address some of the key issues challenging student leaders. Student participants may elect to attend any or all of the institute sessions and/or to attend other conference sessions of their choice. (For an overview of sessions comprising the Student Leadership Institute, see page 2)

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**Action! A Common Sense Approach to Improving Your Campus Environment**

This humorous, insightful, and thought-provoking workshop will give students an opportunity to take a much-needed open and honest approach to dealing directly with issues that impact them on American college campuses. The workshop will address the minority experience on predominantly white campuses and will share common-sense methods for improving the quality of life and enhancing the overall student campus experience. Topics for discussion include such critical issues as retention, leadership, fund raising, unity, coalition building, and problem solving. This will be an interactive session with plenty of audience discussion, and participants will leave with an action plan for improving their campus environments. The workshop is designed to generate open and honest dialogue; empower students to understand that they hold the key to solving many of the problems that confront them on college campuses; share strategies for improving the retention of students of color; share ideas, programs, and concepts that students can take back and implement on their campuses; and help students create support networks.

Mr. Steve Birdline, Coordinator of Diversity Programs, Indiana University—Bloomington, Indiana (Workshop Leader)

10:30 a.m.–12:30 p.m.  
**HYATT REGENCY HOTEL**  
Guadalupe

**MULTIMEDIA TECHNOLOGY IN TEACHING SERIES:** A series of six workshops designed to enhance the technology skills of faculty participants and to acquaint them with the potential of multimedia for transforming the multicultural classroom. Each session is designed to stand alone and will be limited to 70 participants, admitted on a first-come, first-served basis. (For an overview of sessions comprising the Multimedia Technology in Teaching Series, see page 2.)

### **An Interactive CD-ROM Approach to Diversity Training in Faculty Development**

This session is for anyone interested in training faculty to be “guides on the side” of a student-centered, active-learning multicultural classroom rather than the “sage on the stage” traditional lecturer. Participants will be able to experience an interactive CD-ROM used in new faculty orientation for part-time community college faculty. The materials contained on the CD-ROM were developed to help new teachers learn how to better identify their own attitudes around diverse cultures and to help them develop their own teaching techniques for use in the multicultural classroom. Development of the content of these materials, their use in faculty training sessions, specific classroom ideas produced by faculty who used them, and the effectiveness of such materials in faculty development will be each discussed. Participants will receive a disk with sample exercises for interactive faculty diversity training.

Ms. Leslie D. Edwards, Adjunct Faculty, Technical Communications Department, Metropolitan State College of Denver—Denver, Colorado (Co-Leader)  
Ms. Shyrel Hosseini, Dean of Science, Health, Business and Math, Front Range Community College—Westminster, Colorado (Co Leader)

11:00 a.m.–noon  
**HYATT REGENCY HOTEL**  
Pecan

### **SPECIAL FEATURE**

#### **Dialogue with Ephraim Isaac**

### **LUNCHEON**

#### **“Institutional Perspectives on Issues of Higher Education Access and Success for Traditionally Underrepresented Populations”**

A panel of presidents representing a diverse set of community colleges in San Antonio will provide their institutional perspectives on issues of higher education access and success for culturally diverse, traditionally underrepresented populations.

Dr. Ruth Burgess-Sasser, President, San Antonio College—San Antonio, Texas (Panelist)  
Dr. Charles Rodriguez, Vice President of Advancement, Hispanic Association of Colleges and Universities—San Antonio, Texas (Moderator)  
Dr. Charles A. Taylor, President, St. Philip's College—San Antonio, Texas (Panelist)  
Dr. Joel L. Vela, President, Palo Alto College—San Antonio, Texas (Panelist)

**Note:** San Antonio College is the largest community college in San Antonio, with a 50 percent Hispanic student population. St. Philip's College is a Historically Black College and a Hispanic Serving Institution. Palo Alto College is a Hispanic Serving Institution and a predominantly Mexican American College.

noon–1:45 p.m.  
**HYATT REGENCY HOTEL**  
Regency Ballroom



2:00-6:00 p.m.

**MAJOR WORKSHOP, CONCURRENT WORKSHOP, CRITICAL DIALOGUE,  
AND PRACTICUM SESSIONS**

2:00-3:15 p.m.

**75-MINUTE CONCURRENT SESSIONS**

2:00-1:15 p.m.

**HYATT REGENCY HOTEL**

**Peccan**

**A Review of Student Achievement in Minority Support Programs at Indiana University**

◆ Research/Evaluation/Assessment ◆

This session discusses results of a two-year study that utilized existing data from the Office of the Registrar to examine the progress of Indiana University freshman and sophomore students of color who participated in support programs. The study reviewed differences in performance across ethnic, gender, and residency status and compared student academic achievement according to credit hours taken each semester and grade point averages earned. Results indicate that students enrolled in programs with a mentoring component tended to earn higher grade point averages and to enroll in more credit hours than those who did not and that by the sophomore year students in a mentoring program who were not classified as high achievers were earning grade point averages that were not statistically different from those of high achievers. This session should particularly benefit administrators and staff in mentoring programs, tutoring programs, and other academic support programs who are seeking to assess the results of academic support program activities.

Ms. June D. Cargile, Director, Faculty and Staff for Student Excellence Mentoring Program, Indiana University—Bloomington, Indiana (Co-Leader)

Mr. James J. Brooks, Assistant Director, Office of Student Financial Assistance, Indiana University—Bloomington, Indiana (Co-Leader)

2:00-3:15 p.m.

**HILTON HOTEL**

**La Vista**

**Critical Events, Stereotypes, and Possible Selves: The Role of Affinity Groups in the Socialization of Hispanic Students in Computer Science and Electrical Engineering**

◆ Case Studies/Model Programs ◆

This session describes the use of affinity groups as an innovative approach to the socialization of traditionally underrepresented students in computer science and electrical engineering at a large, urban, commuter university where the enrollment of Hispanic students exceeds 64 percent. This approach, supported by the National Science Foundation, was implemented in fall, 1995 through faculty-student research/program development groups, each consisting of a faculty coordinator and 10 students at different stages in their graduate and undergraduate programs. Presenters, who have assisted in monitoring affinity group interactions, will discuss three themes in their ongoing analysis: (1) how critical events in the lives of students influence their decisions regarding career choices; (2) the perceptions that students have of people in computer science and electrical engineering professions; and (3) the issue of "possible selves" and students' ability to imagine themselves graduating and pursuing careers in these fields or engaging in further study. Both quantitative and qualitative data gathered from surveys, focus groups, and interviews will be reported, and suggestions for program development and future research will be provided. This session should particularly benefit conference attendees who are responsible for or play a role in programs that seek to socialize minority students into careers in science and engineering.

Dr. Connie Kubo Della-Piana, Assistant Professor, Department of Communication, University of Texas—El Paso, Texas (Co-Leader)

Dr. J. Gerard Power, Assistant Professor, Department of Communication, University of Texas—El Paso, Texas (Co-Leader)

2:00-3:15 p.m.  
**PLAZA HOTEL**  
Room D

### **Diversity Dialogues: A Model for Sensitizing and Healing**

#### ◆ Case Studies/Model Programs ◆

This session features a low-budget process for conducting a Campus Diversity Dialogue series, designed to discuss diversity issues in an informal, confidential setting; sensitize the campus community to a diverse environment; and train potential facilitators on how to conduct future dialogues. Presenters will provide information on dialogue format, with suggested variations for use in unique situations, will indicate evaluation results from three sets of diversity dialogues conducted during the 1995-96 academic year, and will engage conference attendees as key participants in a diversity dialogue simulation. This session should particularly benefit faculty, staff, students, and administrators seeking ways to celebrate diversity that do not require extra funds.

Dr. Suzanne Laura Miles, Associate Dean of Instruction, Pima Community College East-Tucson, Arizona (Co-Leader)

Mr. Steve Wallace, Department Chair, Humanities and Fine Arts, Pima Community College East-Tucson, Arizona (Co-Leader)

2:00-3:15 p.m.  
**LA MANSION HOTEL**  
Iberian East

### **A State/Federal Partnership with the U.S. Office for Civil Rights: The Florida Experience**

#### ◆ Policy Issues ◆

Florida, one of 10 Southern states required to desegregate under the *Adams* case, was notified in April 1995 by Secretary of Education Richard Riley that it had been identified for review of access for minorities to higher education under the U.S. Supreme Court decision in *Fordice* (1992). In a departure from a typical, protracted investigation by the U.S. Department of Education's Office for Civil Rights, an offer was made for Florida to take the lead in a partnership with OCR to evaluate access for minority students, especially African Americans and Hispanics. This collaborative approach, coordinated by the Florida Governor's Office, also included representatives from K-12 educational systems, community colleges, and public and private colleges and universities. Public meetings were held throughout the state, allowing stakeholders from the education and business communities, minority communities, and minority advocacy agencies to provide perceptions and data to the coordinating group. Presenters will describe the partnership model and will highlight major outcomes and recommendations. This session presents a new model for federal/state cooperation and should particularly benefit those who work with issues of student access and retention, equal opportunity, and diversity, as well as those who work with issues of evaluation and achievement of minority access in all educational sectors.

Mr. Richard L. Foster, Director, Program Operations Division, Policy Enforcement and Program Services, Office for Civil Rights, U.S. Department of Education—Washington, D.C. (Co-Leader)

Dr. Joni Margalius-Eisner, Assistant Vice President, Equal Opportunity Programs, Florida International University—Miami, Florida (Co-Leader)

Ms. Regina E. Sofer, Associate Vice Chancellor and Director, Office for Equal Opportunity Programs, Florida Board of Regents—Tallahassee, Florida (Co-Leader)

2:00-4:00 p.m.

### **2-HOUR CONCURRENT SESSIONS**

2:00-4:00 p.m.  
**HYATT REGENCY HOTEL**  
Live Oak

### **The Action Review Team Concept as a Process for Implementing and Assessing Change in a Major Urban University**

#### ◆ Case Studies/Model Programs ◆

Founded in 1869, Chicago State University has evolved from a small teacher-training college that served the needs of a predominantly white student body to a 10,000 student multi-college university with a student body that is over 90 percent African American, most of whom are urban inner-city in character and live within a 15-mile radius of the campus. These changes have raised concerns about the racial and cultural composition of the faculty, the curriculum, the pedagogical techniques used in the classroom, and the

overall cultural environment. Under new presidential leadership since 1990, CSU has attempted to address some of these issues through a conceptual process that utilizes an Action Review Team composed of faculty, staff, and administrators to review and assess change and quality at a 1) institutional levels. Presenters will offer the Action Review Team as a working model for implementing change in an urban university; will highlight its history and working processes; and will describe efforts to contextualize the teaching/learning environment for enhancing quality, changing values, improving community service, developing effective communication, and establishing a tradition that encompasses both a multicultural and an African-centered focus. This session should particularly benefit those who seek an reflective working model for implementing broadly based change in an urban university setting.

Dr. Lindsay P. Bicknell-Hentges, Associate Professor, Psychology Department, Chicago State University—Chicago, Illinois (Co-Leader)

Dr. Betty-Jo A. Dunbar, Assistant Professor, Elementary Education, Chicago State University—Chicago, Illinois (Co-Leader)

Dr. Genevieve Lopardo, Dean, College of Education, Chicago State University—Chicago, Illinois (Co-Leader)

Dr. Bartley L. McSwine, Associate Professor, Department of Curriculum and Instruction, Chicago State University—Chicago, Illinois (Co-Leader)

Dr. Charles Smith, Assistant Provost, Dean of Student Development, and Interim Athletic Director, Chicago State University—Chicago, Illinois (Co-Leader)

Ms. Renee Williams, Director of Hospitality Management, Chicago State University—Chicago, Illinois (Co-Leader)

2:00 -4:00 p.m.  
LA MANSION HOTEL  
Concepción

### **The Persistence of Culture and the Persistence of Oppression: Jewish Identity in the Multicultural Campus**

#### ◆ Theoretical Models ◆

This session is designed to provide administrators, faculty, and student leaders with an understanding of the behaviors and unarticulated social mores that motivate Jewish students in their encounters with non-Jews and will explain both the persistence of Jewish cultural ways and the persistence of psychosocial trauma from past persecutions among late 20th-century American Jews. The presenter will describe vital folkways and cultural values that have contributed to Jews' cohesiveness and cultural longevity, such as dedication to education and excellence and *tikkun olam* (healing the world). Negative behaviors that once seemed crucial to physical survival and security but may be less functional in this period—such as defensiveness, a sense of being persecuted, or feeling unwanted and/or isolated—will be placed in the context of the internalization of oppression, and the impact of these behaviors on coalition-building efforts and the Jewish relationship to the multicultural agenda will be discussed. This session should particularly benefit those who are involved in cross-cultural efforts, as well as those who have regular contact with Jewish students.

Ms. Jennifer Helbraun Abramson, Assistant Director, Northern California Hillel Council—San Francisco, California (Workshop Leader)

2:00 -6:00 p.m.

### **CRITICAL DIALOGUE SESSIONS**

Critical Dialogue sessions are designed to provide genuine opportunities for dialogue and exchange and to take topic discussions to the next, more advanced, level. These sessions will be facilitated by persons with expertise and experience in each topic area. Facilitators 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.

2:00- 4:00 p.m.  
**PLAZA HOTEL**  
Cavalier

For a related workshop,  
see Major Workshop 29  
on page 28.

2:00- 4:00 p.m.  
**PLAZA HOTEL**  
Ballroom A

For a related workshop,  
see Major Workshop 9  
on page 9.

2:00- 4:00 p.m.  
**HYATT REGENCY HOTEL**  
Chula Vista Board Room

For a related workshop,  
see Major Workshop 7  
on page 8.

### ***Critical Dialogue 6***

#### **Policy Implications of Proposed Changes to Current Racial and Ethnic Categories for Dual-Status Individuals**

This session will address some major policy implications of proposed changes to the current racial and ethnic categories for dual-status individuals. Put simply, what would happen if, under the guise of a colorblind society, the current classification system is eliminated or replaced by a system that disregards not only racial and ethnic differences, but—perhaps more important—the wide disparity in personal and social experiences, incomes, and access to vital resources?

Dr. Shirley Vining Brown, Senior Research Scientist, Education Testing Service—Princeton, New Jersey (Co-Facilitator)

Dr. Berta Vigil Lader, Assistant Professor, Department of Educational Leadership, Peabody College at Vanderbilt University—Nashville, Tennessee (Co-Facilitator)

Dr. Marie Yopas-Banyia, Associate Research Scientist, Education Testing Service—Princeton, New Jersey (Co-Facilitator)

### ***Critical Dialogue 7***

#### **Advice to African American and Other AHANA (African American, Hispanic, Asian, and Native American) Administrators Embarking on Careers in Higher Education**

This highly interactive follow-up session affords an opportunity to further assist conferees who attended Major Workshop 9 (see page 9) in resolving difficulties relating to their work. Personal reflections and case studies will be central to this discussion.

Dr. Donald Brown, Director, Office of AHANA Student Programs, Boston College—Chestnut Hill, Massachusetts (Co-Facilitator)

Dr. Lari Mazen, Director, Office of Multicultural Relations, Fairfield University—Fairfield, Connecticut (Co-Facilitator)

Ms. Mah-Li Milner, Director, Office of Multicultural Affairs, Martin Luther King Jr. Center, Boston University—Boston, Massachusetts (Co-Facilitator)

Ms. Fern Sweetenburgh-Lee, Acting Director, Office of Student Activities, California State Polytechnic University—Pomona, California (Co-Facilitator)

### ***Critical Dialogue 8***

#### **Using Interactive/Experiential Exercises in the Classroom**

Those who attended Major Workshop 7 (see page 8) or its counterpart at an earlier conference are welcome to join a discussion of the applicability of the various exercises used in this workshop. The pros and cons of these and other exercises will be examined in response to challenges participants face in their classrooms and institutions.

Dr. Connie S. Chan, Associate Professor, Human Services, University of Massachusetts—Boston, Massachusetts (Co-Facilitator)

Dr. Estelle D'sch, Associate Professor, Department of Sociology, University of Massachusetts—Boston, Massachusetts (Co-Facilitator)

2:00–4:00 p.m.  
**HYATT REGENCY HOTEL**  
**Chula Vista**

For a related workshop,  
see Major Workshop 27  
on page 26.

### Critical Dialogue 9

#### **Beyond Double and Triple Jeopardy: Building Alliances with Lesbian/Gay/Bisexual Persons of Color**

This dialogue will explore useful resources and effective strategies for initiating and cultivating ally relationships, mentoring relationships, and otherwise supporting students of color who are attempting to successfully manage their lives as lesbian/gay/bisexual persons of color. Participants will be encouraged to share personal experiences, programming ideas, and educational strategies designed to foster a positive campus climate for these groups.

Mr. William Bolden, Director, Housing and Residence Life, Fort Lewis College  
Durango, Colorado (Co-Facilitator)

Dr. Dottie Morris, Staff Psychologist, University Counseling Center, Colorado State  
University—Fort Collins, Colorado (Co-Facilitator)

Dr. Richard A. Rodriguez, Counseling Psychologist, Counseling and Psychological  
Services, University Health Services, University of California—Berkeley, California  
(Co-facilitator)

2:00–4:10 p.m.  
**HILTON HOTEL**  
**La Espada**

For a related workshop,  
see Major Workshop 19  
on page 13.

### MAJOR WORKSHOP 56

#### **Using Cultural Diversity Simulations to Promote Cultural Awareness and Enhance Cross-Cultural Communication on College Campuses**

This workshop is designed for persons interested in working with cultural diversity simulations on college campuses. It will focus on four major simulations: (1) Country A and Country Z: A Lesson in Cultural Diversity, (2) Baia Baia, (3) Brown Eyes-Blue Eyes, and (4) Bamga. Participants will gain specific information regarding the process of each simulation, an understanding of how to adapt simulations for different populations and settings, knowledge of potential risks involved in the use of simulations, and an understanding of the principles of effective facilitation. The workshop will also include an examination of the advantages and disadvantages of using simulations for promoting cross-cultural communication. Participants will have an opportunity to share their experiences facilitating the above and other cultural diversity simulations, and all participants will receive a resource guide containing information on simulations.

Ms. Kim Daniel Clarke, Director of Academic Achievement, Pace University—New York,  
New York (Co-Leader)

Dr. Elizabeth Lee, Adjunct Associate Professor of English, Durham Technical Community  
College—Durham, North Carolina (Co-Leader)

2:00–3:30 p.m.

### EDUCATIONAL/CULTURAL TOURS

2:00–4:00 p.m.

#### **ST. PHILIP'S COLLEGE TOUR**

(For description, see page 3)

2:00–3:00 p.m.

#### **CARVER COMMUNITY CULTURAL CENTER TOUR**

Advanced reservation required.  
A \$6 tour fee covers the cost of  
transportation. For bus departure  
information, check with the  
conference registration desk.

The Carver Community Cultural Center has evolved over nine decades into a multicultural, multiethnic performing and visual arts center. The institutional development of the center closely parallels local response to social policy and legislation governing the access rights of ethnic minority peoples. A tour of the facility will include a presentation providing historical perspectives on the issues of segregation and institutional racism that contributed to the center's development as a forum for African American people. "The minority minority" in San Antonio.

2:00–5:00 p.m.  
**HYATT REGENCY HOTEL**  
Success & Trio

**STUDENT RECRUITMENT AND RETENTION PROGRAM ASSESSMENT SERIES:** An interactive skills-building series of six workshops that targets campus program administrators and staff who seek to use assessment/evaluation tools systematically as a student-centered, self-diagnostic resource. As this series presents a progression of content that builds upon information from prior series sessions, each session is limited to those who have completed the antecedent, prerequisite sessions or who have equivalent knowledge and experience. (For series description and sequencing, see page 14.)

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**RECRUITMENT AND RETENTION ASSESSMENT SERIES, PART VI:  
Retention Programs Working Session 2**

This session is designed to reassemble persons who completed the Retention Programs Working Session 1 for the final assessment-design working session. To prime participants for the next phase of assessment on their home campuses, this workshop will conclude with a “What will I do, or do differently, on Monday...?” brainstorming exercise, helping participants to focus very specifically on how they can incorporate assessment into their service delivery process, making it a program resource that supports effective service delivery and maximizes educational and career benefits for their students.

Dr. Hazel Symonette, Policy and Planning Analyst, Office of Multicultural Affairs, University of Wisconsin System Administration—Madison, Wisconsin (Workshop Leader)

2:00–5:00 p.m.  
**LA MANSION HOTEL**  
Iberian West

**STUDENT LEADERSHIP INSTITUTE:** A series of eight sessions designed to provide student attendees with sessions that address some of the key issues challenging student leaders. Student participants may elect to attend any or all of the institute sessions and/or to attend other conference sessions of their choice. (For an overview of sessions comprising the Student Leadership Institute, see page 2.)

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**Building Interculturally Inclusive Communities Among the Student Population**

While it is increasingly important that students on college campuses acknowledge and appreciate diversity, such efforts are often met with resistance based on stereotypes and misconceptions about the members of other cultures. This, in turn, affects students’ ability to foster a spirit of inclusiveness between the members of different cultural groups. This interactive session will engage students in a variety of activities that contribute to an enhanced sensitivity to a broad range of diversity issues. Exercises will explore such components as individual differences, preconceived attitudes/beliefs, racial issues, and the need to go beyond established boundaries to experience the maximum potential for productive intercultural relationships.

Mr. Kenneth Anderson, Consultant, Maximum Life Enhancement—Madison, Alabama (Workshop Leader)

2:00–5:00 p.m.

2:00–5:00 p.m.

**HYATT REGENCY HOTEL**  
**Blanco**

For a related workshop,  
see Major Workshop 37  
on page 34.

## **PRACTICUM SESSIONS**

Practicum sessions are designed to provide further hands-on opportunities to develop ton's skills, and selected end products.

### ***Practicum 5***

#### **Implementing Multicultural Conflict Resolution Training and Multicultural Mediation Programs on Campus**

This practicum is designed as a follow-up to Major Workshop 37 (see page 34). Participants will learn basic strategies for setting up training and mediation programs that approach conflict from a multicultural perspective and will examine how to implement programs from inception through evaluation. Areas to be addressed include utilizing design teams to gain interest and commitment, recruiting participants, publicizing activities, and maintaining ongoing support. Case examples will be discussed, and participants will be assisted in examining needs and resources of their institutions.

Ms. Leah Wing, Assistant Ombudsman, University of Massachusetts—Amherst, Massachusetts (Facilitator)

### ***Practicum 6***

#### **Facilitator Skills for Diversity Training**

This practicum—limited to 25 persons, admitted on a first-come, first-served basis—is designed to provide participants from Major Workshop 26 (see page 27) a more extensive opportunity to develop, practice, and obtain feedback on their facilitation skills. Materials for this practicum were provided in Major Workshop 28, which is a prerequisite.

Ms. Denise Mahris, Associate, Onlee Zwicke & Associates—Santa Barbara, California (Co-Facilitator)

Mr. Philip D. Maynard, Professor, Speech Communications, Mt. San Antonio College—Walnut, California (Co-Facilitator)

Dr. Onlee Zwicke, Onlee Zwicke & Associates—Santa Barbara, California (Co-Facilitator)

2:00–5:00 p.m.

**PLAZA HOTEL**  
**Room B**

For a related workshop,  
see Major Workshop 26  
on page 27.

### ***Critical Dialogue 2***

#### **Examining and Redefining Academic Disciplines**

This session is designed to facilitate an exchange between faculty who are at different stages in the process of examining and redefining their disciplines to be more inclusive. Both those who are just beginning the process of developing inclusive curriculum and those who are at more advanced stages are invited to share their insights, frustrations, and successes.

Dr. Lisa Gonçalves, Assistant Professor of Applied Language and Mathematics, University of Massachusetts—Boston, Massachusetts (Co-Facilitator)

Dr. Esther Kingston-Mann, Professor of American Studies and History and Director of the Center for the Improvement of Teaching, University of Massachusetts—Boston, Massachusetts (Co-Facilitator)

Ms. Martha LaBaro, Dean of Academic Affairs, Bloomfield College—Bloomfield, New Jersey (Co-Facilitator)

Dr. Thomas Slaughter, Professor of Philosophy, Bloomfield College—Bloomfield, New Jersey (Co-Facilitator)

2:00–5:00 p.m.

**HYATT REGENCY HOTEL**  
**Mesquite**

For a related workshop,  
see Major Workshop 35  
on page 32.

2:00–5:00 p.m.  
**HYATT REGENCY HOTEL**  
Llano & Pecos

For related workshops,  
see Major Workshops 24 & 25  
on pages 27 and 31,  
respectively.

2:00–5:00 p.m.  
**HYATT REGENCY HOTEL**  
Guadalupe

Part II  
2:00–6:00 p.m.  
**LA MANSION HOTEL**  
Veramendi

### **MAJOR WORKSHOP 57**

#### **Constructing Training in Diversity Issues: The Art, Practice, and Ethics Involved in Changing Paradigms**

This session will provide an opportunity for participants to explore some of the issues involved in designing, presenting, and evaluating diversity training for faculty and staff. Presenters will summarize key cognitive, affective, and skills-building dynamics of such training and will engage participants in a discussion of such essential matters as the ethics of attempting to change others' paradigms or world views, the consequences and costs for individuals when they begin to see their worlds differently, the power issues involved in going diversity training work, and the potential that such training has to help initiate and sustain institutional change at all levels of the organization.

Ms. Diane Benschoter, President, Oregon Coalition for Inclusive Campuses, and Training Coordinator, Department of Affirmative Action, Oregon Health Sciences University, Portland, Oregon (Co-leader)

Ms. Christine A. Cullinan, Training Administrator and Assistant Professor, Office of Human Resources and Equal Employment Opportunity/Affirmative Action, University of Oregon—Lugene, Oregon (Co-leader)

**MULTIMEDIA TECHNOLOGY IN TEACHING SERIES:** A series of six workshops designed to enhance the technology skills of faculty participants and to acquaint them with the potential of multimedia for transforming the multicultural classroom. Each session is designed to stand alone and will be limited to 70 participants, admitted on a first-come, first-served basis. (For an overview of sessions comprising the Multimedia Technology in Teaching Series, see page 2.)

#### **Where Is the Multicultural Emphasis in Distance Learning?**

This session will focus on distance learning and its impact on a multicultural curriculum. Participants will learn about the latest in distance and distributed learning technologies including cable, microwave, and satellite systems. The session will demonstrate ways higher education institutions are using these technologies in conjunction with videotapes, texts, and multimedia CD-ROM and will document the impact upon students of color and women students. Participants will explore models for impacting distance learning by including ethnic perspectives, evaluating the impact of the multicultural information being presented, dealing with the absence of a diverse class when study is independent, and training for faculty guiding these sessions. Each participant will receive a software tutorial and training materials for helping faculty teach interactive classes that are broadcast beyond the classroom.

Ms. Leslie D. Edwards, Adjunct Faculty, Technical Communications Department, Metropolitan State College of Denver—Denver, Colorado (Workshop Leader)

### **MAJOR WORKSHOP 1**

#### **Pedagogical Strategies: Dialogue, Interrogation, and Analysis of "Isms" in Classroom Settings**

(For workshop description, see page 5)



2:00–6:00 p.m.

2:00–6:00 p.m.  
PLAZA HOTEL  
Ballroom B

3:00–5:00 p.m.  
PLAZA HOTEL  
Primavera

3:00–5:00 p.m.  
HYATT REGENCY HOTEL  
Directors Room

For a related workshop,  
see Major Workshop 9  
on page 5.

## 4-HOUR CONCURRENT SESSIONS

### **Unlearning Racism: The Color of Fear**

#### ◆ Interactive Training ◆

This session is limited to persons who are willing to make a four-hour commitment. It features the award-winning film, “The Color of Fear,” a 90-minute ground-breaking film that encourages—indeed compels—individuals to confront their fears regarding race. The film, which contains unrehearsed dialogue that constitutes perhaps the most powerful testimonials on racism ever conveyed on film, has been used in both the public and private sectors. Participants will be assisted in processing the film and will be guided through interactive exercises in a safe and trusting environment where they can share painful experiences dealing with racism. This workshop provides an introduction to facilitating the film in a formal setting and should benefit conference attendees who are trainers, as well as administrators, students, faculty, and staff.

Mr. Dennard Kenneth Clendenin, Facilitator/Trainer, Dennard Clendenin and Associates, Stir Fry Productions—Oakland, California (Workshop Leader)

### **MAJOR WORKSHOP 38**

### **The “Unofficial” Minority: Arab American Identity and Issues That Stretch the Diversity Yardstick**

Arab Americans constitute a diverse ethnic constituency currently comprising more than 2 million persons, 40 percent of whom are foreign born. This workshop will explore the century of Arab immigration to the United States and will trace how each major immigration wave has brought its own struggle for identity and acceptance in America. The presenter will provide a profile of current demographics—including statistics on assimilation and success—and will probe roots of negative stereotypes and anti-Arab (and anti-Muslim) bias in the areas of popular culture, education, the workplace, and politics. A special focus will be to explore the dilemma of fitting Arabs and other Middle Eastern persons into the current race/ethnicity paradigm and to discuss ways Arab Americans can and do take part in campus and societal diversity programs as persons of color, if not a recognized minority. While this session will assist those unfamiliar with issues and concerns of the Arab/Middle Eastern student community, it is intended to go beyond an introduction to more in-depth analysis and discussion of effective response strategies.

Ms. Reem I. Khraizat, Former Chairperson of the Arab Descent Caucus of the National Students of Color Coalition and Founder and Coordinator of the Michigan Arab Student Coalition, Michigan State University—East Lansing, Michigan. Currently Serving as Wiqaya HIV/AIDS Coordinator, Arab Community Center for Economic and Social Services—Dearborn, Michigan (Co-Leader)

Ms. Helen Samhan, Acting Director, Arab American Institute—Washington, D.C. (Co-Leader)

### **Critical Dialogue 10**

### **Challenges in Creating Receptive Campus Environments**

This session will provide participants an opportunity to bring problem situations in campus conflict for analysis and suggested strategies to enhance the receptivity of campus environments to racial/ethnic diversity.

Dr. Eddie Gaffney, Academic Dean, Morehouse College—Atlanta, Georgia (Co-Facilitator)

Dr. LaVeta L. Small, Dean of Students, Spellman College—Atlanta, Georgia (Co-Facilitator)

3:30-5:30 p.m.

**LA MANSION HOTEL**

**Espada**

For a related workshop,  
see Major Workshop 10  
on page 11.

**Critical Dialogue 11**

**Maintaining the Momentum in Implementing Diversity Strategic Plans**

Participants are invited to bring problem scenarios for analysis and discussion. Facilitators with experience in problem solving at the system, statewide, and campus levels will help in diagnosing problem situations and will suggest strategies for getting unstuck.

Dr. Andrea Teresa "Toss" Arenas, Assistant to the President for Multicultural Affairs, University of Wisconsin System—Madison, Wisconsin (Co-facilitator)

Dr. Cedric Page, Associate Director, Minority Affairs and Academic Programs, Washington State Higher Education Coordinating Board—Olympia, Washington (Co-facilitator)

3:45-5:00 p.m.

3:45-5:00 p.m.

**HYATT REGENCY HOTEL**

**Pecan**

**75-MINUTE CONCURRENT SESSIONS**

**Rigorous Preparation for the 21st Century Through Technology Training and Technology Development**

◆ Case Studies/Model Programs ◆

As computer skills are increasingly required for success in both higher education and workplace settings, technology is rapidly emerging as a new gatekeeper for the success of Student Affirmative Action (SAA) students, i.e., African American, American Indian, and U.S. canoeing students. Two additional challenges arise: (1) it becomes vital to empower such students to persist to graduation, and (2) the pool of university-eligible students must be both wider and prepared in such a way as to guarantee academic success for the 21st century. This session discusses a series of programs developed and implemented at the University of California-Irvine, whose focus is the preparation of greater numbers of SAA students for admission, enrollment, and retention to graduation. Presenters will share results of long-term academic partnerships with K-12 institutions designed to promote curriculum reform and student access to the most rigorous courses and the best technological resources. Partnerships with three schools will be highlighted: (1) Whitney High School, recently distinguished as the top high school in California and a leading educator of SAA students; (2) Sherman Indian High School, the only Bureau of Indian Affairs-operated high school in California; and (3) the Native American Preparatory School, a privately funded high school opened in 1995 in Rowe, New Mexico. This session should particularly benefit conference attendees who are concerned with the role of technology in preparing students for university retention and life in the 21st century.

Ms. Barbara Al-Bayati, Program Director, Program Research and Development and Grants Administrator, Center for Educational Partnerships, University of California—Irvine, California (Co-leader)

Dr. Keger Thomas, Assistant Director, Center for Educational Partnerships, University of California—Irvine, California (Co-leader)

3:45-5:00 p.m.

**PLAZA HOTEL**

**Room F**

**High-Wire Act: Balancing Blackness on a White Campus**

◆ Policy Issues ◆

African American administrators and faculty on historically white campuses face a range of demands and stresses that are unique from those of their European counterparts. They are often called upon to mediate between student demands for campus climate change and administrative demands for student acquiescence to the status quo. Additionally, they may find their commitment and their blackness challenged by students whose reality has been shaped by rap music and militant rhetoric. How should an African American professional respond to such pressures, and what techniques might be employed to maintain credibility and respect among what is often opposing camps? This

presentation attempts to frame the problem, ask productive questions, and suggest helpful strategies and resources. It should particularly benefit those who are concerned with the retention and well-being of African American professionals within the academic workplace.

Mr. Lawrence W. Young, Director, Paul Robeson Cultural Center, Pennsylvania State University—University Park, Pennsylvania (Workshop Leader)

3:45-5:00 p.m.  
PLAZA HOTEL  
Room D

### **African American Faculty Experience: A Qualitative Study of Adult Education Graduate Faculty**

#### ◆ Research/Evaluation/Assessment ◆

The session presents research designed to develop a richer understanding of the rewards and frustrations experienced by African American faculty, focusing on four areas: circle of friends, organizational culture, organizational support, and the tenure process. The study employed qualitative methods to express the experience of eight African American faculty involved in adult education. The presenter will provide an overview of study methodology and findings and will address study implications for faculty development, retention, and tenure. This session should particularly benefit conference attendees who seek to increase their knowledge and understanding of the experiences of African American faculty.

Mr. Sherwood E. Smith, Doctoral Candidate, Ball State University, and New England Board of Higher Education Pre-Doctoral Fellow, Department of Education, University of Vermont—Burlington, Vermont (Workshop Leader)

4:00-6:00 p.m.

### **2-HOUR CONCURRENT SESSIONS**

4:00-6:00 p.m.  
PLAZA HOTEL  
Room E

### **African-Centered Rites of Passage/Sense of Self/Education**

#### ◆ Curricula/Pedagogical Models ◆

To ensure the development of cultural self-consciousness, many societies provide rituals and ceremonies that symbolize and transfer collective cultural wisdom. These rites of passages occur at significant moments, when individuals pass from one state of being to the next, and provide members with historical continuity, responsibilities, and a functional rationale of the world. African-centered rites of passage encompass rituals and ceremonies based on African concepts and are designed to define roles, find purpose, and instill a sense of belonging to the African American community, allowing students to interact with socially, culturally, and psychologically hostile education systems, while still being academically successful and maintaining a positive sense of self. Participants will discuss educational experiences, development of "self," and African-centered rites of passage as factors for academic success. This session should particularly benefit conference attendees who are concerned about the academic achievement of African American students.

Mr. Lathardus Coggens II, Admissions Counselor for Minority Recruitment, Kent State University Stark Campus—Canton, Ohio (Workshop Leader)

4:00-6:00 p.m.  
PLAZA HOTEL  
Ballroom C

### **FACE TO FACE: Live Theater as an Agent in Initiating and Continuing Dialogue About Diversity FOCUS: RACE**

#### ◆ Interactive Training ◆

Three presenters, whose ethnicity reflects three different ethnic groups, will perform FACE TO FACE, a face-paced, one-hour drama that unfolds in a series of evocative vignettes that touch on history, stereotyping, speech and language, class, gender, interracial relationships, and personal and group identity. FACE TO FACE has been used by numerous groups—religious, educational, social service, cultural, and corporate institutions—and at the college and university level. It has been used for faculty inservices, student orientations, and as part of campuswide multicultural arts celebrations. Presenters will perform the piece, talk about its use on campus, share

related printed materials, and generate a discussion about the powerful (though often underused) role the arts can play in grappling with issues of identity and relationship (self and others) along dimensions of race. This session should particularly interest students, faculty, and administrators seeking new and emotionally impactful methods for initiating and/or continuing the dialogue about race.

Ms. January Kiefer, Founder and Creative Director, Story Performances—St. Louis, Missouri (Co-Leader)

Ms. Basmin Red Deer, Performer/Facilitator, Story Performances—St. Louis, Missouri (Co-Leader)

Mr. Douglas L. Sutherland, Performer/Facilitator, Story Performances—St. Louis, Missouri (Co-Leader)

1:00–6:00 p.m.  
**PLAZA HOTEL**  
Room G

### **Antiracist Change in a Predominantly White University**

#### ◆ Case Studies/Model Programs ◆

This session describes the history, strategies, collaborative relationships, and organizational structures that have characterized a 10-year movement toward change in attitude, climate, curriculum, services, and structure in a predominantly white midwestern university. Presenters will focus on (1) the conceptualization and practical tools that created a strong African American Student Association that successfully established a staffed Office of Multicultural Affairs and a Multicultural Studies Committee; (2) the development of curriculum and a multicultural studies minor; and (3) antiracist training for faculty, students, and administrators. Information on current strategies for increasing the number of faculty of color will also be provided. The session will offer a unique model of antiracist theory and practice, and attendees will be encouraged to develop their own models for institutional change. This session should particularly benefit faculty, students, and student services personnel who work in predominantly white institutions and are interested in creating an antiracist community.

Ms. Collette M. Cummings, Director, Office of Multicultural Affairs, and Instructor, Media Communications Department, Webster University—St. Louis, Missouri (Co-Leader)

Mr. Shawn D'Abroad, Undergraduate Student, Media Communications Department, and Past President, Association of African American Collegians, Webster University—St. Louis, Missouri (Co-Leader)

Ms. Linda Holtzman, Chair, Multicultural Studies Committee, Webster University—St. Louis, Missouri (Co-Leader)

4:00–6:00 p.m.  
**HILTON HOTEL**  
La Vista

For related workshops  
see May or Workshops 12 & 46  
on pages 11 and 62,  
respectively.

### **Critical Dialogue 12**

#### **Women Supporting Women Across Color Lines**

This interactive session will allow women to connect and begin to resolve unfinished business from the course of the conference, share ideas, and tie up loose ends. It is designed to close the degrees of separation among women in higher education and will focus on the ties that bind women together against a backdrop.

Ms. Mary L. O'Neal, Director of Human Resources, University of North Florida—Jacksonville, Florida (Facilitator)

4:00-6:00 p.m.

**LA MANSION HOTEL**

Iberian Fast

For a related workshop,  
see Major Workshops #2  
on page 60.

8:00-9:00 p.m.

**HYATT REGENCY HOTEL**

Chula Vista, Llano & Peros,  
Live Oak, Pecan, &  
Directors Rooms

9:00 p.m. -midnight

**HYATT REGENCY HOTEL**

Regency Ballroom

**Critical Dialogue 13**

**Affirmative Action: Where Do We Go from Here?**

This session will provide an opportunity to discuss new affirmative action policy initiatives as these relate to education and to develop effective strategies for response, with a view toward enhancing these policies and extending equality of opportunity.

Dr. Carlton Long, Assistant Professor, Department of Political Science, Columbia University—New York, New York (Facilitator)

**INFORMAL MEETINGS—ETHNIC GROUP NETWORKING SESSIONS**

Five rooms are available for informal meetings to facilitate networking and discussion. Rooms may be scheduled through conference registration personnel and will be assigned on a first come, first served basis. An effort will be made to announce scheduled informal meetings at prior general sessions, and a notice will be posted on the bulletin board located in the conference registration area.

**CONFERENCE FAREWELL DANCE**

DJ/DJockey service provided by Cutting Edge Entertainment—San Antonio, Texas

**TUESDAY, JUNE 4, 1996**

7:00-8:30 a.m.

**CONTINENTAL BREAKFAST**

8:30-10:15 a.m.

**HYATT REGENCY HOTEL**

Regency Ballroom

For a Dialogue with  
Derrick Bell, see page 110

**MORNING PLENARY SESSION**



**Keynote Address:**

**"Confronting Authority in a Time of Transformative Change"**

Derrick Bell, Visiting Professor, New York University Law School—New York, New York. A well-known and highly respected legal scholar and law professor, Bell has been admitted to bars by examination in the District of Columbia, Pennsylvania, New York, and California, and he has been admitted to practice in the U.S. Supreme Court and in federal courts of appeal in the Fourth, Fifth, Sixth, Eighth, and Tenth Circuits. Bell has spent 38 years in civil

rights work in the areas of litigation, administration, teaching, and scholarship. After an early career as a Justice Department lawyer; staff attorney of the NAACP Legal Defense Fund; deputy director for civil rights at the Department of Health, Education, and Welfare; and director of the Western Center on Law and Poverty in Los Angeles, Bell joined the Harvard Law School faculty in 1969 and became its first tenured African American in 1971. In 1983, he was named Teacher of the Year by the Society of American Law Schools. After serving on the Harvard law faculty for 20 years, Bell was dismissed in 1987 when he refused to end a two-year leave taken to protest the school's failure to hire and tenure women of color on the faculty. In 1989, Bell became dean at the University of Oregon Law School but later resigned in protest when that law faculty refused to offer a faculty position to an Asian American candidate listed as third on the list after two white male candidates listed first and second declined the position. Since 1991, Bell has been a visiting professor at the New York University Law School. Bell is the author of four well-known books. His text, *Race, Racism, and American Law*, now in its third edition (1992), is used in civil rights courses at both the law school and

undergraduate levels. His book of allegorical stories on racial issues, *Jacobs at the Bottom of the Well: The Permanence of Racism* (1992), is the second book of its kind, following his earlier work, *And We Are Not Saved: The Elusive Quest for Racial Justice* (1987). Bell's most recent book, titled *Confronting Authority: Reflections of an Ardent Profiteer*, was published in 1994. His writings have appeared in legal journals published by seven prestigious institutions as Harvard, Yale, Columbia, Michigan, Berkeley, Pennsylvania, UCLA, and Wisconsin. In addition, he has had articles published in the *New York Times Sunday Magazine*, *The Boston Globe*, *The Los Angeles Times*, and the *Christian Science Monitor*.

8:30 a.m.–1:00 p.m.  
**HYATT REGENCY HOTEL**  
**Rio Grande Ballroom**

## EXHIBITOR SHOWCASE AND RESOURCE CENTER

(For schedule, see page 11)

10:30–11:45 a.m.

## 75-MINUTE CONCURRENT SESSIONS

10:30–11:45 a.m.  
**HYATT REGENCY HOTEL**  
**Nueces**

### **Involving Parents of African American Students in the Educational Process at a Large, Predominantly White University**

#### ◆ Case Studies/Model Programs ◆

This session highlights parental involvement findings from recent research that explored conditions related to the academic performance of African American students at Virginia Polytechnic Institute and State University. Clear differences were found in the ways successful and less successful students perceived parental involvement in their education, and parental communication to students about race was found to be an important influence on how successful African American students were at negotiating a predominantly white higher education setting. The presenter will provide an overview of study findings, will discuss an initiative titled Parent Talk that has helped parents feel connected to the university and has created a parent network for African American students, and will provide an opportunity to discuss methods for incorporating parental involvement in the education of African American students on predominantly white campuses. The session should particularly benefit those who are interested in expanding retention initiatives for African American students beyond traditional institutional models.

Dr. Debra W. Scott, Director, Office of Academic Enrichment Programs, Virginia Polytechnic Institute and State University—Blacksburg, Virginia (Workshop Leader)

10:30–11:45 a.m.  
**HYATT REGENCY HOTEL**  
**Guadalupe**

### **Taking Diversity from the Fashionable to the Doable: A Case Study of the Savannah College of Art and Design**

#### ◆ Case Studies/Model Programs ◆

While an institution's desire for diversity may be strong and conscience-driven, finding creative means that suit institutional mission, history, and situational factors is often difficult. Simultaneously, accrediting agencies are creating imperatives for institutions to address diversity and global issues, and institutions must respond to what may be merely fashionable by making it doable. Using the Savannah College of Art and Design—a predominantly white institution located in a predominantly African American community and currently the nation's largest and fastest growing college of art and design—as a model, the presenter will share creative approaches and energetic actions that are being implemented by this specialized college to promote diversity. Strategies to be discussed can be general, from unique involvement by the chairman of the Board of Trustees to individual classes in the curriculum. This session should particularly benefit administrators, faculty, and program planners who play a role in diversity development at predominantly white institutions.

Dr. Judith Van Baren, Vice President for Academic Affairs, Savannah College of Art and Design—Savannah, Georgia (Workshop Leader)

10:30–11:45 a.m.  
**PLAZA HOTEL**  
Ballroom C

### **The Educational Lives of UCLA Traditionally Underrepresented Students**

#### ◆ Research/Evaluation/Assessment ◆

This session presents responses of 18 students admitted to UCLA in 1990 under the University of California's affirmative action plan. Each informant filled out detailed questionnaires and participated in in-depth interviews designed to elicit information about their educational lives from elementary school through college. Students revealed much useful information about why they were or were not able to succeed in a selective research university setting and spoke candidly about parental encouragement, peers, prior schooling years, and specific occurrences at UCLA that helped or hindered their progress toward graduation. Students who graduated within four years had some distinctly different experiences from those who were still continuing or had withdrawn. Though nearly all informants reported strong parental encouragement, graduates were more likely to have had better prior schooling opportunities and, once at UCLA, were more likely to seek out faculty and participate in the Academic Advancement Program for traditionally underrepresented students. This session should particularly benefit conference attendees who are interested in the educational lives of affirmative action students at selective universities.

Dr. Susan S. Mulvanny, Director of General Studies, West Coast University—Los Angeles, California (Workshop Leader)

10:30–11:45 a.m.  
**PLAZA HOTEL**  
Cavalier

### **Moving Toward Synergy: A Plan for Diversity**

#### ◆ Case Studies/Model Programs ◆

This session describes Excellence Through Diversity, a creative and collaborative plan designed to alter the basic philosophical underpinnings of the academy such that diversity in the living, working, and learning environment is perceived by faculty, staff, and students as desirable. Tied to a quest for excellence, continuous improvement, and the desire to create a true community, the plan focuses on three inter-related components—leadership, opportunity, and culture/climate—providing a comprehensive and decisive blueprint for change that identifies specific responsibilities for actions and delineates individual accountabilitys. Presenters will describe major plan features and will highlight strategies for reexamining assumptions, structures, and priorities; reevaluating recruitment, selection, and employment processes; undertaking education, training, and development activities; providing mentors, role models, and feedback systems; and identifying resource implications for initiatives that promote the development and maintenance of a true learning community. This session should particularly benefit conference attendees who seek insight into critical aspects of wide-ranging institutional change.

Ms. JoAnn Miller, Civil Rights/Equal Employment Officer, U.S. Coast Guard Academy—New London, Connecticut (Co-Leader)

Mr. Jordan Picile, Professor of English and Director of the Honors Program, U.S. Coast Guard Academy—New London, Connecticut (Co-Leader)

Dr. Gwendolyn Stevens, Professor of Psychology and Director of Academic Resources, U.S. Coast Guard Academy—New London, Connecticut (Co-Leader)

10:30–11:45 a.m.  
**PLAZA HOTEL**  
Room E

### **Campus Teamwork: A Model for Enhancing Action and Commitment to Diversity Initiatives**

#### ◆ Research/Evaluation/Assessment ◆

Campus Teamwork is a project of the Southern Regional Office of the National Consortium for Academics and Sports, funded by the Fund for the Improvement of Postsecondary Education. The Campus Teamwork Model has been used to provide diversity management training to approximately 1,700 students, teachers, coaches, social workers, and a variety of other helping professionals to assist them in building

stranger teams. Project staff have assisted institutions in the development of strategic plans with specific diversity initiatives and have provided training to empower individuals to make a difference within their own departments/units as opposed to waiting for institutions to create environments that embrace diversity. Presenters will identify eight categories of commitment that encompass specific actions individuals are willing to take as a result of effective diversity management training and will identify components of successful training that lead to real commitments from institutions and to the empowerment of individuals. This session should particularly benefit those who work on diverse campuses, as well as those concerned with resolving issues associated with increasing diversity of clientele and staff.

Dr. Ivan W. Banks, Professor, Department of Educational Foundations, University of Central Florida—Orlando, Florida (Co-leader)

Ms. Elizabeth Perrell, Research Assistant, Department of Speech and Communications, University of Central Florida—Orlando, Florida (Co-leader)

10:30-11:45 a.m.  
**PLAZA HOTEL**  
Room B

### **Recruitment and Retention of Minority Dental Students: Obstacles and Challenges**

#### ◆ Case Studies/Mixed Programs ◆

In 1985, the University of Medicine and Dentistry of New Jersey Dental School had a 1.1 percent underrepresented students (African Americans, Hispanics, and Native Americans) freshman enrollment status, one of the worst in the country. That same year an administrative committee designed a comprehensive plan to increase the recruitment effort, foster better communications with precollege and college institutions, increase mentoring capabilities for minority students, develop a model for minority recruitment/retention, and evaluate performance in these areas on a periodic basis. In 1989-1990, the New Jersey Dental School became the number-one predominantly white dental school in the nation in African American freshman enrollment—at 1.07 percent—and it remains in the top 7 percent nationally in total underrepresented minority recruitment and retention. The presenter will discuss specific initiatives, obstacles, and successes of this comprehensive effort. This session should particularly benefit students, faculty, and administrators who are interested in minority student recruitment and retention.

Dr. Kenneth B. Chance, Assistant Dean for External Affairs and Acting Chairman of Endodontics, University of Medicine and Dentistry of New Jersey Dental School Newark, New Jersey (Workshop Leader)

10:30 a.m.—noon

### **90-MINUTE CONCURRENT SESSIONS**

10:30 a.m.—noon  
**LA MANSION HOTEL**  
Conception

### **Creating Electronic Multicultural Communities: Connecting Curriculum and Campuses**

#### ◆ Curricular/Pedagogical Models ◆

This session discusses a two-year, multicampus project to develop two upper-division, general education courses infused with multicultural curriculum, learner-centered pedagogies, and extensive oral and written components. Presenters will: (1) summarize progress in developing better ways to prepare faculty from different campuses to be both literate and sensitive when teaching multicultural curriculum to diverse learners at a distance using electronic support technologies such as two-way interactive video and e-mail; (2) discuss methods to make the electronic classroom a genuinely inclusive and safe environment for engaging in difficult dialogues around issues involving multicultural curriculum; and (3) solicit feedback on a videotape demonstrating methods for engaging in difficult dialogues at a distance and a CD-ROM providing faculty with teaching materials and instructional methods. This session should particularly benefit those planning curricular development programs or individual courses involving multicultural and interdisciplinary curriculum, learner-centered pedagogies and assessments, intercampus collaboration, and the electronic classroom, as well as



individual faculty interested in encouraging difficult and productive dialogues around sensitive issues.

Dr. Terry Jones, Professor, Sociology and Social Services, and Co-Director of the Center for the Study of Intercultural Relations, California State University—Hayward, California (Co-Leader)

Dr. Gale Auletta Young, Professor of Communication and Co-Director of the Center for the Study of Intercultural Relations, California State University—Hayward, California (Co-Leader)

10:30 a.m. - noon  
**HYATT REGENCY HOTEL**  
Hall A Preços

### **Student-Run Support Organizations for Underrepresented Graduate Students: Goals, Creation, Implementation, and Assessment**

#### ◆ Case Studies/Model Programs ◆

This presentation describes how students can create, implement, and maintain a student-run organization to support underrepresented graduate students academically, professionally, and socially. Drawing upon their experiences as coordinators of the Graduate Mentorship Program of the School of Education at the University of California at Berkeley, presenters will indicate how the Graduate Mentorship Program has effected social change by facilitating communication and assessing student needs; organizing academic, professional, and social activities; and providing mentors. Indicators of success to date include improved communication, high participation rates and evaluations, and evidence of professional development, i.e., awards, fellowships, publications, presentations, and job placements. Presenters will highlight program successes and will indicate approaches for addressing ongoing challenges, including encouraging greater student participation, addressing students' time constraints, and overcoming feelings of exclusion. This session should particularly benefit faculty, student affairs professionals, graduate students, student advisers, and others interested in developing programs for supporting underrepresented students.

Mr. Ming M. Chiu, Coordinator, Graduate Mentorship Program, University of California—Berkeley, California (Co-Leader)

Mr. Rafael Granados, Coordinator, Graduate Mentorship Program, University of California—Berkeley, California (Co-Leader)

Mr. Patrick W. Lee, Coordinator, Graduate Mentorship Program, University of California—Berkeley, California (Co-Leader)

Ms. Julianna Marie Lopez, Coordinator, Graduate Mentorship Program, University of California—Berkeley, California (Co-Leader)

Ms. Rosaisela Rodriguez, Coordinator, Graduate Mentorship Program, University of California—Berkeley, California (Co-Leader)

10:30 a.m. - noon  
**HYATT REGENCY HOTEL**  
Directors Room

### **A Collaborative Model for Assessing Diversity**

#### ◆ Research/Evaluation/Assessment ◆

This session discusses the process of a study undertaken over a two-year period by a multi-campus community college district to address diversity-related issues. Presenters will focus on the process of achieving consensus among diverse members of a task force consisting of faculty, administrators, and staff who sought to develop an 81-item survey instrument as a planning tool. The process by which individual agendas were negotiated and modified and members' comfort levels raised as the task force addressed a wide range of diversity issues will be described. This session should particularly benefit conference attendees interested in collaborative approaches to diversity planning.

Mr. Aldo W. Leker, President, Longview Community College—Lee's Summit, Missouri (Co-Leader)

Ms. Denise Lloyd-McDowell, Director, Project Success, Penn Valley Community College—Kansas City, Missouri (Co-Leader)

Ms. Karen West, Resource Development Coordinator, Metropolitan Community College District—Kansas City, Missouri (Co-Leader)

10:30 a.m. - noon  
HYATT REGENCY HOTEL  
Chula Vista

### **Unaware Racism: Psychological Defense Mechanisms That Perpetuate Resistance to Institutional Change**

#### ◆ Interactive Training ◆

This experiential session explores psychological defense mechanisms that produce unacceptable affect and promote unrealistic approaches in dealing with minorities. Presenters will use hypothetical case studies to introduce participants to both conscious and unconscious processes that educators often use to maintain the privilege of not dealing with their own racism. Multiple psychological processes underlying the denial of problems and resistance to change will be examined. Participants will be encouraged to identify their own defense mechanisms and will be assisted in developing skills for assessing problems that arise in diverse social situations and in understanding why many well-intentioned interventions do not come to fruition. This session should particularly benefit those who have questions about how their efforts to facilitate change in their students, colleagues, and institutions might be compromised by their own unconscious prejudices and biases and who wish to learn techniques for overcoming these problems.

Dr. Sandra Yvonne Boyd, Instructor of Psychology, Houston Community College System—Houston, Texas (Co-Leader)

Dr. Robert Clayton Strayhan, Assistant Professor, Department of Psychiatry and Behavioral Sciences, The University of Texas Medical Branch—Galveston—San Antonio, Texas (Co-Leader)

10:30 a.m. - noon  
HILTON HOTEL  
La Esplanada

### **Collaboration Between Student Affairs and Academic Affairs for the Successful Retention of Minority Students**

#### ◆ Long- and Short-Range Planning ◆

Successful retention of minority students on predominantly white campuses is better served when the divisions of student affairs and academic affairs collaborate. This session discusses a successful collaborative model that links these two areas in student retention efforts at Texas A & M University, a Division I research institution. Presenters will describe two collaborative programs and will indicate challenges and successes of working collaboratively for the success of minority students. This session should particularly benefit those who are involved with retention activities at the college or university level.

Ms. Felicia J. Scott, Assistant to the Vice President for Student Affairs, Texas A & M University—College Station, Texas (Co-Leader)

Dr. Gwen Vaughn-Johnson, Assistant Professor, Department of Educational Curriculum and Instruction and Special Education, Texas A & M University—College Station, Texas (Co-Leader)

Ms. Djana D. Young, Academic Coordinator, Honors Programs and Academic Scholarships Office, Texas A & M University—College Station, Texas (Co-Leader)

10:30 a.m. - noon  
HILTON HOTEL  
La Vista

### **Advancing Cultural Diversity in Professional Education: Developing an Inclusive Physical Therapy Education Program**

#### ◆ Curricular/Pedagogical Models ◆

This session will review the three-year multicultural plan of the Master of Physical Therapy Program at Temple University. Designed to provide opportunities to individuals who are typically underrepresented in the physical therapy profession, this plan includes specific efforts related to student recruitment and retention, curriculum content and process, faculty recruitment and retention, support for professional initiatives, and interaction with minority colleagues. Presenters will discuss the plan's goals, strategies, and activities and will indicate measures of effectiveness and success. This session should particularly benefit those who are attempting to increase the diversity of students in the classroom and/or are seeking curricular models/strategies for addressing issues of cultural diversity in professional education.

Dr. Kim A. Nixon-Cave, Assistant Professor and Academic Coordinator of Clinical Education, Temple University—Philadelphia, Pennsylvania (Workshop Leader)

10:30 a.m. noon  
PLAZA HOTEL  
Ballroom B

### **Faculty Are Not a Hard Nut to Crack: Fort Lewis College's Approach**

#### ◆ Case Studies/Model Programs ◆

This session describes a faculty-initiated process to increase faculty awareness of racial/ethnic issues at Fort Lewis College, a rural liberal arts campus with a student body that is 11.8 percent American Indian, 5.1 percent Hispanic/Latino, 1.9 percent foreign, 1.1 percent Asian American, and .5 percent African American. During the 1997-98 academic year, faculty have participated in diversity dialogues and a variety of other experiences designed to respond to collective concerns regarding campus racial issues and to create and ensure a climate conducive to learning. While the college president has committed institutional and financial support to the initiative, faculty participation is not mandated. Presenters will summarize the faculty-initiated process, discuss issues that arose in its implementation, describe faculty seminar activities, report participants' responses to these activities, and present an assessment of the project. This session should particularly benefit conference attendees who are interested in developing and utilizing faculty as a resource to address racial and ethnic issues.

Dr. Adrian H. Bustamante, Assistant Professor of Southwest Studies, Fort Lewis College—Durango, Colorado (Co-Leader)

Dr. Lourdes Carrasco, Chair and Professor of Modern Languages, Fort Lewis College—Durango, Colorado (Co-Leader)

Dr. Omnia El-Hakim, Professor of Civil Engineering, Fort Lewis College—Durango, Colorado (Co-Leader)

Dr. Mukti Khanna, Assistant Professor of Psychology, Fort Lewis College—Durango, Colorado (Co-Leader)

Dr. Carol L. Smith, Assistant Professor, School of Business, Fort Lewis College—Durango, Colorado (Co-Leader)

Dr. Shaila Van Sickle, Professor, Department of English, Fort Lewis College—Durango, Colorado (Co-Leader)

10:30 a.m. noon  
PLAZA HOTEL  
Primavera

### **Coming Home: Community and University Supporting the Development of Minority Teachers (K-12)**

#### ◆ Case Studies/Model Programs ◆

This session presents Coming Home, a model program being developed at the University of Vermont with support from the Old Foundation. The program is designed to recruit minority high school and college students to attend the university and to support their graduation and return as certified teachers to teach in their home districts. Presenters will discuss the program's rationale, central features, and progress to date. This session should particularly benefit conference attendees who seek to increase diversity in their education programs, build linkages with their communities, and create a collaborative environment for affirming diversity.

Dr. Herman W. Meyers, Associate Professor and Chair, Department of Education, University of Vermont—Burlington, Vermont (Co-Leader)

Mr. Sherwood E. Smith, Doctoral Candidate, Ball State University, and New England Board of Higher Education Pre-Doctoral Fellow, Department of Education, University of Vermont—Burlington, Vermont (Co-Leader)

10:30 a.m. noon  
HYATT REGENCY HOTEL  
Mesquite

### **CIRCLE: Community and Campus Collaboration—Opportunities, Obstacles, and Dilemmas**

#### ◆ Case Studies/Model Programs ◆

This session presents the Center for Immigrant and Refugee Community Leadership and Empowerment (CIRCLE), a statewide initiative to develop leadership in immigrant and refugee communities, funded by the Massachusetts Office of Refugees and Immigrants (MORI). A collaborative effort between the University of Massachusetts system, MORI, and immigrant communities, the center currently works with approximately 60 persons who represent 16 different countries and numerous ethnic groups across three different

campuses. Presenters will provide an overview of the center, discuss the process of development and the leadership model employed on each campus, and share the challenges of collaboration between different institutions. This session should particularly benefit conference attendees who are concerned with the development of community programs, issues of admission and retention of linguistic minorities, and/or developing linkages between diverse communities.

Dr. Luis Aponte-Barés, Associate Professor of Community Planning, University of Massachusetts—Boston, Massachusetts (Co-Leader)

Dr. Joan L. Archus, Assistant Professor of Human Services, University of Massachusetts—Boston, Massachusetts (Co-Leader)

Dr. Marian J. Darlington-Holmes, Assistant Dean for Planning and Urban Programs, University of Massachusetts—Boston, Massachusetts (Co-Leader)

Dr. Sally A. Habara-Harner, Assistant Professor, Center for International Education, Policy, Research and Administration, University of Massachusetts—Boston, Massachusetts (Co-Leader)

11:00 a.m.—noon

**HYATT REGENCY HOTEL**  
Pecan

### **SPECIAL FEATURE**

#### **Dialogue with Derrick Bell**

noon—1:15 p.m.

**HYATT REGENCY HOTEL**  
Regency Ballroom

#### **LUNCHEON AND PERFORMANCE**

Featuring the St. Philip's College Community Choir, directed by Mr. Wilfani Lewis. The choir will perform spirituals, classical, and contemporary selections.

1:30—2:45 p.m.

1:30—2:45 p.m.

**HYATT REGENCY HOTEL**  
Nueces

#### **75-MINUTE CONCURRENT SESSIONS**

##### **Students as Key Elements in Multicultural Student Services: A Model for Utilizing Students as Effective Change Agents**

###### ◆ Case Studies/Model Programs ◆

This session describes two components of the Student Affirmative Action and Human Relations Programs at the University of California that utilize student employees as key staff members. Programs to be discussed include (1) the Student Affirmative Action Committee, which is composed of representatives from affirmative action student organizations and serves both as a coalition and an advisory body to the vice chancellor for student affairs, and (2) the Student Intern Program, which assigns students to campuswide committees and special projects to examine services for underrepresented students. Presenters will examine the pros and cons of such student positions and will assist participants in sharing similar initiatives on their campuses. This session should particularly benefit those who seek effective ways to utilize student employees or who—in light of dwindling resources—are considering hiring student paraprofessionals rather than professional staff.

Ms. Emilyn de la Peña, Graduate Student, Postsecondary Educational Leadership and Instruction, and Residence Hall Coordinator, Olinca Hall, San Diego State University, San Diego, California (Co-Leader)

Ms. Corinne Mackawa, Program Representative, Student Affirmative Action and Human Relations Programs, University of California—San Diego, California (Co-Leader)

1:30—2:45 p.m.

**LA MANSION HOTEL**  
Concepción

##### **Recruitment of Minority High School Students to Teacher Education Programs**

###### ◆ Research/Evaluation/Assessment ◆

This session presents findings of research designed to address the shortage of minority students in education, accomplished through a survey of 412 minority high school seniors. Students were questioned about their attitudes and feelings related to attending college and about their thoughts concerning the teaching profession. Presenters will

provide an overview of the survey instrument, will highlight major findings, and will indicate how study results will be used to better address the needs of minority students and to plan programs designed to increase minority student retention. This session should particularly benefit those involved in recruiting and retaining minority students.

Dr. Addie B. Crutcher, Assistant to the President for Employee and Student Diversity and Director of Minority Student Affairs, University of Montevallo—Montevallo, Alabama (Co-Leader)

Ms. Marquita K. Furness, Instructor, Department of Family and Consumer Services, University of Montevallo—Montevallo, Alabama (Co-Leader)

1:30–2:45 p.m.  
**HYATT REGENCY HOTEL**  
Llano & Pecos

### **Combating Resistance to Diversity: Strategies for Facing the Aftermath in the 21st Century**

#### ◆ Interactive Training ◆

While during the last decade American higher education institutions have paid considerable attention to issues of diversity, recent years have brought renewed assault upon affirmative action and a wide range of diversity areas. Many writers suggest that what is happening to African Americans parallels what happened at the end of the Reconstruction Era. How do we survive a decade of progress during an era of “Jim Crow” revisited? In this session, two senior-level African American administrators will share their experiences with campuswide diversity programs after five years of progress and will discuss strategies for combating racism in the 21st century. This session should particularly benefit senior administrators at the chair, dean, and vice presidential levels.

Dr. Ernestine Madison, Vice Provost for Human Relations, Human Relations and Resources, Washington State University—Pullman, Washington (Co-Leader)

Dr. Bernard Oliver, Dean and Professor, College of Education, Washington State University—Pullman, Washington (Co-Leader)

1:30–2:45 p.m.  
**HYATT REGENCY HOTEL**  
Pecan

### **The Paradox of Raza Identity: Profiles of Latina/o University Students in the Midwest**

#### ◆ Research/Evaluation/Assessment ◆

This session describes research initiated to examine self-perceptions of Latina/o students attending an urban midwestern university as related to their ethnicity, developing academic aspirations, and academic competence. Emergent themes of self-concept, discrimination, and school and college perspectives formed significant outcomes of the study and were used to formulate profiles of select Latina/o individuals' perceptions about their ethnic selves, capturing the diversity of the Latina/o experience as related to the development of ethnic identity based on various interactions at home, in schools, and in neighborhoods. The presenter will describe the development and use of such profiles—or first-person narratives—as a focus of discussion among Latina/o university students concerning the Latina/o experience, issues of identification, and issues of intragroup conflict or dissonance. Participants will have an opportunity to review an actual student profile, discuss issues from the profile they identify as relevant to their own life experiences, explore areas of divergence and potential conflict, and develop bases for individual and group resolution. This session should particularly benefit those who are interested in Latina/o research in higher education and/or issues facing Latina/o youth as they negotiate their ethnic identity within the American educational system.

Dr. Joseph A. Valades, Assistant Professor, Goodrich Scholarship Program, University of Nebraska—Omaha, Nebraska (Workshop Leader)

1:30–2:45 p.m.  
**HYATT REGENCY HOTEL**  
Mesquite

### **Action Research Teams: A Means to Transform Teaching and Empower Underrepresented Students in the University Classroom**

#### ◆ Case Studies/Model Programs ◆

Top-down strategies of faculty professional development often have a minimal effect on the behavior of faculty because faculty expertise and good will frequently go

unrecognized and/or underutilized. This session focuses on an action research model for professional development of faculty and instructional staff that fosters the collaborative work of research teams that study the redefinition and reformation of education experiences of diverse students. Presenters will describe major objectives and key features of the model, including the use of graduate students trained in classroom observation techniques to assist faculty in collaborating with each other and with students to identify current practices in their teaching interactions, materials, and exercises that warrant modification, and the use of self-motivating strategies and collegial interaction to encourage faculty, instructional staff, and students to access new teaching styles that foster the empowerment of underrepresented students. This session should particularly benefit those who seek to enhance faculty interaction with underrepresented students, improve teaching toward increased retention of diverse students, and foster institutional change that is long-lived and effective in improving the life chances for minority students and women.

Dr. Roberta Lee Darlin, Associate Professor, Educational Management and Development, New Mexico State University - Las Cruces, New Mexico (Co Leader)

Ms. Judith Rea McShannon, Education Administrator, New Mexico Space Grant Consortium, New Mexico State University - Las Cruces, New Mexico (Co Leader)

1:30-2:45 p.m.  
**HYATT REGENCY HOTEL**  
Directors Room

### **Racial Identity Theory and Multicultural Course Content and Design: Problems, Issues, and Challenges**

#### ◆ Curricular/Perilological Models ◆

This session discusses course content and design challenges faced by two faculty of color who teach courses in multicultural education to pre-service undergraduate and adult education graduate students in two predominantly white, higher education institutions in the Southeast. Utilizing a reflective practice approach to address dilemmas involving issues of classroom authority, community, criteria for truth, and logical reasoning, presenters will reveal the pitfalls and possibilities that arise while attempting to challenge students to think more critically about their own cultural identity and their internalized perspectives on race. They will indicate the variety of behaviors that emerged as students were challenged to employ new modes of thought and to encounter experiences of culturally different groups, including naive acceptance of inequality; incredulity toward white privilege; open resistance to challenges to persona and social identity; covert exclusion of selected class participants; and a gradual move from linear, causal thinking to pluralistic, nonlinear reflection on difference. This session should particularly benefit those who seek dialogue with others who are struggling with issues of multicultural course design, curriculum content, and instructional approach.

Dr. Talmage C. Gray, Assistant Professor, Department of Adult Education, The University of Georgia - Athens, Georgia (Co Leader)

Ms. Audrey Rossier Miln, Assistant Professor, Department of Curriculum and Instruction, Clemson University - Clemson, South Carolina (Co Leader)

1:30-4:30 p.m.

1:30-4:30 p.m.  
**HYATT REGENCY HOTEL**  
Chula Vista

### **3-HOUR CONCURRENT SESSIONS**

#### **Controversial Issues: Skills for Resolving Interpersonal and Group Conflicts**

##### ◆ Interactive Training ◆

This interactive and experiential session presents the Controversial Issues Model, a tactical process for resolving conflicts between persons and/or groups who have sharply opposing views. Incorporating the need that individuals have to be actively listened to and completely heard, this model provides space for each party's specific views and guides them to a point where they can reframe their conflict and acknowledge common ground: no blows are exchanged and critical working and learning relationships are maintained. Participants will be asked to volunteer for a number of demonstrations, and each is welcome to participate at a level that is comfortable. This workshop should benefit anyone wishing to develop leadership skills.

in coalition building and in effectively managing conflict around tough, controversial issues.

Ms. Dianna Berg, Director, North Texas Chapter of the National Coalition Building Institute, International, University of North Texas—Denton, Texas (Co-Leader)  
Ms. Roney Ford, Local Associate, National Coalition Building Institute, International, University of North Texas—Denton, Texas (Co-Leader)

1:30–1:30 p.m.  
PLAZA HOTEL  
Primavera

### **Conflict Resolution and Educational Successes Together: The Community Relations Service School Survey Approach to Conflict Resolution Curriculum Development**

#### ◆ Curricular/Pedagogical Models ◆

This session presents the Conflict Resolution and Educational Successes Together curriculum, a three-day conflict resolution/class management curriculum that was developed by the U.S. Department of Justice's Community Relations Service and is currently being taught at Keon College. Presenters will provide practical evaluation tools and opportunities for discussion regarding school survey forms that teachers, school administrators, counselors, and other school support personnel may use to help analyze and resolve classroom and schoolwide racial conflicts. These forms address both conditions external to the school and internal school conditions, as well as issues related to conflict and conflict resolution, i.e., how are educators taught to deal with conflict, what kind of process is in place to teach students to deal with conflict, are there certain teachers who appear to have more confrontations within their classrooms, and who are the leaders in the school? This session should particularly benefit conference attendees who are involved in preparing student teachers for public and private grade schools.

Ms. Patricia Glenn, Regional Director for the Community Relations Service, U.S. Department of Justice—New York, New York (Co-Leader)  
Mr. George E. Henderson, Attorney Adviser and General Counsel for the Community Relations Service, U.S. Department of Justice—Chevy Chase, Maryland (Co-Leader)  
Mr. Richard Sambrano, Conciliation Specialist, Community Relations Service, U.S. Department of Justice—Dallas, Texas (Co-Leader)

1:45–3:00 p.m.

### **75-MINUTE CONCURRENT SESSIONS**

1:45–3:00 p.m.  
PLAZA HOTEL  
Ballroom A

### **Performing Arts as a Retention Tool for Students of Color on Predominantly White Campuses**

#### ◆ Case Studies/Model Programs ◆

This session describes how mentoring through the performing arts led to increased retention, student involvement, and satisfaction for students of color on a predominantly white campus. Presenters will highlight major components of an initiative that created opportunities for students of color to express themselves through dramatic readings and will discuss factors that led to the birth of the performing arts group, as well as outcomes of the experience. Participants will have an opportunity to discuss the model's replication potential to their institutional settings, to preview video tapes of the performances, and to react to some of the pieces selected by the students. This session should particularly benefit conference attendees from predominantly white institutions that are attempting to recruit and retain increased numbers of students of color.

Ms. Lois Smith Owens, Director, Educational Opportunity Program, State University of New York—Cobleskill, New York (Co-Leader)  
Dr. Suzanne Phillips Price, Executive Assistant to the Vice Chancellor for Student Affairs and Special Programs, State University of New York, System Administration—Albany, New York (Co-Leader)

1:45–3:00 p.m.  
**PLAZA HOTEL**  
Cavalier

### **Selected Culturally Related Variables Influencing Persistence Among African American Community College Students**

#### ◆ Research/Evaluation/Assessment ◆

This session discusses results of a study that examined the relationship between selected cultural variables and academic persistence among African American community college students. The study utilized four survey instruments to examine the importance of cultural influences on social and academic integration, locus of control, and self-efficacy. Study results indicate that for African American students who completed two-year degrees in three to four years, organizational barriers and personal responsibilities were significant determinants in delaying the completion of academic requirements. Results also indicated the importance of cultural influences on self-esteem, interpretation of the academic environment, development of support, and behavioral adaptations in determining persistence. This session should particularly benefit conference attendees who seek research that informs retention planning.

Dr. Karen E. Brantley, Department Head, Human and Community Development, Wayne County Community College—Detroit, Michigan (Workshop Leader)

1:45–3:15 p.m.

1:45–3:15 p.m.  
**PLAZA HOTEL**  
Room B

### **90-MINUTE CONCURRENT SESSIONS**

#### **Promise and Paradox: The Experience of Hmong Women in College**

##### ◆ Theoretical Models ◆

This session describes results of a study of Hmong women college students enrolled at a four-year public university in the upper midwest. The Hmong are a Lachian hill tribe that began immigrating to the United States in the mid-1970s and located primarily in California, Wisconsin, and Minnesota. The presenter will discuss strategies that Hmong women have used in mediating culture and gender conflicts prompted by college. How Hmong women have experienced education differently from other outsiders in postsecondary settings, the impact of university education on the preservation of Hmong culture, and how university faculty and staff can best assist these students. This session should particularly benefit conference attendees who seek ways of understanding the experiences of students of color as a basis for program and policy formulation.

Dr. Lisa Revvill, Assistant Dean of Students, University of Wisconsin—River Falls, Wisconsin (Workshop Leader)

1:45–3:45 p.m.

1:45–3:45 p.m.  
**HILTON HOTEL**  
La Espada

### **2-HOUR CONCURRENT SESSIONS**

#### **Infusing Diversity Awareness into the University Faculty: A Pilot Project at Miami University**

##### ◆ Case Studies/Model Programs ◆

Presenters will discuss key features and evaluative results of a faculty project designed to increase awareness of second- and third-year tenure track faculty around issues of creating diverse, sensitive, and open classrooms. Faculty were assisted in addressing issues of inclusive curricula and classroom attitudes, as well as in colleague-to-colleague and faculty-student interactions. Presenters will discuss the program's theoretical basis, activities, and impact and will engage participants in sample activities and a discussion of the future implications of such programs. This session should particularly benefit faculty, counselors, and administrators who seek to increase the diversity awareness of faculty.

Dr. Kip Alishiro, Psychologist, Director of the Student Counseling Center, and Adjunct Professor, Department of Psychology, Miami University—Oxford, Ohio (Co-Leader)

Dr. Kathy McMahon-Moisterman, Associate Professor, Educational Psychology and Women's Studies, Miami University—Oxford, Ohio (Co-Leader)

Dr. Susan Mosley-Howard, Associate Professor and Assistant Department Chair, Department of Educational Psychology, and Faculty Affiliate, Black World Studies Department, Miami University—Oxford, Ohio (Co-Leader)

Dr. Ronald Scott, Associate Professor of Communications, Miami University—Oxford, Ohio (Co-Leader)



1:45–3:45 p.m.  
PLAZA HOTEL  
Ballroom B

### **Building an Intergroup Relations Network**

#### ◆ Curricular/Pedagogical Models ◆

This session is designed to bring together persons who are doing programmatic and/or curricular work to address multiculturalism with a specific focus on intergroup relations, i.e., how membership in identity groups—race, class, sexual orientation, religion, etc.—affects how we relate to each other on interpersonal, intergroup, and institutional levels. While presenters represent a curricular and co-curricular program that is relatively unique in higher education, they believe there are other people and institutions doing intergroup relations work—or who want to do this kind of work—and wish to create a forum where people can share what they are doing on their campuses and can build a network of persons who are doing or want to do intergroup relations work in both curricular and co-curricular arenas. This session should particularly benefit faculty, academic advisors, and student affairs professionals who are currently doing or are interested in doing work from an intergroup relations framework.

Dr. Diana Kardis, Program Associate, Program on Intergroup Relations, Conflict and Community, The University of Michigan—Ann Arbor, Michigan (Co-Leader)  
Dr. Todd D. Sevig, Interim Director, Program on Intergroup Relations, Conflict, and Community, The University of Michigan—Ann Arbor, Michigan (Co-Leader)

1:45–3:45 p.m.  
PLAZA HOTEL  
Room E

### **Implementing Strategies for Inclusion Through a Broad-Based Strategic-Planning Process**

#### ◆ Policy Issues ◆

This session discusses the first four years of a community college strategic-planning process that established collegewide priorities through widespread participation by members of the college community. Presenters will describe and critique major multicultural activities, including minority recruitment, staff training, the creation of an Office of Institutional Diversity, and the establishment of an Institutional Diversity Task Force. Special attention will be paid to the relationships between the college administration, faculty, and student body; to overt and covert points of resistance; and to effectiveness of diversity initiatives as evidenced by new course development, increased enrollments by persons from traditionally underrepresented groups, establishment of campus sites in African American and Latino communities, increased hires of faculty and staff of color, and increased collaboration with community organizations that serve underrepresented populations. This session should particularly benefit those from predominantly white institutions that have just begun to move beyond questions of affirmative action to broader issues relating to the creation of an inclusive college community reflective of American society at large.

Ms. Vera C. Cornish, Director, Institutional Diversity, Harrisburg Area Community College—Harrisburg, Pennsylvania (Co-Leader)

Ms. Lyne E. Dillard, Coordinator, Foundation Projects/Alumni Affairs, and Chair of the Race Relations Subcommittee, Harrisburg Area Community College—Harrisburg, Pennsylvania (Co-Leader)

Mr. James A. Terre, Senior Professor, Government and Politics, and Co-Chair of the Institutional Diversity Task Force, Harrisburg Area Community College—Harrisburg, Pennsylvania (Co-Leader)

Mr. Jesse M. Thompson, Vice President, Human Resources, and Co-Chair of the Institutional Diversity Task Force, Harrisburg Area Community College—Harrisburg, Pennsylvania (Co-Leader)

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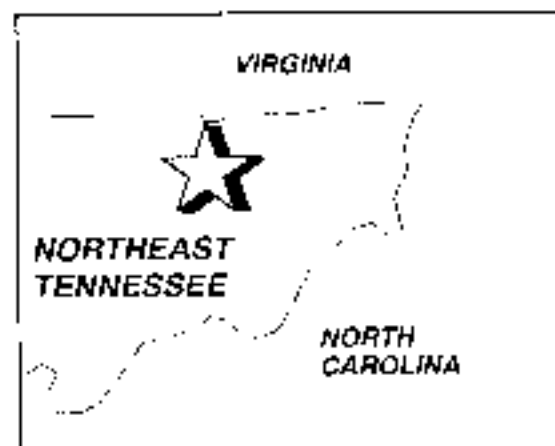
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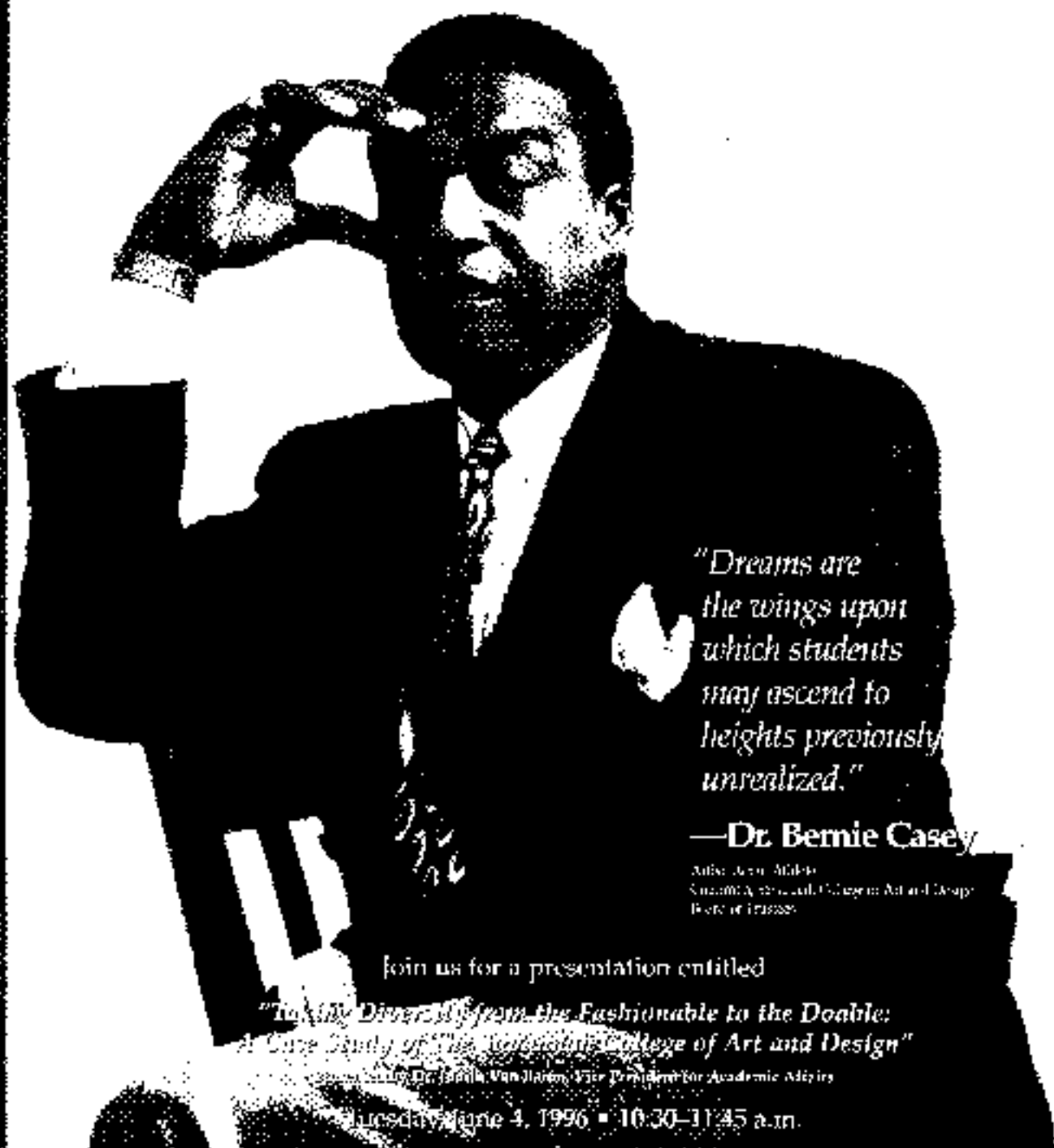
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*Students*

*Faculty and administrators*

*Community and foundation leaders*

Arac Hinoposa, Advising Coordinator, 713-288-3333

Oliver Marley, Program Chair, 713-283-3590

Juanne Carey, Dir. of Development, 713-288-2020

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## Student Leadership Development Conference Scholarship Incentive Program Award Recipients

Currently in its third year, the Student Leadership Development Conference Scholarship program supports a paid conference registration for each student recipient. Both undergraduate and graduate students were eligible, and application information was contained in the conference Announcement and Call for Presentations. It is hoped that the Student Leadership Development Scholarship awards will serve as an incentive for higher education institutions to support student participation in the conference. Scholarship recipients and their institutions are listed below:

**Ms. Santa Ainos-Garcia**  
Graduate Student  
Early Childhood Special  
Education  
California State University  
Northridge, California

**Mr. Rafael Granados**  
Graduate Student  
Science, Mathematics, and  
Technology Education  
School of Education  
University of California  
Berkeley, California

**Ms. Julianna M. Lopez**  
Graduate Student  
Language and Literacy  
School of Education  
University of California  
Berkeley, California

**Mr. Kristoffer W. Rhoads**  
Undergraduate Student  
Psychology  
University of New Hampshire  
Durham, New Hampshire

**Ms. Cheryl Anderson**  
Graduate Student  
Special Education  
California State University  
Northridge, California

**Ms. Roberta L. Hayes**  
Graduate Student  
Art Education and Photography  
Massachusetts College of Art  
Boston, Massachusetts

**Ms. Nolito K. Martin-Tungpalan**  
Graduate Student  
Educational Psychology  
California State University  
Northridge, California

**Ms. Rensaisela Rodriguez**  
Graduate Student  
Language and Literacy  
School of Education  
University of California  
Berkeley, California

**Ms. Kavita Bali**  
Undergraduate Student  
Human Biology  
Brown University  
Providence, Rhode Island

**Ms. Denise Kiara Henning**  
Graduate Student  
Educational Management and  
Anthropology  
New Mexico State University  
Las Cruces, New Mexico

**Ms. Sandra Martinez**  
Undergraduate Student  
International Studies  
Purdue University Calumet  
Hammond, Indiana

**Ms. Lucia Sky**  
Undergraduate Student  
Studio for Interrelated Media and  
Performing Arts  
Massachusetts College of Art  
Boston, Massachusetts

**Ms. Sheila Butler-Jones**  
Undergraduate Student  
Nursing  
University of Texas  
Austin, Texas

**Ms. Belinda M. Hernandez**  
Graduate Student  
Western School of Social Services  
Chico State University  
Chico, California

**Ms. Donna V. McConnell**  
Graduate Student  
Applied Behavioral Sciences  
Baylor University  
Seattle, Washington

**Ms. Lubna Sonjee**  
Graduate Student  
Clinical Psychology  
University of South Dakota  
Vermillion, South Dakota

**Ms. Patty Cheng**  
Graduate Student  
Higher Education Administration  
Stanford University  
Stanford, California

**Ms. Estelle S. Jee**  
Graduate Student  
Higher Education  
Administration  
University of Texas  
Austin, Texas

**Ms. Judy McShannon**  
Graduate Student  
Educational Management and  
Development  
New Mexico State University  
Las Cruces, New Mexico

**Mr. George W. Turner, Jr.**  
Graduate Student  
Psychology  
University of Missouri  
Kansas City, Missouri

**Mr. Ming Ming Chin**  
Graduate Student  
Science, Mathematics, and  
Technology Education  
School of Education  
University of California  
Berkeley, California

**Ms. Dawn A. Le**  
Undergraduate Student  
Politics and Government  
University of Puget Sound  
Tacoma, Washington

**Ms. Lorena Munoz**  
Undergraduate Student  
Political Science and Spanish  
University of St. Thomas  
St. Paul, Minnesota

**Ms. Paulette B. Villanueva**  
Graduate Student  
Elementary Education  
California State University  
Northridge, California

**Ms. Erica J. Ellis**  
Undergraduate Student  
Political and African American  
Studies  
Bates College  
Lewiston, Maine

**Mr. Patrick W. Lee**  
Graduate Student  
Education Psychology  
School of Education  
University of California  
Berkeley, California

**Ms. Ada N. Orasin**  
Graduate Student  
Counseling  
California State University  
Northridge, California

**Ms. Carolyn B. Gilliam**  
Undergraduate Student  
Social Work  
East Tennessee State University  
Johnson City, Tennessee

**Mr. Timmy E. Lee**  
Graduate Student  
Educational Psychology  
California State University  
Northridge, California

**Ms. Emelyn A. de la Peña**  
Graduate Student  
Educational Leadership and Instruction  
San Diego State University  
San Diego, California

## CONCURRENT WORKSHOP CATEGORIES

All persons who submitted proposals for concurrent workshop sessions were requested to indicate from among eight possible categories the one category that most accurately characterized the predominant thrust of their session, using the definitions provided below.

**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 deal and emphasize the formulation, content, and implementation of specific, tactical, strategic, or comprehensive plans. Examples might include institution-wide or system-wide 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 facilitators 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.

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