

PROGRAM AND  
RESOURCE GUIDE

10TH ANNUAL  
**National  
Conference  
on Race &  
Ethnicity in  
American  
Higher  
Education  
(NCORE)**



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

MAY 29-JUNE 2, 1997  
ORLANDO, FLORIDA



# 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 (NCORE) and encourages direct, broadly based input into the planning process from all conference participants through the conference evaluation process.



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New York, New York

# PROGRAM SCHEDULE AT A GLANCE

## WEDNESDAY, MAY 28

- Registration and On-Site Check-In . . . . . 4:00–10:00 p.m.  
(Open 8:00 a.m.—5:00 p.m. daily through Monday, June 2)

## THURSDAY, MAY 29

- Exhibitor Showcase Opens . . . . . 10:00 a.m.—4:00 p.m. . . . . 8  
(Open daily through 4:00 p.m. on Monday, June 2)
- Workshop and Institute Sessions . . . . . 8:30 a.m.—4:00 p.m. . . . . 3–16
- Opening Keynote Address: Lee Mun Wah . . . . . 4:15–5:30 p.m. . . . . 16
- Dialogue with Lee Mun Wah . . . . . 5:30–6:30 p.m. . . . . 17
- Conference Opening Reception . . . . . 6:30–8:00 p.m. . . . . 17
- FACE TO FACE: A Live Theater Performance . . . . . 8:30–9:45 p.m. . . . . 17

## FRIDAY, MAY 30

- Workshop and Institute Sessions . . . . . 9:00 a.m.—6:00 p.m. . . . . 18–31
- Meet Before Dinner . . . . . 6:00–7:30 p.m. . . . . 31
- Informal Meetings and Ethnic Group Networking Sessions . . . . . 8:00–10:00 p.m. . . . . 31
- Conference Opening Dance . . . . . 9:00 p.m.—midnight . . . . . 31

## SATURDAY, MAY 31

- Keynote Address: Dolores Huerta . . . . . 8:45–10:15 a.m. . . . . 32
- Workshop and Institute Sessions . . . . . 10:30 a.m.—4:00 p.m. . . . . 32–45
- Dialogue with Dolores Huerta . . . . . 11:00 a.m.—noon . . . . . 39
- Keynote Address: Ada E. Deer . . . . . 4:15–5:30 p.m. . . . . 46
- Dialogue with Ada E. Deer . . . . . 5:30–6:30 p.m. . . . . 46
- Special Feature: Live Latin Music by Formula "8a" from Miami . . . . . 6:00–9:00 p.m. . . . . 46
- Informal Meetings and Ethnic Group Networking Sessions . . . . . 8:00–10:00 p.m. . . . . 46

## SUNDAY, JUNE 1

- Workshop and Institute Sessions . . . . . 9:00 a.m.—3:15 p.m. . . . . 47–60
- Special Feature: A Reading from *Gospel Choirs* by Derrick Bell . . . . . 3:30–4:30 p.m. . . . . 60
- Meet Before Dinner . . . . . 5:00–6:30 p.m. . . . . 60
- Informal Meetings and Ethnic Group Networking Sessions . . . . . 8:00–10:00 p.m. . . . . 60

## MONDAY, JUNE 2

- Keynote Address: Paul Rogat Loeb . . . . . 8:45–10:15 a.m. . . . . 61
- Workshop Sessions . . . . . 10:30 a.m.—4:00 p.m. . . . . 61–73
- Dialogue with Paul Rogat Loeb . . . . . 11:00 a.m.—noon . . . . . 67
- Closing Keynote Address: Hugh B. Price . . . . . 4:15–5:30 p.m. . . . . 73
- Dialogue with Hugh B. Price . . . . . 5:30–6:30 p.m. . . . . 73
- Meet Before Dinner . . . . . 5:30–7:00 p.m. . . . . 73
- Conference Closing Dinner . . . . . 7:00–8:30 p.m. . . . . 74
- Entertainment Showcase . . . . . 8:30–10:00 p.m. . . . . 74
- Conference Farewell Dance . . . . . 9:00 p.m.—2:00 a.m. . . . . 74

**ON THE COVER** The cover image, *Tar Beach*, is a 1983 color woodcut by internationally renowned, Harlem born Faith Ringgold, a painter, sculptor, performance artist, writer, and professor of art at the University of California at San Diego. Ringgold's first children's book, *Tar Beach*, won the Caldecott Award and also the Coretta Scott King Award for illustration. The story is told by a young girl living in Harlem. Cassie learns that anyone can fly: "All you need is somewhere to go you can't get to any other way. The next thing you know, you're flying among the stars." Ringgold's work is part of many museum collections, including the Guggenheim Museum and the Metropolitan Museum of Art, as well as in prominent private collections, including those of Oprah Winfrey and Bill Cosby. *Tar Beach* is part of the permanent collection of the Cornell Fine Arts Museum, located at Rollins College, in Winter Park, central Florida. Courtesy the Cornell Fine Arts Museum. Photograph by Philip Eschbach.

# SPECIAL INSTITUTES

## INSTITUTE ON RACIAL IDENTITY DEVELOPMENT

□ Institute Overview and Racial Identity in Black and White	6
Thursday, May 29—9:00 a.m.—noon	6
Repeated Thursday, May 29—1:00—4:00 p.m.	11
□ Racial Identity Models and Native Americans	13
Thursday, May 29 1:30 4:00 p.m.	13
Repeated Friday, May 30—9:00 a.m.—noon	20
□ Racial Identity of Latinos	13
Thursday, May 29 1:30 4:00 p.m.	13
Repeated Friday, May 30 9:00 a.m.—noon	21
□ Understanding Diversity Among Asian American Students	27
Friday, May 30 2:00—5:00 p.m.	27
Repeated Saturday, May 31—1:00 4:00 p.m.	40
□ Multiracial Identity Development	27
Friday, May 30—2:00—5:00 p.m.	27
Repeated Saturday, May 31 1:00 4:00 p.m.	40
□ Synthesis and Dialogue on Racial Identity Development	52
Sunday, June 1—10:00 a.m.—2:00 p.m.	52

## INSTITUTE ON MULTICULTURAL TECHNOLOGY IN TEACHING

□ Overview of Multimedia in the Multicultural Classroom	7
Thursday, May 29—9:00 a.m. noon	7
□ Using Multimedia Techniques to Infuse Ethnic Perspectives	14
Thursday, May 29—1:30—4:00 p.m.	14
□ Basic Multimedia Techniques for the Multicultural Classroom	19
Friday, May 30—9:00 a.m.—noon	19
□ Advanced Multimedia Techniques to Enhance Multicultural Curriculum	27
Friday, May 30—2:00 5:00 p.m.	27

## INSTITUTE FOR DIVERSITY TRAINERS

□ Diversity Training and Adult Learning: Evaluating Approaches and Ethics of Challenging Others' Paradigms	7
Thursday, May 29—9:00 a.m.—noon	7
□ Effective Curriculum Design: The Art of Changing Paradigms	12
Thursday, May 29—1:00 4:00 p.m.	12
□ The Continual Challenge of Teaching and Learning: Recognizing and Dealing with Your Own Paradigms	20
Friday, May 30—9:00 a.m.—noon	20
□ Paradigm Infusion: How to Craft a Consistent Message in Faculty and Staff Training Curriculum	28
Friday, May 30—2:00 5:00 p.m.	28
□ Benchmarking Diversity Training: Higher Education and International Business Organizations	41
Saturday, May 31 1:00—4:00 p.m.	41
□ Building Facilitation Skills for Effective Diversity Training	47
Sunday, June 1—9:00 a.m.—noon and 12:30 3:00 p.m.	47

## INSTITUTE ON DIVERSITY PLANNING AND ASSESSMENT

□ Sound Conceptualization and Effective Assessment of a Comprehensive Campus Diversity Model	11
Thursday, May 29—1:00—4:00 p.m.	11
□ Merging Diversity with Teaching, Learning, Curriculum, and Student Retention	28
Friday, May 30—2:00—5:00 p.m.	28

## INSTITUTE FOR ACADEMIC DEPARTMENT CHAIRS/HEADS

□ Part I	20
Friday, May 30—9:00 a.m.—noon	20
□ Part II	26
Friday, May 30—2:00—5:00 p.m.	26
□ Part III	42
Saturday, May 31 2:00 4:00 p.m.	42

## 10th ANNUAL

# NATIONAL CONFERENCE ON RACE & ETHNICITY IN AMERICAN HIGHER EDUCATION (NCORE)

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

**WEDNESDAY, MAY 28, 1997**

4:00-10:00 p.m.  
**Hampton Court Foyer**  
Ground Level

### **REGISTRATION AND ON-SITE CHECK-IN**

(Registration will remain open daily from 8:00 a.m.–5:00 p.m. through Monday, June 2nd)

**THURSDAY, MAY 29, 1997**

8:30 a.m.–4:00 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.

Part I  
8:30–11:30 a.m.  
**Diamond**  
Ground Level

### **MAJOR WORKSHOP 1**

#### **Developing Culturally Responsive Teaching Among Faculty: Methods, Content, and Skills**

This interactive daylong session—limited to 45 persons, admitted on a first-come, first-served basis—focuses on methods, content, and skills needed to assist faculty in learning a culturally responsive pedagogy that adheres to intrinsic theories of motivation and more adequately represents and serves students within and across cultures. Participants will explore field-tested ways to conceptualize and revise syllabi, lessons, and assessment practices consistent with a model of culturally responsive teaching.

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

Dr. Raymond J. Wlodkowski, Educational Consultant Boulder, Colorado (Co-Leader)

Part II continues  
1:00–4:00 p.m.

Session will be repeated on  
Friday, May 30—9:00 a.m.–noon  
and 2:00–5:00 p.m.

Part I  
8:30-11:30 a.m.  
**Ireland C**  
Ground Level

Part II continues  
1:00-4:00 p.m.

Session will be repeated on  
Friday, May 30—9:00 a.m.—noon  
and 2:00-5:00 p.m.

Part I  
8:30-11:30 a.m.  
**Ireland B**  
Ground Level

Part II continues  
1:00-4:00 p.m.

8:30 a.m.—noon  
**Scotland A**  
Ground Level

Session will be repeated on  
Friday, May 30—2:00-5:30 p.m.

8:30 a.m.—noon  
**Cloister South**  
Lobby Level

Session will be repeated on  
Friday, May 30—2:00-5:30 p.m.

### MAJOR WORKSHOP 2

#### Effecting Institutional Change in Higher Education

This daylong session addresses a range of issues that confront persons who work to bring about lasting change in educational institutions. Participants will be assisted in assessing readiness-to-change, recognizing subtle sabotaging techniques, dealing with resistance, creating ally relationships across elements of difference, and reenergizing themselves to continue anti-racism work.

Dr. Frances F. Kendall, Consultant in Organizational Change—Albany, California  
(Workshop Leader)

### MAJOR WORKSHOP 3

#### What Do We Do With All You White Folks: A Person of Color Perspective

This daylong session will assist participants in a safe and supportive environment to understand racism/oppression in higher education, appreciate white culture and identity, increase a white ally's ability to intervene when observing and/or encountering racism, and understand the needs people of color have from white allies.

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

### MAJOR WORKSHOP 4

#### How to Make the Transition to Graduate/Professional Education Work: A Workshop for Underrepresented Students and Staff

This workshop offers a combination of exercises, techniques, insights, and practical strategies to assist individuals from traditionally underrepresented backgrounds to become competitive graduate school applicants. It will provide experiential opportunities for developing a winning personal essay for the graduate school application process, as well as encouragement, motivation, and critical information required to successfully pursue a post-baccalaureate education.

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

### MAJOR WORKSHOP 5

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

This interactive workshop—limited to 60 persons, admitted on a first-come, first-served basis—is designed to provide AHANA administrators with helpful hints about ways to persist, advance, and negotiate the many challenges they face working at predominantly white institutions. Participants will be encouraged to identify an individual who may be contacted during the year for guidance and/or assistance and to meet informally with the presenters over dinner to keep the dialogue flowing.

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

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

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

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

9:00 a.m.–noon

**Emerald**

Ground Level

Session will be repeated on  
Friday, May 30—9:00 a.m.–noon

**MAJOR WORKSHOP 6**

**Diversifying Science and Engineering at the Crossroads: An Elusive Goal?**

Based on current ethnographic research, this session addresses reasons for and human resources implications of the loss of mathematically-talented African American, Mexican American, and Puerto Rican undergraduate students from science and engineering majors. It also ventures into the scientific work force, clarifying issues that affect the access, advancement, and mobility of minorities and women with respect to careers with high 21st century growth potential.

Dr. Shirley Vining Brown, Senior Research Scientist, Project Talent Flow, University of Maryland Baltimore County—Baltimore, Maryland (Workshop Leader)

9:00 a.m.–noon

**Yeoman**

Lobby Level

Session will be repeated on  
Friday, May 30—9:00 a.m.–noon  
and Sunday, June 1—  
10:00 a.m.–1:00 p.m.

**MAJOR WORKSHOP 7**

**Resolving Hate Speech Controversies While Preserving Anti-Discrimination and Free Expression Protections**

This workshop—limited to 40 persons, admitted on a first-come, first-served basis—explores legal and educational parameters that shape a university's ability to take preventive and remedial action to address problems of racial and sexual harassment and related problems involving racist and sexist expression. Participants will engage in situational exercises based on actual controversies.

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

9:00 a.m.–noon

**Ireland A**

Ground Level

Session will be repeated on  
Saturday, May 31—  
1:00–4:00 p.m.

**MAJOR WORKSHOP 8**

**Social/Cultural Factors Affecting Retention of Latinos in Higher Education**

This session will review literature relating to social/cultural factors that affect Latino freshman retention and will examine how Latino students assimilate into the university, institutional culture, and student involvement. Theoretical applications for dealing with students and connections between the literature and the profession will be stressed.

Dr. Henry E. Villanueva, Director, Educational Equity Services, California State University—Long Beach, California (Workshop Leader)

9:00 a.m.–noon

**Scribe**

Lobby Level

Session will be repeated on  
Friday, May 30—9:00 a.m.–noon  
and Sunday, June 1—  
10:00 a.m.–1:00 p.m.

**MAJOR WORKSHOP 9**

**Coalition Building: Skills for Resolving Interpersonal and Group Conflict**

This workshop—limited to 40 persons, admitted on a first-come, first-served basis—provides a model for resolving controversial issues that arise in the higher education community. Participants will select and work on a controversial issue utilizing practical skills in an interactive format.

Ms. Dianne Berg, Director, North Texas Chapter, The National Coalition Building Institute, International, University of North Texas—Denton, Texas (Co-Leader)  
Ms. Ronay Ford, Local Associate, The National Coalition Building Institute, International, University of North Texas—Denton, Texas (Co-Leader)

9:00 a.m.—noon

**Sapphire**

Ground Level

For a related workshop, see  
Major Workshop 12 on page 11

Part I

9:00 a.m.—noon

**Knave**

Lobby Level

Part II continues

1:00–4:00 p.m.

9:00 a.m.—noon

**Scotland B**

Ground Level

Session will be repeated

1:00–4:00 p.m.

**MAJOR WORKSHOP 10**

**Asian/Pacific Americans in Higher Education: Introductory Workshop**

This workshop focuses on Asian/Pacific Americans, who comprise the fastest growing community of color in the United States and are largely an immigrant community, with 80 percent being foreign born. It will provide definitional, historical, and demographic information and will discuss perceptions and myths surrounding Asian Americans, 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.

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

**MAJOR WORKSHOP 11**

**Using a Civic Literacy Process with Faculty, Staff, Students, and Community to Address Controversial Issues: Remedies for Racial Inequality**

Participants will engage in an interactive process that demonstrates the use of materials and skills for working through controversial national and local issues. National Issues Forums materials will be provided and that process will be used to identify choices for dealing with the issue, "Remedies for Racial Inequality," to engage in systematic choice work, identify common ground, engage in issue framing, discuss strategies for convening campus/community forums/study circles, and discuss strategies for connecting with policy makers.

Dr. Louise M. Tomlinson, Consultant and Educator, LTMultivisions, and National Faculty for the National Issues Forums Institutes—Athens, Georgia (Workshop Leader)

**INSTITUTE ON RACIAL IDENTITY DEVELOPMENT**

A six-part institute designed to provide participants with leading edge information on racial identity development and its relevance and applicability to current issues and dynamics in higher education, including classroom teaching and interactions, coalition building and conflict resolution, planning and implementation of campus activities, and development of culturally relevant counseling strategies. With the exception of the final synthesis/dialogue session, each session is offered twice and is designed to stand on its own. (For an overview of sessions comprising the Institute on Racial Identity Development, see page 2.)

**Institute Overview and Racial Identity in Black and White**

Models of black and white racial identity development remain underutilized as tools to understand interpersonal and intergroup relations, classroom and co-curricular dynamics, and the needs of black and white students on campus. Presenters will discuss useful models derived from their research and will indicate specific strategies for working with black and white students who reflect different stages of identity development.

Dr. Rita Hardiman, Vice President, New Perspectives, Inc.—Amherst, Massachusetts (Co-Leader)

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



9:00 a.m.—noon  
**Senate & Gallery**  
Lobby Level

### **INSTITUTE ON MULTICULTURAL TECHNOLOGY IN TEACHING**

A four-part institute designed to enhance the technology skills of 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 Institute on Multicultural Technology in Teaching, see page 2.)

#### **Overview of Multimedia in the Multicultural Classroom**

Participants will view and interact with a multimedia presentation that describes ways text, graphics, interactivity, animation, sound, and video can be combined to create tutorials/classroom exercises that emphasize affective learning and add ethnic perspectives. Examples from faculty training programs and core curriculum courses will be examined, and participants will receive a disk 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 Multimedia Faculty, Technical Communications, Metropolitan State College of Denver, and Adjunct Biology Faculty, Front Range Community College—Denver, Colorado (Workshop Leader)

9:00 a.m.—noon  
**England**  
Ground Level

### **INSTITUTE FOR DIVERSITY TRAINERS**

A six-part institute focusing on a comprehensive set of essential issues that must be addressed in planning, implementing, and/or supervising effective diversity training. (For an overview of sessions comprising the Institute for Diversity Trainers, see page 2.)

#### **Diversity Training and Adult Learning: Evaluating Approaches and Ethics of Challenging Others' Paradigms**

This session addresses applicability of adult education principles to diversity training and provides tools to assess the potential impact of prepackaged diversity training on adult learners. Participants will learn how to better understand audience reactions to diversity training methods and materials, how to respond to resistance in ways that enhance rather than inhibit learning, and how to better recognize when they have done all they can do with a particular individual or group.

Ms. Christine A. Cullinan, Training Administrator and Assistant Professor, Office of Human Resources and Equal Employment Opportunity/Affirmative Action, University of Oregon—Eugene, Oregon (Workshop Leader)

10:00 a.m.—noon

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

10:00 a.m.—noon  
**Scotland C**  
Ground Level

#### **Partnerships for Success: Recruitment and Retention of Students of Color**

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

This session is based on recruitment and retention efforts at Old Dominion University, The College of William and Mary, and the University of Louisville, which utilize partnerships between departments, faculty, and key campus individuals to enhance the success of students of color. Presenters will explore program challenges and successes, will facilitate discussion of core causes of student attrition, and will suggest strategies for creating programs and services on participants' home campuses. This session should particularly benefit those who are responsible for recruitment activities and/or for implementing programs and events for students of color.

Ms. Carretta A. Cooke, Director, Multicultural Student Services, Old Dominion University—Norfolk, Virginia (Co-Leader)

Ms. W. Fanchon Glover, Assistant Director, Multicultural Affairs, The College of William and Mary—Williamsburg, Virginia (Co-Leader)

10:00 a.m.–noon  
**Exhibition Hall F & G**  
Ground Level

### **Recovering From Racism**

#### ◆◆ Interactive Training ◆◆

This interactive, solution-focused workshop presents *Recovering from Racism*, a change model developed at the University of Michigan to help persons identify and eradicate stressors related to racism in the college environment. The model focuses on three target areas for change—the institution, the culture, and the individual—with primary focus on the individual. This session should particularly benefit African Americans and other persons of color who have experienced racism and wish to learn new coping strategies for effectively dealing with situations perceived to be racist.

Ms. Donnette C. Joseph, Consultant, Healthy Lifestyles—Ann Arbor, Michigan (Workshop Leader)

10:00 a.m.–noon  
**Cambridge & Oxford**  
Lobby Level

### **Bridging the Conceptual Gap: Simulation Games and Application Exercises for Teaching Race and Ethnicity**

#### ◆◆ Interactive Training ◆◆

This interactive training session provides educators with learning tools for teaching and exploring race and ethnicity. Through participation in a simulation game called BAFA BAFA and discussion of other simulation games and experiential activities, the need to supplement required reading with applied activities will be highlighted. This session should particularly benefit those who seek to revitalize course offerings and/or community presentations with experiential learning related to race and ethnicity.

Dr. Shawn Riva Donaldson, Associate Professor, Sociology, Richard Stockton College of New Jersey—Pomona, New Jersey (Co-Leader)

Dr. Marlese Durr, Assistant Professor, Sociology, Wright State University—Dayton, Ohio (Co-Leader)

10:00 a.m.–4:00 p.m.  
**Exhibition Hall**  
Ground Level

### **EXHIBITOR SHOWCASE AND RESOURCE CENTER**

(Open daily from 10:00 a.m.–4:00 p.m. through Monday, June 2nd)

10:30 a.m.–noon

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

10:30 a.m.–noon  
**Cloister North**  
Lobby Level

### **Institute for Cross Cultural Competence: A Collaborative Approach to Cultural Competency Training**

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

This session describes a collaborative, multi-organizational model used by a health education center over a three-year period to design, develop, implement, and market cross-cultural training programs. The presenter will highlight the planning and implementation of an Institute for Cross-Cultural Competence and its programs, focusing on such areas as forming the collaborative; removing barriers; identifying needs; and obtaining support, interest, and participation. This session should particularly benefit those who seek to develop cultural competency training programs.

Dr. Patricia Ann McPartland, Executive Director, Southeastern Massachusetts Area Health Education Center—Marion, Massachusetts (Workshop Leader)

10:45 a.m.—noon

## 75-MINUTE CONCURRENT SESSIONS

10:45 a.m.—noon  
Exhibition Hall A & B  
Ground Level

### **Coalition Building Between the University, the High School, and the Community to Involve Youth in Improving Intergroup Relations: Designing a Structure and a Process**

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

Presenters will discuss the Senator Matty Feldman Multicultural Camp, which provides an annual opportunity for approximately 40 high school sophomores of diverse backgrounds and schools to interact with one another in a weeklong, residential environment while obtaining skills in conflict resolution, cross-cultural relations, and organizational leadership. These youth ambassadors return to their high schools with concrete strategies for developing programs of prejudice reduction, tolerance, and harmony among their peers. This interactive session should particularly benefit those who are involved in policy making around diversity and persons who wish to learn how to organize, fund, and facilitate a process that enables students to take leadership in creating racial, ethnic, and religious harmony.

Dr. Rendell N. Mabcy, Professor of Philosophy and Coordinator, Senator Matty Feldman Multicultural Camp, Fairleigh Dickinson University—Teaneck, New Jersey (Co-Leader)  
Dr. Leo S. Thorne, Director of Multicultural Affairs/Affirmative Action, Fairleigh Dickinson University—Teaneck, New Jersey (Co-Leader)

10:45 a.m.—noon  
Captain  
Lobby Level

### **Reconceptualizing the Basic Writing Course to Address Linguistic Barriers to Success: A Model Program for American Indian Students**

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

This session reports on a model program to transform the role of writing instructor from someone responsible for remediating or “weeding out” American Indian students whose writing placement scores suggest they are linguistically underprepared for academic work at the collegiate level to being part of a cross-campus team explicitly focused on the success of first-year American Indian students. It should particularly benefit individuals who are concerned about linguistic barriers to college success, those who seek to develop programs that cross invisible campus barriers between student services and academic affairs, and/or persons who are interested in the academic success of American Indian students.

Dr. Carol L. Smith, Assistant Professor, Management/Communications, Fort Lewis College—Durango, Colorado (Workshop Leader)

10:45 a.m.—noon  
Exhibition Hall H & I  
Ground Level

### **A Model for the Recruitment and Retention of Non-Traditional Students in the Field of Teacher Education**

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

This session describes successful implementation of a scholarship program designed to recruit non-traditional students serving as teacher aides and substitute teachers and assist them in becoming highly qualified teachers of urban children. It should particularly benefit those who seek proven ways to recruit and retain non-traditional students within a teacher training program.

Dr. Larry L. Martin, Director, DeWitt Wallace-Reader's Digest Pathways to Teaching Program, and University Grants Facilitator and Coordinator, Auburn University—Montgomery, Alabama (Co-Leader)

Dr. James V. Wright, Head, Counselor, Leadership, and Special Education Department, Auburn University—Montgomery, Alabama (Co-Leader)

10:45 a.m.–noon  
**Exhibition Hall C & D**  
Ground Level

### **New Student Assembly: Setting the Standard for Excellence Without Excuses**

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

This session describes the development, implementation, and evaluation of a new student assembly for first-year and transfer students, sponsored by the African American Learning Resource Center at the University of Minnesota. The assembly's purpose is to enable African/African American students to interact with one another and begin to build bridges, community, and friendship; to expose them to faculty and staff of color; and to emphasize the need for academic excellence throughout their college experience. This session should particularly benefit those who seek innovative approaches designed to improve the first-year experience of traditionally marginalized students.

Ms. Kathryn Julianna Johnson, Principal Counselor, African American Learning Resource Center, University of Minnesota—Minneapolis, Minnesota (Workshop Leader)

Part II  
1:00–4:00 p.m.  
**Diamond**  
Ground Level

### **MAJOR WORKSHOP 1**

#### **Developing Culturally Responsive Teaching Among Faculty: Methods, Content, and Skills**

(For workshop description, see page 3)

Session will be repeated on  
Friday, May 30—9:00 a.m.–noon  
and 2:00–5:00 p.m.

Part II  
1:00–4:00 p.m.  
**Ireland C**  
Ground Level

### **MAJOR WORKSHOP 2**

#### **Effecting Institutional Change in Higher Education**

(For workshop description, see page 4)

Session will be repeated on  
Friday, May 30—9:00 a.m.–noon  
and 2:00–5:00 p.m.

Part II  
1:00–4:00 p.m.  
**Ireland B**  
Ground Level

### **MAJOR WORKSHOP 3**

#### **What Do We Do With All You White Folks: A Person of Color Perspective**

(For workshop description, see page 4)

Part II  
1:00–4:00 p.m.  
**Knave**  
Lobby Level

### **MAJOR WORKSHOP 11**

#### **Using a Civic Literacy Process with Faculty, Staff, Students, and Community to Address Controversial Issues: Remedies for Racial Inequality**

(For workshop description, see page 6)



1:00–4:00 p.m.

**Sapphire**  
Ground Level

For a related workshop,  
see Major Workshop 10  
on page 6

### MAJOR WORKSHOP 12

#### **Asian/Pacific Americans in Higher Education: Advanced Workshop**

This session is designed for those who attended the introductory workshop on Asian/Pacific Americans in Higher Education in years past or Major Workshop 10 during this conference, and who wish to advance to a higher level of analysis and deeper understanding of issues confronting the Asian/Pacific American community. We will analyze more thoroughly the construction and implications of Asians as a “model minority” and as “honorary whites;” will examine issues such as Affirmative Action, ESL, Welfare, and Immigration Reform; and will strategize about how to promote more Asian/Pacific Americans into higher education administration.

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

1:00–4:00 p.m.

**Exhibition Hall C & D**  
Ground Level

Session will be repeated on  
Friday, May 30—2:00–5:00 p.m.

### MAJOR WORKSHOP 13

#### **Preparing the Minority Affairs Office for the 21st Century**

This session offers practical suggestions to minority affairs administrators on how to strengthen their offices to be viewed as a viable, visible, and tightly woven into the institutional fabric and to defend their mission well into the 21st century. Suggestions on the use of assessment instruments, campus resources, marketing and networking strategies, staff development initiatives, and developing campuswide support will be discussed.

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

1:00–4:00 p.m.

**Scotland B**  
Ground Level

### INSTITUTE ON RACIAL IDENTITY DEVELOPMENT

#### **Institute Overview and Racial Identity in Black and White**

(For session description, see page 6)

1:00–4:00 p.m.

**Scotland C**  
Ground Level

### INSTITUTE ON DIVERSITY PLANNING AND ASSESSMENT

A two-part institute that provides a comprehensive framework for developing a formal diversity plan, designed 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. (For an overview of sessions comprising the Institute on Diversity Planning and Assessment, see page 2)

#### **Sound Conceptualization and Effective Assessment of a Comprehensive Campus Diversity Model**

Participants will be assisted in conceptualizing and defining diversity; presenting diversity as a functional part of their institution's organizational structure; relating diversity to affirmative action and equity; identifying factors associated with an effective diversity climate scan; connecting diversity to student leadership development; and presenting diversity as part of an institutional effort that reflects quality, excellence, and effectiveness.

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

1:00-4:00 p.m.  
**England**  
Ground Level

#### **INSTITUTE FOR DIVERSITY TRAINERS**

A six-part institute focusing on a comprehensive set of essential issues that must be addressed in planning, implementing, and/or supervising effective diversity training. (For an overview of sessions comprising the Institute for Diversity Trainers, see page 2)

#### **Effective Curriculum Design: The Art of Changing Paradigms**

This session will help participants design diversity training and evaluate existing training designs based on training program educational goals. Participants are encouraged to bring copies of diversity training designs for discussions.

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

1:30-4:00 p.m.  
**Cloister South**  
Lobby Level

#### **MAJOR WORKSHOP 14**

#### **Survival for Communities of Color in the 21st Century Through Entrepreneurship**

A panel of leaders of the Orlando African American, Hispanic, and Asian American Chambers of Commerce will discuss their efforts to develop entrepreneurship within communities of color throughout central Florida and the relevance of these efforts to the survival of their communities in the 21st century.

Mr. Michael Hodge, Chairman, African American Chamber of Commerce—Orlando, Florida (Co-Leader)

Ms. Teresa DeArrigoitia, President, Hispanic Chamber of Commerce of Central Florida Orlando, Florida (Co-Leader)

Ms. Phuc Snipper, President, Asian American Chamber of Commerce—Orlando, Florida (Co-Leader)

1:30-4:00 p.m.  
**Scotland A**  
Ground Level

Session will be repeated on  
Friday, May 30—2:00-4:30 p.m.  
and Sunday, June 1—  
10:00 a.m. 12:30 p.m.

#### **MAJOR WORKSHOP 15**

#### **Understanding the Interactions of Culture, Race, and Class in Defining and Resolving Conflicts on Campuses**

The myriad of cultural, race, and class differences on campus often requires thoughtful mediation and negotiation of conflicts by campus administrators, faculty, and students. This workshop will assist participants in identifying and understanding cultural, class, and racial nuances and will provide effective, non-judgmental and unbiased strategies for successfully managing such conflicts.

Dr. Eddie Gaffney, Academic Dean, Morehouse College—Atlanta, Georgia (Co-Leader)

Dr. LaVeta T. Small, Dean of Students, Spelman College—Atlanta, Georgia (Co-Leader)

1:30-4:00 p.m.

**Captain**  
Lobby Level

Session will be repeated on  
Sunday, June 1  
10:00 a.m.-12:30 p.m.

**MAJOR WORKSHOP 16**

**Easier Said Than Done: Strategies for Effective Recruitment and Retention of Faculty and Students of Color**

This session focuses on efforts of the William Paterson College of New Jersey to enhance recruitment and retention of faculty and students of color through aggressive and collaborative efforts of administration, faculty, and students. It should particularly benefit faculty, department chairs, deans, and senior administrators seeking consultation on how to implement effective faculty diversification and student retention initiatives.

- Dr. Henry J. Pruitt, Member, Board of Trustees, and Chair, Minority Affairs Committee, William Paterson College of New Jersey—Wayne, New Jersey (Co-Leader)
- Dr. Chernoh Sesay, Provost and Executive Vice President, William Paterson College of New Jersey—Wayne, New Jersey (Co-Leader)
- Dr. William Small, Professor, Political Science, William Paterson College of New Jersey—Wayne, New Jersey (Co-Leader)
- Dr. Arnold Speert, President, William Paterson College of New Jersey—Wayne, New Jersey (Co-Leader)

1:30-4:00 p.m.

**INSTITUTE ON RACIAL IDENTITY DEVELOPMENT**

A six-part institute designed to provide participants with leading edge information on racial identity development and its relevance and applicability to current issues and dynamics in higher education, including classroom teaching and interactions, coalition building and conflict resolution, planning and implementation of campus activities, and development of culturally relevant counseling strategies. With the exception of the final synthesis/dialogue session, each session is offered twice and is designed to stand on its own. (For an overview of sessions comprising the Institute on Racial Identity Development, see page 2)

1:30-4:00 p.m.

**Cloister North**  
Lobby Level

Session will be repeated on  
Friday, May 30—9:00 a.m.—noon

**Racial Identity Models and Native Americans**

This session addresses key issues related to racial identity development and Native Americans, including assumptions around the definition of Indian as a racial or ethnic designator, the development and usage of the term Native American and the development of clarity between the synonymous usage of this term and the term American Indian, and—in the absence of a specific model of Indian racial identity—the usefulness of models based on racial groups to the understanding of racial identity development in Indian students.

Dr. Perry Horse, President, Perry Horse and Associates—Albuquerque, New Mexico (Workshop Leader)

1:30-4:00 p.m.

**Ireland A**  
Ground Level

Session will be repeated on  
Friday, May 30—9:00 a.m.—noon

**Racial Identity of Latinos**

Presentations, exercises, and dialogue will be used to address the following questions: What do Latinos and non-Latinos believe about Latinos' identities? To what extent do Latino identities take the form of racial identities? How do various social psychological, linguistic, cultural, historical, geographic, political, and socioeconomic factors relate to patterns of identity development among Latinos? What are the higher education implications of commonalities and diversity among Latinos in identity development?

- Dr. Bernardo Ferdman, Associate Professor, California School for Professional Psychology—San Diego, California (Co-Leader)
- Dr. Placida F. Gallegos, Vice President, Southwest Communication Resources—San Diego, California (Co-Leader)

1:30–4:00 p.m.  
**Senate & Gallery**  
Lobby Level

#### **INSTITUTE ON MULTICULTURAL TECHNOLOGY IN TEACHING**

A four-part institute designed to enhance the technology skills of 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 Institute on Multicultural Technology in Teaching, see page 2.)

#### **Using Multimedia Techniques to Infuse Ethnic Perspectives**

This session is designed to help participants both evaluate images and content in "off-the-shelf" and publisher's computer resources and include more appropriate images and content in their own creations. Participants will work in groups using computer-generated analysis to reconceptualize core curriculum using multimedia and will receive a sample disk of culturally sensitive resources, along with sample evaluations to help analyze computer and media resources.

Ms. Leslie D. Edwards, Adjunct Multimedia Faculty, Technical Communications, Metropolitan State College of Denver, and Adjunct Biology Faculty, Front Range Community College—Denver, Colorado (Co-Leader)

Ms. June Scott, Software Training Specialist, County College of Morris—Randolph, New Jersey (Co-Leader)

Ms. Alexis Thurman, Assistant Professor, Department of Mathematics, County College of Morris—Randolph, New Jersey (Co-Leader)

2:00–4:00 p.m.  
**Emerald**  
Ground Level

#### **MAJOR WORKSHOP 17**

#### **Higher Education in the Aftermath of the California Civil Rights Initiative**

This session focuses on the immediate practical impact of the California Civil Rights Initiative (Proposition 209) on affirmative action policies and addresses legal and administrative challenges facing equity programs in California higher education.

Ms. Linda Barton White, Manager, Academic Programs Division, California Postsecondary Education Commission—Sacramento, California (Workshop Leader)

2:00–4:00 p.m.  
**Exhibition Hall F & G**  
Ground Level

#### **MAJOR WORKSHOP 18**

#### **Strategies for Promoting Bias-Free Communication on Campus**

This session describes the development and educational/training uses of a Guide to Bias-Free Communication that includes words, phrases, and appropriate behaviors to decrease bias in communication patterns and identifies ways to eliminate written and spoken language and behavior barriers to full participation in the educational process.

Dr. Valarie Greene King, Director, Office of Diversity Initiatives, University of Central Florida—Orlando, Florida (Workshop Leader)



2:30–4:00 p.m.

## 90-MINUTE CONCURRENT SESSIONS

2:30–4:00 p.m.

**Scribe**

Lobby Level

### **Staying Close to Home: Comprehensive Institutional Change Through Department/College-Level Efforts to Recruit and Retain Students of Color**

◆◆ Case Studies/Model Programs ◆◆

This session focuses on the Office of Diversity and Outreach, a unit within a college of education that systematically addresses recruitment, retention, and cultural support of future teachers of color. Presenters will discuss models that highlight the need for college-based versus universitywide efforts, key institutional structures, strategic programs to develop adequate pools of potential candidates, and assessment and evaluation. This session should particularly benefit policy makers at the college/department level, coordinators and academic advisors who provide services/programs for students of color, and those who seek to increase diversity of teachers within K-12 and higher education systems.

Dr. Cynthia B. Dillard, Assistant Dean, Diversity and Outreach, and Assistant Professor, School of Teaching and Learning, The Ohio State University—Columbus, Ohio (Co-Leader)

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

2:30–4:00 p.m.

**Exhibition Hall A & B**

Ground Level

### **The Career Path for Minority Higher Education Professionals**

◆◆ Interactive Training ◆◆

This interactive session provides a working framework for planning, organizing, and facilitating transition and upward mobility of minority professionals in higher education. Key areas to be discussed include career planning options, networking, mentoring, campus politics, position search processes, interviewing, and strategies for improving career growth opportunities. Specific personal marketing initiatives and methods for evaluating job opportunities will also be addressed. This session should particularly benefit those who seek to explore an internal career move or options at other institutions.

Mr. Vernon E. Haley, Vice President for Student Services, Metropolitan State College of Denver—Denver, Colorado (Workshop Leader)

2:30–4:00 p.m.

**Yeoman**

Lobby Level

### **Successful Strategies for the Recruitment and Retention of African American Community College Students**

◆◆ Case Studies/Model Programs ◆◆

This session highlights an institutionwide approach to the recruitment and retention of African American students at Piedmont Virginia Community College. Recruitment activities include presidential involvement, faculty consciousness raising, summer transition programs, development of targeted publications, and efforts to increase the number of African American faculty and administrators; retention activities include an early alert system for students who experience academic difficulty, articulation agreements with Historically Black Colleges, and the creation of a College Neighborhood Center that offers college courses and services in the African American community. This session should particularly benefit those from community colleges who seek to develop or strengthen minority recruitment and retention programs.

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

2:30–4:00 p.m.  
Exhibition Hall H & I  
Ground Level

### **Ethnclimatology: A Study of Students' Perceptions of Classroom Climate as Related to Diversity Concerns**

◆◆ Research/Evaluation/Assessment ◆◆

This session reports on a two-part study of more than 1,200 students at Rutgers University to determine their perceptions of classroom climate as related to diversity concerns. Presenters will describe the study instrument, design, and results; will discuss plans to restructure the classroom process to foster greater community by improving understanding of cultural differences and improving climate for minority students through curriculum; and will provide a planning questionnaire for use at participants' home institutions. This session should particularly benefit those with concerns about classroom climate who would like to explore how a research model determining student comfort levels can be employed to foster change and improvement.

Dr. Nancy H. Omaha Boy, Director, Teaching Excellence Center, Rutgers, The State University of New Jersey—Camden, New Jersey (Co-Leader)

Dr. Ian Jacobs, Associate Provost, External Affairs and Special Projects, Rutgers, The State University of New Jersey—Camden, New Jersey (Co-Leader)

Dr. Debashis Kushary, Assistant Professor, Mathematics, Rutgers, The State University of New Jersey—Camden, New Jersey (Co-Leader)

Ms. Phyllis A. Latragna, Consultant, Rutgers, The State University of New Jersey—Camden, New Jersey (Co-Leader)

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

2:45–4:00 p.m.

### **75-MINUTE CONCURRENT SESSIONS**

2:45–4:00 p.m.  
Council Room  
Lobby Level

### **A Process for Developing Long-Term Community Relationships That Outlast Short-Term Projects**

◆◆ Theoretical Models ◆◆

This session highlights a university-community partnership model designed to facilitate communication, consensus building, and resource sharing for service learning and community outreach programs that respond to community need and are integrated within the community being served. It should particularly benefit administrators and faculty who seek to integrate service learning and community service into their curricula.

Ms. Millicent Carvalho, Director, Urban Studies and Community Services Center, La Salle University—Philadelphia, Pennsylvania (Workshop Leader)

4:15–5:30 p.m.  
The Great Hall  
Ground Level

### **CONFERENCE OPENING PLENARY SESSION**

#### **Welcoming Remarks:**

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

#### **Keynote Address:**

#### **Walking Each Other Home**



Lee Mun Wah, community therapist, performing poet, Asian folk teller, author, educator, filmmaker, and director of Stir Fry Productions—Oakland, California. Lee Mun Wah produced and co-directed *Stolen Ground*, a 1993 film about racism toward Asian Americans that won the Certificate of Merit Award at the San Francisco International Film Festival for Best Bay Area Documentary. His newest film, *The Color of Fear*, won the 1995 Gold Apple Award for the Best Social Studies Documentary at the National Education Media Competition.

5:30-6:30 p.m.

**Captain**

Lobby Level

**SPECIAL FEATURE**

Dialogue with Lee Mun Wah

6:30-8:00 p.m.

**Empire Ballroom**

Ground Level

**CONFERENCE OPENING RECEPTION**

Meet old friends and new and enjoy food and good company before having dinner later on your own. No-host bar service provided.

8:30-9:45 p.m.

**The Great Hall**

Ground Level

For a follow-up workshop, see Major Workshop 20 on Friday, May 30. 9:00 a.m.-noon and 2:00-5:00 p.m.

Repeated on Sunday, June 1—9:00 a.m.-noon and 12:30-3:00 p.m.

**SPECIAL FEATURE**



**FACE TO FACE**  
**A Live Theater Performance**  
**by Story Performances**  
**St. Louis, Missouri**

FACE TO FACE unfolds in a series of monologues and dramatic vignettes in which a team of actor-facilitators— a Latina, an African American man, and a Caucasian woman—play a variety of characters in scenes that reveal issues of history, language, class, gender, age, interracial relationships, and personal and group identity.

Ms. January Kiefer, Founder and Creative Director, Story Performances, joined by Story Performances acting team members, Eileen Otero-Wolfington and Blake Travis—St. Louis, Missouri

**FRIDAY, MAY 30, 1997**

9:00–11:30 a.m.  
**Great Hall East**  
Ground Level

**MAJOR WORKSHOP 19**

**Nativism and Anti-Immigrant Bashing at the End of the 20th Century**

This session examines nativism, or attacks against immigrants, a recurrent theme in U.S. history that seems ironic in view of our carefully nurtured self-image as a nation of immigrants. The presenter will discuss possible causes of current anti-immigrant bashing and its linkages to American racism as well as the neo-liberal global economy, will examine key aspects of recently adopted or proposed immigration reforms, and will suggest strategies to counter the most extreme anti-immigrant measures.

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

Part I  
9:00 a.m.–noon  
**Diamond**  
Ground Level

**MAJOR WORKSHOP 1**

**Developing Culturally Responsive Teaching Among Faculty: Methods, Content, and Skills**

(For workshop description, see page 3)

Part II continues  
2:00–5:00 p.m.

Part I  
9:00 a.m.–noon  
**Ireland C**  
Ground Level

**MAJOR WORKSHOP 2**

**Effecting Institutional Change in Higher Education**

(For workshop description, see page 4)

Part II continues  
2:00–5:00 p.m.

9:00 a.m.–noon  
**Emerald**  
Ground Level

**MAJOR WORKSHOP 6**

**Diversifying Science and Engineering at the Crossroads: An Elusive Goal?**

(For workshop description, see page 5)

9:00 a.m.–noon  
**Yeoman**  
Lobby Level

**MAJOR WORKSHOP 7**

**Resolving Hate Speech Controversies While Preserving Anti-Discrimination and Free Expression Protections**

(For workshop description, see page 5)

Session will be repeated on  
Sunday, June 1  
10:00 a.m.–1:00 p.m.



9:00 a.m.–noon

**Scribe**

Lobby Level

Session will be repeated on  
Sunday, June 1—  
10:00 a.m.–1:00 p.m.

Part I

9:00 a.m.–noon

**Great Hall Center**

Ground Level

Part II continues

2:00–5:00 p.m.

Session will be repeated on  
Sunday, June 1—

9:00 a.m.–noon and

12:30–3:00 p.m.

9:00 a.m.–noon

**Scotland B**

Ground Level

9:00 a.m.–noon

**Senate & Gallery**

Lobby Level

**MAJOR WORKSHOP 9**

**Coalition Building: Skills for Resolving Interpersonal and Group Conflict**

(For workshop description, see page 5)

**MAJOR WORKSHOP 20**

**FACE TO FACE: The Personal Story/The Larger Story**

This daylong, experiential workshop—limited to those who viewed the FACE TO FACE performance on Thursday, May 29—will assist participants in exploring the intimate relationship between creativity and diversity and in acquiring tools for creating experiences similar to FACE TO FACE on their home campuses. Participants will work in diads and small groups on graphic, language, and theater arts activities, including improvisation.

Ms. January Kiefer, Founder and Creative Director, Story Performances, joined by Story Performances acting team members, Eileen Otero-Wolfington and Blake Travis—  
St. Louis, Missouri

**MAJOR WORKSHOP 21**

**Update on Recruitment and Retention of Students of Color: Challenges and the Search for Workable Strategies**

This workshop addresses the urgency of the problem of retention of students of color. Data indicating current retention patterns and trends will be provided, and key elements of proven strategies and effective student retention models will be explored.

Dr. Reginald Wilson, Senior Scholar, American Council on Education—Washington, D.C. (Workshop Leader)

**INSTITUTE ON MULTICULTURAL TECHNOLOGY IN TEACHING**

A four-part institute designed to enhance the technology skills of 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 Institute on Multicultural Technology in Teaching, see page 2)

**Basic Multimedia Techniques for the Multicultural Classroom**

Participants will learn the basics of how to use a Windows-based multimedia authoring software and will create a short classroom presentation or student tutorial that addresses diversity issues or intentionally infuses ethnic perspectives. They will learn how to use text, add graphics, create simple animations, capture video, create sound, and use interactivity to enhance learning among a diverse group of students and will receive a disk of sample graphics and resources that are culturally specific.

Ms. Leslie D. Edwards, Adjunct Multimedia Faculty, Technical Communications, Metropolitan State College of Denver, and Adjunct Biology Faculty, Front Range Community College—Denver, Colorado (Co-Leader)

Dr. Alan E. Yabari, Chair, Speech Department, Bellevue Community College—Bellevue, Washington (Co-Leader)

9:00 a.m. - noon  
**England**  
Ground Level

### **INSTITUTE FOR DIVERSITY TRAINERS**

A six-part institute focusing on a comprehensive set of essential issues that must be addressed in planning, implementing, and/or supervising effective diversity training. (For an overview of sessions comprising the Institute for Diversity Trainers, see page 2)

#### **The Continual Challenge of Teaching and Learning: Recognizing and Dealing with Your Own Paradigms**

Diversity educators must continually assess their own world views and levels of knowledge and must be particularly aware of their own grey areas, "hot buttons," and blind spots. This session will provide participants with tools to examine their understanding and comfort in dealing with diversity issues and will provide guidelines for discussing these issues with potential diversity training consultants.

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

Part I  
9:00 a.m.—noon  
**Ireland B**  
Ground Level

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

For Part III, a follow-up dialogue, see page 42.

### **INSTITUTE FOR ACADEMIC DEPARTMENT CHAIRS/HEADS**

A three-part institute designed to assist academic department chairs/heads create more inclusive departments. Small group work will focus on case study analysis of written scenarios of real situations. An interactive daylong session will be followed by a two-hour dialogue.

#### **The institute is designed to**

- ◆ Explicate the critical role academics who function as academic department chairs/heads 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, curriculum, and the services they provide to students, the institution, and the community; and
- ◆ 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.

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

Dr. J. Herman 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)

9:00 a.m. - noon  
**Cloister South**  
Lobby Level

### **INSTITUTE ON RACIAL IDENTITY DEVELOPMENT**

#### **Racial Identity Models and Native Americans**

(For session description, see page 13)

9:00 a.m.–noon  
**Ireland A**  
Ground Level

## INSTITUTE ON RACIAL IDENTITY DEVELOPMENT

### Racial Identity of Latinos

(For session description, see page 13)

9:00 a.m.–noon

## 3-HOUR CONCURRENT SESSIONS

9:00 a.m.–noon  
**Scotland C**  
Ground Level

### “Inoculation Against Discrimination”—A Model for Developing Proactive Strategies for Managing Accumulated ‘isms

#### ◆◆ Curricular/Pedagogical Models ◆◆

This session presents an educational model to help individuals recognize and understand the impact of discrimination and develop proactive strategies for preventing debilitating responses and better managing its effects. Based on stress reduction, social skills development, behavior modification, and strengths theories, the model integrates theoretical discussions, exercises, and replication issues and has been used both as a workshop as well as in broader curriculum with student, client, and professional groups. This session should particularly benefit those who seek models for promoting healthy responses to discrimination.

Dr. Laurene Y. Finley, Co-Chair, Curriculum Development, Multicultural Training and Research Institute, Temple University—Philadelphia, Pennsylvania (Co-Leader)  
Ms. Anita Pernell-Arnold, President, APAC, Inc. and Co-Chair, Curriculum Development, Multicultural Training and Research Institute, Temple University—Philadelphia, Pennsylvania (Co-Leader)

10:00 a.m.–noon  
**Great Hall North**  
Ground Level

## MAJOR WORKSHOP 22

### Yesterday, Today and Tomorrow: Challenges Facing Major Ethnic Groups in Central Florida

Representatives of four major ethnic groups in Central Florida will offer their personal perspectives on communities of color, their future, hopes, and dreams for the 21st Century and how these issues are related to The Healthy Community Initiatives in Orlando.

Ms. To-Lan Trinh-Le, Finance and Accounting Director, Florida Department of Children and Families, and member, The Healthy Community Initiatives Commission—Orlando, Florida (Workshop Leader)

10:00 a.m.–noon

## 2-HOUR CONCURRENT SESSIONS

10:00 a.m.–noon  
**Scotland A**  
Ground Level

### DiversiTEAM Building on Campus

#### ◆◆ Interactive Training ◆◆

Music, dance, games, toys, crafts, and humor will be imaginatively intertwined with creative exercises to create a learning environment that challenges participants to assess their awareness of ethnically diverse cultures. Interactive role plays and small-group activities will be used to introduce conflict resolution skills and to identify action planning strategies. Come dressed in comfortable jeans/sweats and sneakers and be ready to move, learn, and engage in DiversiTEAM building. This session should particularly benefit those who are challenged to create innovative approaches to campus diversity training and community building.

Mr. Doug Cureton, Lead Consultant, CreativiTEAM—Fort Lauderdale, Florida (Workshop Leader)

10:00 a.m.—noon  
**Exhibition Hall C & D**  
Ground Level

### **Assessing Institutional Environment and Planning for Diversity Using a Collaborative Model**

◆◆ Research/Evaluation/Assessment ◆◆

This session details the three-year planning process used by a multicampus community college district to address diversity, focusing on the process of achieving consensus among diverse membership of a task force that developed an 81-item survey to serve as a planning tool. Survey results formed the basis for developing and implementing a 36-hour training module in which 100 key decision makers have participated. This session should particularly benefit those who are interested in diversity planning and the assessment of institutional environment using a collaborative model.

Ms. Denise E. McDowell, Director, Project Success, and Chair, Districtwide Diversity Committee, Penn Valley Community College—Kansas City, Missouri (Co-Leader)  
Ms. Karen E. West, Resource Development Coordinator, The Metropolitan Community Colleges—Kansas City, Missouri (Co-Leader)

10:00 a.m.- 4:00 p.m.  
**Exhibition Hall**  
Ground Level

### **EXHIBITOR SHOWCASE AND RESOURCE CENTER**

(Open daily from 10:00 a.m.-4:00 p.m. through Monday, June 2nd)

10:30 a.m.—noon

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

10:30 a.m.—noon  
**Great Hall West**  
Ground Level

### **WHO'S GOT STAYING POWER? Recruitment and Retention of Special Populations**

◆◆ Long- and Short-Term Planning ◆◆

Presenters will discuss methods for recruiting and supporting special populations such as minority students and student athletes of color, focusing on initiatives currently in place at Northeastern University in Boston, Massachusetts and the University of Pittsburgh. Participants will learn about recruitment and retention strategies, implementation on a limited budget, and will review a model program. This session should particularly benefit those with decision making authority and budgetary responsibility in recruitment and retention programs.

Dr. Ron Brown, Director of Academic Support Services for Student Athletes and Assistant to the Provost and the Vice Chancellor for Academic Affairs, University of Pittsburgh—Pittsburgh, Pennsylvania (Co-Leader)

Mr. Linwood N. Harris, Jr., Resident Director, University of Pittsburgh—Pittsburgh, Pennsylvania (Co-Leader)

Ms. Leah P. Hollis, Director, Student Athlete Support Services, Northeastern University—Boston, Massachusetts (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  
**Cloister North**  
Lobby Level

### **Students Learning and Unlearning About Differences: The Diversity Connections Internship Program**

◆◆ Case Studies/Model Programs ◆◆

This session highlights the Diversity Connections Internship Program at the University of Minnesota, designed to build community across differences and to provide students with necessary leadership and cross-cultural skills for becoming social change agents in an increasingly multicultural world. Through interactive exercises, dialogue, and student testimonials, the philosophy, curriculum, and service learning components of this nationally recognized program will be explored, and ways participants might implement similar programs on their campuses will be suggested. This session should particularly benefit those who seek innovative ways to educate about racism/oppression and/or effective campus community-building strategies.



Ms. Cristina dela Cruz, Program Associate, Diversity Institute, University of Minnesota—  
Minneapolis, Minnesota (Co-Leader)

Ms. Linda M. Wolford, Acting Director, Diversity Institute, University of Minnesota—  
Minneapolis, Minnesota (Co-Leader)

10:30 a.m. noon

**Captain**

Lobby Level

### **General Attitudes Regarding Mathematics, Self-Assessment, and Academic Performance of African American Students in College-Level Mathematics Courses**

◆◆ Curricular/Pedagogical Models ◆◆

This session discusses qualitative and quantitative findings concerning the experiences of African American students in college-level mathematics courses at a large public university as related to current literature on learning style, college classroom instruction, and self-concept. It should particularly benefit faculty, students, and student affairs professionals who are interested in promoting or developing pedagogy to enhance student performance in mathematics and science.

Dr. Carmela M. Washington-Harvey, Assistant Director, Health Sciences Administration, Minority Students Program, University of Washington—Seattle, Washington (Workshop Leader)

10:45 a.m.—noon

### **75-MINUTE CONCURRENT SESSIONS**

10:45 a.m.—noon

**Sapphire**

Ground Level

### **The Student Institute on Diversity: An Inclusive Campus-Based Program**

◆◆ Case Studies/Model Programs ◆◆

This session presents the Student Institute on Diversity at Old Dominion University, a model for dialoguing about diversity-related issues in a non-confrontational, engaging, and informative manner. Funded for two years by the State Council of Higher Education of Virginia, the institute has become part of the regular programming of the Office of Multicultural Student Services and has been awarded permanent funding by the Division of Student Services. This session should particularly benefit those who are responsible for diversity-related programs and/or who seek innovative ways to restructure existing models.

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

10:45 a.m.—noon

**Knave**

Lobby Level

### **Course Design and Development: Improving Cross-Cultural Understanding Using Case Method Instruction**

◆◆ Curricular/Pedagogical Models ◆◆

This session discusses the development and substance of a graduate-level course designed to introduce practicing and preservice teachers to anthropological and sociological explanations of differential school achievement rates of students of color within the context of literacy learning. The presenter will describe course content and evaluation and will highlight the course's multicultural case method approach in terms of the types of questions used to guide the analysis of cross-cultural conflicts in K-12 classrooms. This session should particularly benefit individuals who are responsible for teacher preparation/training and those who seek to learn new strategies to improve practitioners' understanding of children and families from diverse ethnic, linguistic, and socioeconomic backgrounds.

Dr. Phyllis Metcalf-Turner, Assistant Professor, Department of Early & Middle Childhood Education, University of Louisville—Louisville, Kentucky (Workshop Leader)

10:45 a.m. - noon  
**Exhibition Hall A & B**  
Ground Level

### **Embracing Diversity in an Academic Medical Community**

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

This session highlights the process used to implement a pilot diversity program at the Wright State University School of Medicine. Presenters will discuss a series of experiential faculty workshops designed to treat issues of respectful environment, trust-building across diversity, and the impact of racism; and will indicate plans for integrating diversity into the curriculum, developing and promoting student extracurricular activities, and including diversity training in the faculty development agenda. This session should particularly benefit those who seek to develop diversity programming models directed toward faculty, staff, and students.

Dr. Paul G. Carlson, Associate Dean, School of Medicine, Wright State University—Dayton, Ohio (Co-Leader)

Ms. Jacqueline McMillan, Assistant Dean, School of Medicine, Wright State University—Dayton, Ohio (Co-Leader)

Dr. Alonzo Patterson, Associate Director, Student Affairs and Admissions, Wright State University—Dayton, Ohio (Co-Leader)

10:45 a.m. - noon  
**Exhibition Hall F & G**  
Ground Level

### **Creating a Culturally Competent Community: An Innovative Approach to Developing and Implementing a Multicultural Course**

#### ◆◆ Curricular/Pedagogical Models ◆◆

This session highlights a two-tiered educational model that involves graduate students as co-instructors of an undergraduate multicultural course designed to impart substantive knowledge on multicultural issues, fill a training gap in a psychology graduate program, and facilitate institutionalization of the course within a university department. Presenters will discuss lessons learned in implementing this model including institutional barriers, resources needed, training issues, course content, student-teacher expectations, and student growth issues. This session should particularly benefit administrators and instructors who seek an innovative model for institutionalizing a multicultural course.

Ms. Sonia G. Cruz, Doctoral Student, Department of Psychology, University of Missouri—Kansas City, Missouri (Co-Leader)

Mr. George W. Turner, Jr., Graduate Student, Department of Psychology, University of Missouri—Kansas City, Missouri (Co-Leader)

10:45 a.m. - noon  
**Exhibition Hall H & I**  
Ground Level

### **Improving the Learning Community for Students of Color at Predominantly White Institutions**

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

This session addresses institutional and student characteristics that contribute to high attrition rates among minority students enrolled at predominantly white institutions, cognitive learning styles of multicultural populations, and proven retention models that help minorities persist through graduation. It should particularly benefit those who are concerned with the recruitment, retention, and graduation of minority students in higher education.

Ms. Sharon L. Holmes, Doctoral Student, Higher Education Administration, and Graduate Research Assistant, Professional Studies in Education, Iowa State University—Ames, Iowa (Workshop Leader)

2:00–4:30 p.m.  
**Scotland A**  
Ground Level

### **MAJOR WORKSHOP 15**

### **Understanding the Interactions of Culture, Race, and Class in Defining and Resolving Conflicts on Campuses**

(For workshop description, see page 12)

Session will be repeated on  
Sunday, June 1—  
10:00 a.m.–12:30 p.m.

Part II  
2:00–5:00 p.m.  
**Diamond**  
Ground Level

### MAJOR WORKSHOP 1

#### Developing Culturally Responsive Teaching Among Faculty: Methods, Content, and Skills

(For workshop description, see page 3)

Part II  
2:00–5:00 p.m.  
**Ireland C**  
Ground Level

### MAJOR WORKSHOP 2

#### Effecting Institutional Change in Higher Education

(For workshop description, see page 4)

2:00–5:00 p.m.  
**Cloister North**  
Lobby Level

### MAJOR WORKSHOP 13

#### Preparing the Minority Affairs Office for the 21st Century

(For workshop description, see page 11)

Part II  
2:00–5:00 p.m.  
**Great Hall Center**  
Ground Level

### MAJOR WORKSHOP 20

#### FACE TO FACE: The Personal Story/The Larger Story

(For workshop description, see page 19)

Session will be repeated on  
Sunday, June 1—9:00 a.m. noon  
and 12:30–3:00 p.m.

2:00–5:00 p.m.  
**Cloister South**  
Lobby Level

### MAJOR WORKSHOP 23

#### 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. 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)

Ms. 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)

Dr. Asgedet Stefanos, Associate Professor of Literature, University of Massachusetts—Boston, Massachusetts (Co-Leader)

Session will be repeated on  
Saturday, May 31  
1:00–4:00 p.m.

2:00–5:00 p.m.  
**Great Hall East**  
Ground Level

Session will be repeated on  
Saturday, May 31—  
1:00–4:00 p.m. and  
Sunday, June 1—  
10:00 a.m.–1:00 p.m.

### MAJOR WORKSHOP 24

#### **Recent Legislative and Policy Changes and Federal Court Decisions Against Affirmative Action: Their Impacts on Higher Education**

This workshop examines the current status and future of affirmative action in higher education in the wake of (1) California's Proposition 187; (2) the University of California regents' resolution to eliminate affirmative action programs in admissions, employment, and contracting; (3) the Welfare Reform Act of 1996; (4) the Immigration in the National Interest Act of 1996; (5) the California Civil Rights initiative; and (6) the Hopwood case.

Dr. John N. Tsuchida, Professor, Department of Asian and Asian American Studies, California State University—Long Beach, California (Workshop Leader)

2:00–5:00 p.m.  
**Scotland B**  
Ground Level

### MAJOR WORKSHOP 25

#### **Update on Recruitment and Retention of Faculty of Color: Challenges and the Search for Workable Strategies**

This session provides data indicating current faculty retention patterns and trends, discusses critical pipeline issues, and identifies and explores essential elements of proven strategies and effective faculty retention models.

Dr. Reginald Wilson, Senior Scholar, American Council on Education—Washington, D.C. (Workshop Leader)

2:00–5:00 p.m.  
**Sapphire**  
Ground Level

Session will be repeated on  
Sunday, June 1—  
10:00 a.m.–1:00 p.m.

### MAJOR WORKSHOP 26

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

This session discusses right-wing organizations that influence racial/ethnic dialogue on campus, indicating their types and approaches, their common elements, their coherent world view and cultural patterns, and their political programs. Special attention will be paid to 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, Maryland (Workshop Leader)

Part II  
2:00–5:00 p.m.  
**Ireland B**  
Ground Level

For Part III, a follow-up dialogue  
see page 42

**INSTITUTE FOR ACADEMIC DEPARTMENT CHAIRS/HEADS**  
(For institute description, see page 20)

2:00-5:00 p.m.

### **INSTITUTE ON RACIAL IDENTITY DEVELOPMENT**

A six-part institute designed to provide participants with leading edge information on racial identity development and its relevance and applicability to current issues and dynamics in higher education, including classroom teaching and interactions, coalition building and conflict resolution, planning and implementation of campus activities, and development of culturally relevant counseling strategies. With the exception of the final synthesis/dialogue session, each session is offered twice and is designed to stand on its own. (For an overview of sessions comprising the Institute on Racial Identity Development, see page 2)

2:00-5:00 p.m.

#### **Emerald**

Ground Level

Session will be repeated on  
Saturday, May 31—  
1:00-4:00 p.m.

#### **Understanding Diversity Among Asian American Students**

Like other students, Asian American students are at various stages of coming to terms with their racial identity and related self-esteem issues, a process that can be confusing both for them and for those trying to help. This session will review a theory of Asian American identity development derived from the presenter's research and will provide participants with guidelines for working with Asian American students.

Dr. Jean Kim, Vice Chancellor for Student Affairs, University of Colorado—Boulder, Colorado (Workshop Leader)

2:00-5:00 p.m.

#### **Great Hall West**

Ground Level

Session will be repeated on  
Saturday, May 31—  
1:00-4:00 p.m.

#### **Multiracial Identity Development**

This session is designed to explore such questions as: Why do some multiracial students identify as members of single racial groups while others claim a mixed race identity? What role do factors such as physical appearance, family influence, cultural and ethnic identification, and biological heritage play in choice of racial identity? What connections, if any, can be drawn between theories of racial identity development based on single racial groups and the experience of multiracial students? Participants will be assisted in identifying specific ways to create a more inclusive campus for multiracial students.

Dr. Charmaine L. Wijeyesinghe, Consultant and Trainer—Delmar, New York (Workshop Leader)

2:00-5:00 p.m.

#### **Senate & Gallery**

Lobby Level

### **INSTITUTE ON MULTICULTURAL TECHNOLOGY IN TEACHING**

A four-part institute designed to enhance the technology skills of 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 Institute on Multicultural Technology in Teaching, see page 2)

#### **Advanced Multimedia Techniques to Enhance Multicultural Curriculum**

This session is designed for those who attended the morning session on basic multimedia techniques or for faculty who are familiar with the basics of creating multimedia. It will explore ways to use 3D animation and video capture to enhance learning for a diversity of learning styles, and participants will create a short multimedia tutorial using easy-to-learn 3D animation software.

Ms. Leslie D. Edwards, Adjunct Multimedia Faculty, Technical Communications, Metropolitan State College of Denver, and Adjunct Biology Faculty, Front Range Community College—Denver, Colorado (Workshop Leader)

2:00–5:00 p.m.  
**England**  
Ground Level

#### **INSTITUTE FOR DIVERSITY TRAINERS**

A six-part institute focusing on a comprehensive set of essential issues that must be addressed in planning, implementing, and/or supervising effective diversity training. (For an overview of sessions comprising the Institute for Diversity Trainers, see page 2.)

#### **Paradigm Infusion: How to Craft a Consistent Message in Faculty and Staff Training Curriculum**

For diversity training efforts to be effective, all other employee training must give similar messages. Participants will learn how to build these messages into training about customer service, communications skills, conflict management, performance appraisals, violence in the workplace, and other human resource issues.

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

2:00–5:00 p.m.  
**Scotland C**  
Ground Level

#### **INSTITUTE ON DIVERSITY PLANNING AND ASSESSMENT**

A two-part institute designed to provide a comprehensive framework for developing a formal diversity plan, 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. (For an overview of sessions comprising the Institute on Diversity Planning and Assessment, see page 2.)

#### **Merging Diversity with Teaching, Learning, Curriculum, and Student Retention**

Attendance at the Thursday institute session or a strong working knowledge of diversity issues and campus diversity-related work are prerequisites. This session will explore the following questions: What extrinsic and intrinsic incentives motivate faculty to buy into diversity? What options are available for transforming the curriculum? What student outcomes should we expect from applying diversity to the academic arena? Participants will examine useful assessment instruments and will learn how to apply "Total Quality" tools to the assessment of diversity.

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

2:00–5:30 p.m.  
**Exhibition Hall A & B**  
Ground Level

#### **MAJOR WORKSHOP 4**

#### **How to Make the Transition to Graduate/Professional Education Work: A Workshop for Underrepresented Students and Staff**

(For workshop description, see page 4)

2:00–5:30 p.m.  
**Captain**  
Lobby Level

#### **MAJOR WORKSHOP 5**

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

(For workshop description, see page 4)



2:00–6:00 p.m.  
**Ireland A**  
Ground Level

### MAJOR WORKSHOP 27

#### **Developing Black Community Leadership: A “Town-Gown” Approach**

This session explores the concept of Afrocentricity and its relationship to leadership development for the Black community. Participants will be assisted in identifying steps for being better allies to Black students and the Black community through a “town-gown” approach to Black community leadership development.

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

2:00–6:00 p.m.  
**Great Hall North**  
Ground Level

### MAJOR WORKSHOP 28

#### **The Color of Fear**

This interactive session—limited to persons who are willing to make a four-hour commitment—features the award winning film, *The Color of Fear*, a 90-minute groundbreaking film that contains unrehearsed dialogue constituting perhaps the most powerful testimonials on racism ever conveyed on film. 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.

Mr. Dennard Kenneth Clendenin, Facilitator/Trainer, Dennard Clendenin and Associates, Stir Fry Productions—Oakland, California (Workshop Leader)

Session will be repeated on  
Sunday, June 1—  
10:00 a.m.–2:00 p.m.

3:30–5:00 p.m.

### 90-MINUTE CONCURRENT SESSIONS

3:30–5:00 p.m.  
**Exhibition Hall H & I**  
Ground Level

#### **Curriculum Infusion Project**

##### ◆◆ Curricular/Pedagogical Models ◆◆

This session discusses a model project to assist faculty to infuse a multicultural perspective into their courses. Currently in its seventh year, the project has served over 150 faculty, who have infused at least as many courses. This session should particularly benefit faculty who are seeking ways to infuse their curriculum and those who seek to assist faculty with curriculum infusion.

Dr. Cathleen T. Love, Assistant Dean, College of Applied Human Sciences, Colorado State University—Fort Collins, Colorado (Workshop Leader)

3:30–5:00 p.m.  
**Knave**  
Lobby Level

#### **Managing Diversity on Campus: A Training Model for Positive Results**

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

This session describes a training program model designed by the presenters to teach administrators, faculty, students, and staff the skills required to manage campus diversity effectively. It should particularly benefit those who are responsible for managing campus diversity and for creating campus environments that value diversity and inclusion as prerequisites for excellence.

Dr. Barron H. Harvey, Interim Dean, School of Business, Howard University—Washington, D.C. (Co-Leader)

Dr. Gwynette P. Lacy, Chair, Department of Management, Howard University—Washington, D.C. (Co-Leader)

3:30–5:00 p.m.  
**Scribe**  
Lobby Level

### **Reflective Coaching and the Native American Teacher: A Phenomenological Study**

#### ◆◆ Theoretical Models ◆◆

This session reports on a qualitative study of reflective coaching with three Native American teachers. Five themes emerged from the teachers' experiences: (1) perception of self as a teacher; (2) interest in professional growth; (3) the reflective coaching experience as valuable in terms of professional growth and renewal; (4) implications for future teaching use; and (5) the perceived importance that the coach be an Indian person. This session should particularly benefit individuals who are interested in research on reflective coaching and pre-service/in-service teacher training for Native American teachers.

Dr. Clarice (Many Growths) Baker/Big Back, Assistant Professor, Department of Teaching and Learning, University of North Dakota—Grand Forks, North Dakota (Co-Leader)  
Ms. Karen (Otter) Boyd-Hartman, Elementary Teacher, New Town Elementary School—New Town, North Dakota (Co-Leader)  
Ms. Alvina (Little Owl) Hall, Elementary Teacher, New Town Elementary School—New Town, North Dakota (Co-Leader)  
Mr. Steve (Black Hawk) Hall, Elementary Teacher, New Town Elementary School—New Town, North Dakota (Co-Leader)

3:45–5:00 p.m.

### **75-MINUTE CONCURRENT SESSIONS**

3:45–5:00 p.m.  
**Exhibition Hall F & G**  
Ground Level

### **Building Community: When Cultures Unite Across Their Differences**

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

This session will address efforts of a diverse group of staff and student leaders at the University of Minnesota to plan and conduct a retreat for student leaders from the Africana Student Cultural Center; the American Indian Student Cultural Center; the Asian American Student Cultural Center; the Association of Gay, Lesbian, Bisexual, Transgender Students and Their Friends; the Disabled Student Cultural Center; the La Raza Student Cultural Center; and the University Young Women's organization. Presenters will discuss planning and development challenges and the retreat's success in building ongoing relationships among diverse campus constituencies. This session should particularly benefit persons who are interested in improving intergroup relations and/or who coordinate leadership opportunities for traditionally marginalized students.

Mr. Justin Kii Iuenemann, Principal Counselor, American Indian Learning Resource Center, University of Minnesota—Minneapolis, Minnesota (Co-Leader)  
Ms. Kathryn J. Johnson, Principal Counselor, African American Learning Resource Center, University of Minnesota—Minneapolis, Minnesota (Co-Leader)  
Ms. Linda M. Wolford, Acting Director, Diversity Institute, University of Minnesota—Minneapolis, Minnesota (Co-Leader)

3:45–5:00 p.m.  
**Yeoman**  
Lobby Level

### **Bridging the Gap Between Classroom and Field: Integrating Cultural Diversity Content in the Practicum**

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

This session reports findings from a study of 75 social services practicum supervisors and 95 undergraduate and graduate social work students who responded to questionnaires on the integration of cultural diversity content in practicum supervision. Presenters will identify variables that often prevent supervisors and students from examining the impact of cultural diversity on both the supervision process and their work with culturally diverse clients and will discuss implications for strengthening the link between classroom learning and practicum supervision. This session should particularly benefit those who are interested in faculty development issues, especially in enhancing the effectiveness of teaching in practicum-connected or field-based instructional settings.

Dr. Cheryl Evans Green, Assistant Professor, School of Social Work, University of Central Florida—Orlando, Florida (Co-Leader)  
Dr. Ana M. Leon, Assistant Professor, School of Social Work, University of Central Florida—Orlando, Florida (Co-Leader)

6:00–7:30 p.m.  
**Hampton Court Foyer**  
Ground Level

**MEET BEFORE DINNER**

Drop by and meet first-year attendees. Make new friends and connect with past attendees you may wish to join for dinner or evening entertainment on your own. No-host bar service provided.

8:00–10:00 p.m.

**INFORMAL MEETINGS AND ETHNIC GROUP NETWORKING SESSIONS**

Four 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 plenary sessions and a notice will be posted on the bulletin board located in the conference registration area.

9:00 p.m.–midnight  
**The Great Hall**  
Ground Level

**CONFERENCE OPENING DANCE**

## SATURDAY, MAY 31, 1997

8:45-10:15 a.m.  
**The Great Hall**  
Ground Level

For a Dialogue with  
Dolores Huerta, see page 39

### MORNING PLENARY SESSION

#### Keynote Address:

#### "Critical Issues Facing the Latino Population in the United States: Implications for Higher Education"



Dolores Huerta, educator, labor organizer, lobbyist, and co-founder and first-vice President of the United Farm Workers of America, AFL-CIO, currently serving as secretary-treasurer. In 1993, Huerta was inducted into the National Women's Hall of Fame and awarded both the ACLU Roger Baldwin Medal of Liberty and Eugene V. Debs Foundation Outstanding American awards.

10:00 a.m. - 4:00 p.m.  
**Exhibition Hall**  
Ground Level

### EXHIBITOR SHOWCASE AND RESOURCE CENTER

(Open daily from 10:00 a.m.-4:00 p.m. through Monday, June 2nd)

10:30-11:45 a.m.

### 75-MINUTE CONCURRENT SESSIONS

10:30-11:45 a.m.  
**Emerald**  
Ground Level

#### Effective Relationships Between Faculty and AHANA (African American, Hispanic, Asian, and Native American) Students: Mentoring as a Means to Promote Diversity

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

This session highlights the Benjamin E. Mays Mentoring Program at Boston College, which provides opportunities for students of color to access faculty mentors and maintain relationships over the course of four years. Presenters will discuss the role of mentor-student relationships in facilitating intense understandings, growth, and cross-cultural learning; will describe the training institute; and will recommend strategies for enhancing positive diversity outcomes through mentoring. This session should particularly benefit those who seek to improve relationships between AHANA students and faculty, to improve existing mentoring programs, and/or to identify creative means to promote diversity on campus.

Dr. Sheila Shaw Horton, Associate Director, Office of AHANA Student Programs, Boston College—Chestnut Hill, Massachusetts (Co-Leader)

Ms. Paulette T. Durrett, Assistant Dean for Student Development, Boston College, Chestnut Hill, Massachusetts (Co-Leader)

10:30-11:45 a.m.  
**Cloister North**  
Lobby Level

#### Implementing Tools of Total Quality Management (TQM) to Enhance Quality in Learning Centers: A Case Study

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

This session details the use of tools of Total Quality Management (TQM) to enhance the quality of tutorial services in the Higher Education Opportunity Program at Fordham University. The program consists of students from academically and economically disadvantaged backgrounds and has an average retention rate of 80% over the past seven years. The presenter will discuss how to develop tools of quality in the context of the essential characteristics of tutorial services, i.e., easy access for student use, services

geared towards student needs, and minimal response time. This session should particularly benefit those who are interested in learning centers, tutorial services, and student retention.

Mr. Biswa P. Bhowmick, Assistant Director for Administration, Higher Education Opportunity Program, Fordham University—Bronx, New York (Co-Leader)

Ms. Stephanie Mukherjee, Director, Higher Education Opportunity Program, Fordham University—Bronx, New York (Co-Leader)

10:30–11:45 a.m.  
**Senate & Gallery**  
Lobby Level

### **Scholarship Beyond Borders: The Intersection of African Diasporic Scholarship and Comparative Latino Studies**

#### ◆◆ Theoretical Models ◆◆

Presenters will discuss and evaluate three interdisciplinary theoretical models—transnationalism, African Diasporic studies, and comparative Latino studies—that each seek to broaden the scope of scholarship concerning people of color. Participants will have an opportunity to discuss benefits and pitfalls of cross-national scholarship and will receive information on various programs across the country. This session should particularly benefit both those who seek academic program models that better serve diverse populations and persons who are interested in comparative scholarship and issues relating to the globalization of capital, culture, and community.

Mr. Victor Hugo Viesca, Graduate Student, Department of American Studies, New York University—Brooklyn, New York (Co-Leader)

Mr. Daniel Widener, Graduate Student, Department of History, New York University—Brooklyn, New York (Co-Leader)

10:30–11:45 a.m.  
**Exhibition Hall H & I**  
Ground Level

### **Recruiting the Underrepresented—Students, Faculty, and Staff—As Part of Institutional Diversity Change**

#### ◆◆ Policy Issues ◆◆

This session addresses the design and implementation of an affirmative action program for a small, predominantly white, suburban regional campus within the context of the passage of California's Proposition 209 and political forces that challenge the establishment of a campus climate conducive to the implementation of diversity programs. It should particularly benefit those who are responsible for designing programs to recruit and retain underrepresented students, faculty, and staff as part of efforts toward institutional diversity change.

Ms. Clea Patrick Hollis, Director of Affirmative Action, University of Pittsburgh—Johnstown, Pennsylvania (Workshop Leader)

10:30–11:45 a.m.  
**Cambridge**  
Lobby Level

### **Working Together on Diversity Training Research: The Anti-Defamation League's A WORLD OF DIFFERENCE Institute and the University of Pennsylvania's Cantor-Fitzgerald Center for Research on Diversity in Education**

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

This session reports on a diversity training and research partnership between a non-profit organization and a university research center, focusing on a seminar-type course on diversity training. It should particularly benefit those who are interested in cutting-edge research on diversity training, diversity organizations concerned about the effectiveness of their programs, and university faculty looking for innovative courses on diversity.

Dr. Lucia Rodriguez, Associate Director, Schools and Education, A World of Difference Institute/University Liaison, The Anti-Defamation League—New York, New York (Workshop Leader)

10:30–11:45 a.m.  
**Council Room**  
Lobby Level

### **A College and Public School Partnership: A Comprehensive Teacher of Color Placement Program**

◆◆ Case Studies/Model Programs ◆◆

This session reports on Project S.P.I.R.I.T. (Springfield Partnership to Improve Recruitment of Inspiring Teachers), a program funded by the U.S. Department of Education to strengthen existing partnerships between Springfield College, the Springfield Public Schools, and The Learning Tree Community Teachers Program for the purpose of identifying and training students of African and Hispanic heritage as teachers in the Springfield Public Schools. The project also attempts to inspire youth in grades seven through twelve to pursue careers in education. The presenter will discuss interventions for improving campus climate for students of color at predominantly white institutions, long-range recruitment strategies, and retention of both traditional and older students. This session should particularly benefit those who are involved with or who are seeking to develop partnerships between higher education institutions, public schools, and communities.

Dr. Sharon J. Washington, Project SPIRIT Director and Associate Professor, Education Department, Springfield College—Springfield, Massachusetts (Workshop Leader)

10:30 a.m.–noon

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

10:30 a.m.–noon  
**Scotland B**  
Ground Level

### **Painting the Ivory Tower: The Role of African American Women in Higher Education**

◆◆ Interactive Training ◆◆

This session addresses issues of race and gender and how these factors affect the quality of life of African American women in higher education, providing information designed to assist in the personal growth, professional development, and empowerment of African American women. The works of such African American women scholars as bell hooks, Yolanda Moses, Patricia Hill Collins, Patricia Williams, Angela Davis, and Kimberle Crenshaw will be discussed, and action strategies African American women can take to create positive educational and work environments will be identified. This session should particularly benefit those who are involved in recruiting and retaining persons of color, as well as faculty, administrators, and those who are interested in issues affecting African American women.

Ms. Delores J. Anderson, Program Manager, On-Campus Transfers, College of Business Administration, University of Cincinnati—Cincinnati, Ohio (Co-Leader)

Ms. Deatra Hull Sullivan, Assistant Professor, Department of Communications, Northern Kentucky University—Highland Heights, Kentucky (Co-Leader)

10:30 a.m.–noon  
**Scotland A**  
Ground Level

### **College Student Culture in the Nineties: Campus Community and Academic Integration in an Age of Economic Insecurity**

◆◆ Research/Evaluation/Assessment ◆◆

This session reports on a multi-institutional study of more than 1,500 undergraduates, focusing on four distinct clusters of attitudinal/behavioral characteristics: (1) students' perceptions of their economic situation and future opportunity; (2) students' perceptions and beliefs about race; (3) student academic commitment/involvement; and (4) attitudes and behaviors that define collective identities on campus. Implications of study findings for programs and policies at the institutional level will be discussed, with special attention to how student culture affects commitment to learning and campus community in a time of growing economic insecurity and cultural diversity. This session should particularly benefit those who are involved in policy making/implementation at the institutional level, as well as those who are interested in research on student life.

Dr. Richard Flacks, Professor, Department of Sociology, University of California—Santa Barbara, California (Co-Leader)

Dr. Scott L. Thomas, Assistant Professor, Department of Educational Administration, University of Hawai'i at Mānoa—Honolulu, Hawai'i (Co-Leader)



10:30 a.m.–noon  
Scotland C  
Ground Level

### **Graduate Recruitment Information Database (GRID): 21st Century Techniques for Recruiting and Retaining Historically Underrepresented Graduate Student Populations**

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

This session addresses the centralized application of existing campus computer resources to support decentralized, department-level recruitment and retention activities designed to increase historically underrepresented graduate student populations. Presenters will discuss existing and future initiatives, implementation and results, anticipated impact on applicant pools and enrollment yields, and implications for campuswide recruitment networks and decentralized recruitment strategies. This session should particularly benefit those who are involved in recruitment and retention services for historically underrepresented graduate student populations.

Ms. Karen A. Webb-Warford, Coordinator of Recruitment and Retention, Graduate Minority Programs, University of Florida—Gainesville, Florida (Co-Leader)  
Mr. Robert L. Woods, Acting Director, Graduate Minority Programs, University of Florida—Gainesville, Florida (Co-Leader)

10:30 a.m.–noon  
Ireland A  
Ground Level

### **Hooded Intimidation Did Not Deter Our Climb: Building Excellence on the Foundation of Access, Achievement, Diversity, and Civility**

#### **◆◆ Policy Issues ◆◆**

This is a success story, a story of empowerment, of how the few—invigorated and bolstered by a new diversity policy—were able to restructure and transform a college community mired in exclusivity, racial hostility, nepotism, and cultural centrism; a story of enjoying the national recognition of achieving the twin accolades of high academic standards and institutionwide diversity. Told from the perspective of the few, told from the inside, the back trail contributions and struggles that made the transformation of the Stockton College of New Jersey possible will be recounted with dynamic flavor, as presenters tell what it took to design, implement, and institutionalize diversity and inclusion policies and challenge attendees to stand for inclusion and opportunity. Attendees who have experienced institutional isolation and intimidation and/or who are enduring entropy and frustration will be empowered and uplifted by this session.

Mr. William C. Jaynes IV, Professor of Social Work, The Richard Stockton College of New Jersey—Pomona, New Jersey (Co-Leader)  
Dr. Franklin Ojeda Smith, Professor of Sociology, The Richard Stockton College of New Jersey—Pomona, New Jersey (Co-Leader)

10:30 a.m.–noon  
Ireland C  
Ground Level

### **The Moore Multi-Cultural Center: Using Technology to Promote Multicultural Understanding**

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

This session reports on programs of Brevard Community College's Harry T. and Harriette Moore Multi-Cultural Center to improve racial and multicultural understanding in Brevard County and the State of Florida, with particular emphasis on the Center's use of technology to create an interactive, national multicultural database and to support distance learning. It should particularly benefit individuals and organizations seeking to function as change agents within their communities and/or institutions.

Dr. Maxwell C. King, District President, Brevard Community College—Cocoa, Florida (Co-Leader)  
Dr. William T. Yates II, Executive Director, Harry T. and Harriette Moore Multi-Cultural Center, Brevard Community College—Cocoa, Florida (Co-Leader)

10:30 a.m.–noon  
**Ireland B**  
Ground Level

### **Workforce Diversity: An Applied Research Study**

◆◆ Research/Evaluation/Assessment ◆◆

This session reports results of an applied study of workforce diversity practices in Fortune 500 organizations with facilities in the Chicago urban area. It also examines alternate ways of coordinating diversity programs and organizational system requirements for increasing the effectiveness of diversity offerings. This session should particularly benefit human resource development and human resource management practitioners who seek objective, coordinated approaches to managing and developing demographically diverse employees, as well as those who teach in the area of diversity management and seek current applied information on diversity practices.

Dr. Stacy L. Ball, Assistant Professor, Business Administration, Southwest State University—Marshall, Minnesota (Workshop Leader)

10:30 a.m.–noon  
**Sapphire**  
Ground Level

### **Taking the Pulse of the Teaching and Learning Climate: The Commitment to Success Program**

◆◆ Case Studies/Model Programs ◆◆

This session treats a pilot faculty development program that helps faculty and teaching associates encounter the teaching and learning needs of underrepresented student populations, i.e., students of color; women; gay, lesbian, and bisexual students; nontraditional age students; and students with disabilities. The program's rationale, design, development, support, and impact will be discussed. This session should particularly benefit faculty developers, faculty, administrators, curriculum specialists, graduate students, and support staff who seek to enhance the teaching and learning process for all students.

Dr. Christine A. Stanley, Associate Director, Faculty and Teaching Associate Development, The Ohio State University—Columbus, Ohio (Workshop Leader)

10:30 a.m. noon  
**Cloister South**  
Lobby Level

### **Tale of 30 Cross-Cultural "At-Risk" College Students: A Three-Year Longitudinal Study of Student Learning Outcomes and Some Factors That Make a Difference**

◆◆ Research/Evaluation/Assessment ◆◆

Based on a three-year longitudinal study of 30 immigrant, foreign-born, migrant, minority and majority "at-risk" college students, this presentation discusses (1) findings relating to personal, academic, extracurricular, financial, and attitudinal factors; (2) pre- and post-test results that measured effectiveness of a skill-based program designed to enhance academic skills and performance, motivate students, and encourage persistence; (3) student differences in goals, concerns, academic achievement and motivation; and (4) major factors that contributed to various student learning outcomes. This session should particularly benefit faculty, student affairs professionals, and others who are interested in improving learning outcomes, raising academic performance, and reducing the drop-out rate of cross-cultural students.

Dr. Sheila T. Gregory, Higher Education and Management Consultant, Dr. Sheila T. Gregory & Associates—Alpharetta, Georgia (Workshop Leader)

10:30 a.m.–noon  
**Exhibition Hall A & B**  
Ground Level

### **Transforming Minority Recruitment and Retention: An Institutional Success Story**

◆◆ Case Studies/Model Programs ◆◆

This session details efforts of a research institution to increase the number and retention rate of first-time African American freshmen. Presenters will (1) discuss a philosophical transformation among administrators in the concept of minority recruitment, (2) provide concrete examples of institutional and programmatic initiatives, and (3) highlight a three-stage retention model that supports the integration of recruitment, academic and personal support, and institutional transformation. This session should particularly benefit individuals involved in policy making at the institutional level, practitioners involved with recruitment and retention efforts, and those who are interested in the success of African American students.

Dr. Bonita K. Butner, Assistant Professor, Higher Education Administration, Texas Tech University—Lubbock, Texas (Co-Leader)  
Ms. Linda M. Garth, Director, Academic Retention Services, University of Missouri—Columbia, Missouri (Co-Leader)

10:30 a.m.—noon  
Exhibition Hall C & D  
Ground Level

### **Reaching Students of Color: The Production of a Multicultural Resource Compendium**

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

This session highlights "Open Eyes, Open Minds,...Shades of Us," a pragmatic resource compendium for students of color at the University of Minnesota that addresses such issues as ethnicity, culture, and class and showcases community ethnic business centers and events that might help students of color to create a semblance of their home life, cultural roots, and meeting places. Presenters will discuss the collaborative effort between the Graduate School, Academic Affairs, the Women's Center, the Office of Equal Opportunity and Affirmative Action, and the university's cultural learning centers and will facilitate a discussion of ways this and other projects designed to address the cultural needs of students of color might be actualized. This session should particularly benefit educators, program coordinators, student life personnel, and students who are engaged in and/or concerned about enhancing campus diversity through holistic multicultural learning.

Mr. Keith A. Alford, Instructor, School of Social Work, Syracuse University—Syracuse, New York (Co-Leader)

Dr. Rose M. Brewer, Chairperson, Department of Afro-American and African Studies, University of Minnesota—Minneapolis, Minnesota (Co-Leader)

Ms. Renée M. Hutchinson, Assistant to the Director, Office of Equal Opportunity and Affirmative Action, and Research Assistant and Administrative Fellow, Department of Afro-American and African Studies, University of Minnesota—Minneapolis, Minnesota (Co-Leader)

10:30 a.m.—noon  
Exhibition Hall F & G  
Ground Level

### **Multicultural Issues and Strategies: A Liberal Arts College Transformation Model**

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

This session presents an institutional case study of a liberal arts college's multicultural transformation, highlighting the creation and implementation of specific programs and strategies that support multicultural infusion across the curriculum and co-curriculum. It should particularly benefit individuals who work at institutions that are struggling successfully to find effective ways to infuse multicultural awareness across the campus.

Ms. Lydia R. Allen, Undergraduate Student, Communications Department, Olivet College—Olivet, Michigan (Co-Leader)

Mr. Terry Langston, Director, Student Development and Outreach Programs, Olivet College—Olivet, Michigan (Co-Leader)

Mr. Terry A. Lindsay, Director, Multicultural Affairs, Olivet College—Olivet, Michigan (Co-Leader)

Dr. Hoda Mahmoudi, Associate Vice President of Academic Affairs, Olivet College—Olivet, Michigan (Co-Leader)

Dr. Althea T. Porter, Director, Student Retention, Olivet College—Olivet, Michigan (Co-Leader)

Mr. Don Tuski, Assistant Professor, Anthropology and Science, Olivet College—Olivet, Michigan (Co-Leader)

10:30 a.m.—noon  
Knave  
Lobby Level

### **Developing a Campus Diversity Office**

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

This session focuses on strategies for establishing a diversity office at a major university within the context of limited staff and ongoing challenges to meet the needs of a diverse constituency. Strategies include developing an antiharassment policy, assessing needs through a campus climate study, creating a campus diversity training team, developing a

diversity orientation video that fosters cross-campus linkages, and formulating a strategic plan to institutionalize diversity. This session should particularly benefit directors of diversity offices, coordinators of student retention programs, affirmative action officers with responsibility for diversity initiatives, and others such as student services and residence hall staff who wish to include diversity activities in their programs.

Dr. Myra D. Mason, Director, Diversity Resource Office, Purdue University—West Lafayette, Indiana (Workshop Leader)

10:30 a.m.—noon  
**Yeoman**  
Lobby Level

### **Five-Year Results of the African American Leadership Institute of Metropolitan State College of Denver**

#### ◆◆ Theoretical Models ◆◆

This session describes the African American Leadership Institute (AALI), co-founded in 1990 by Metropolitan State College of Denver—the nation's largest undergraduate-only college—and the Urban League of Denver to address the need for developing new and emerging African American leaders within the Denver metropolitan area. Presenters will discuss AALI's history, accomplishments, and nine-month curriculum treating critical community issues. This session should particularly benefit conference attendees who are interested in the development of ethnic leadership programs.

Dr. Judson C. Faurer, Professor of Management, Metropolitan State College of Denver—Denver, Colorado (Co-Leader)

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

Dr. Ben Monroe III, 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)

10:30 a.m.—12:30 p.m.

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

10:30 a.m.—12:30 p.m.  
**England**  
Ground Level

### **Enhancing the Cultural Diversity of Faculty and Recruiting and Retaining a Culturally Diverse Student Body in a State in Crisis—*Hopwood v. Texas: A Call to Action***

#### ◆◆ Policy Issues ◆◆

Representatives of the Texas Higher Education Coordinating Board will describe how Texas Public Higher Education has proceeded in light of the 5th Circuit Court of Appeals' March 1996 ruling in *Cheryl J. Hopwood, et al. v. State of Texas* to encourage and maintain diversity and the Texas plan, titled Access and Equity 2000. Presenters will describe special committee efforts, findings, and legislative actions to meet the challenge of the fifth district court ruling that eliminates racial preference in admissions, financial aid, and retention in a state projected to become majority minority in coming years. This session should benefit those who have concerns about diversity and the broad participation of all ethnic groups in public higher education at all levels.

Mr. Hector Castillo, Program Director, Access and Equity Division, Texas Higher Education Coordinating Board—Austin, Texas (Co-Leader)

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

Ms. Lynn Rodriguez, General Counsel, Texas Higher Education Coordinating Board—Austin, Texas (Co-Leader)

10:30 a.m.—12:30 p.m.

**Diamond**

Ground Level

**The Diversity Institute: A Partnership Model Between Campus and Community**

◆◆ Case Studies/Model Programs ◆◆

This session reports on the five-year evolution from a collegewide Cultural Diversity Task Force to a collaborative campus-community Diversity Institute that has regional impact in educational efforts to celebrate diversity and reduce prejudice and discrimination. Key decisions, events, and concrete strategies will be highlighted, with an emphasis on identifying essential organizational and community dynamics for developing and sustaining an effective college-community partnership. This session should particularly benefit those who seek to facilitate systemic change around prejudice reduction and diversity in their colleges and/or communities.

Dr. James M. Calderone, Associate Professor, Social Work, College Misericordia—Dallas, Pennsylvania (Co-Leader)

Dr. Linda Trompeter, Assistant Academic Dean and Director of the Diversity Institute, College Misericordia—Dallas, Pennsylvania (Co-Leader)

10:30 a.m.—12:30 p.m.

**Oxford**

Lobby Level

**Day of Dialogue on Racism**

◆◆ Interactive Training ◆◆

This session describes and simulates an eight-hour program focusing on introspection and dialogue around issues of race. The program creates safe spaces in which to share common concerns, experiences, and fears and facilitates collaborative communication that allows participants to seek answers together. This session should particularly benefit those at management levels who are interested in or concerned about intergroup communication, especially within student and staff ranks.

Mr. Russell L. Davis, Resident Director, University of California—Los Angeles, California (Co-Leader)

Mr. Eric D. Rollerson, Assistant Resident Dean, University of California—San Diego, California (Co-Leader)

Ms. Susan Swarts, Resident Director, University of California—Los Angeles, California (Co-Leader)

10:30 a.m.—12:30 p.m.

**Scribe**

Lobby Level

**Examining Diversity Outcomes and Developing Assessment Models**

◆◆ Theoretical Models ◆◆

This session is designed to stimulate dialogue around useful models that might be employed to delineate desired diversity outcomes and to assess diversity initiatives undertaken in institutions of higher education. It will amplify and explore issues presenters believe to be critical: What and whom are we trying to impact and change? What is significant about such change? What specific outcomes do we seek and how are they related to institutional mission? How do we assess or measure success in achieving these outcomes? This session should particularly benefit those who are involved in diversity training and campus climate assessment.

Dr. Inderdeep Chatrath, Analytical Studies and Federal Compliance Officer, Office of the Vice President for Institutional Equity, Duke University—Durham, North Carolina (Co-Leader)

Dr. Benjamin David Reese, Jr., Cross-Cultural Relations Officer, Office of the Vice President for Institutional Equity, Duke University—Durham, North Carolina (Co-Leader)

11:00 a.m.—noon

**Captain**

Lobby Level

**SPECIAL FEATURE**

Dialogue with Dolores Huerta



12:30-4:00 p.m.

**Knave**  
Lobby Level

Session will be repeated on  
Sunday, June 1—  
10:00 a.m.-1:30 p.m.

**MAJOR WORKSHOP 29**

**Creating a Respectful Environment: An Experiential Workshop for Faculty, Staff, and Students**

This workshop—limited to 40 persons, admitted on a first-come, first-served basis—will engage participants in a three-hour exercise designed to illustrate how subtle and not-so-subtle stereotypes can have a destructive effect on both workplace and classroom environments. Specific guidelines for creating an inclusive environment will be provided, and participants will have an opportunity to discuss ways to adapt the exercise for use with various campus constituencies. No admittance after the first 15 minutes of the session.

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

1:00-4:00 p.m.

**Ireland A**  
Ground Level

**MAJOR WORKSHOP 8**

**Social/Cultural Factors Affecting Retention of Latinos in Higher Education**

(For workshop description, see page 5)

1:00-4:00 p.m.

**Cloister South**  
Lobby Level

**MAJOR WORKSHOP 23**

**Examining and Redefining Academic Disciplines**

(For workshop description, see page 25)

1:00-4:00 p.m.

**Scotland C**  
Ground Level

**MAJOR WORKSHOP 24**

**Recent Legislative and Policy Changes and Federal Court Decisions Against Affirmative Action: Their Impacts on Higher Education**

(For workshop description, see page 26)

Session will be repeated on  
Sunday, June 1—  
10:00 a.m.-1:00 p.m.

1:00-4:00 p.m.

1:00-4:00 p.m.

**Emerald**  
Ground Level

**INSTITUTE ON RACIAL IDENTITY DEVELOPMENT**

A six-part institute designed to provide participants with leading edge information on racial identity development and its relevance and applicability to current issues and dynamics in higher education, including classroom teaching and interactions, coalition building and conflict resolution, planning and implementation of campus activities, and development of culturally relevant counseling strategies. With the exception of the final synthesis/dialogue session, each session is offered twice and is designed to stand on its own. (For an overview of sessions comprising the Institute on Racial Identity Development, see page 2)

**Understanding Diversity Among Asian American Students**

(For session description, see page 27)

1:00-4:00 p.m.

**Scotland B**  
Ground Level

**Multiracial Identity Development**

(For session description, see page 27)

1:00-4:00 p.m.  
Scotland A  
Ground Level

### **INSTITUTE FOR DIVERSITY TRAINERS**

A six-part institute focusing on a comprehensive set of essential issues that must be addressed in planning, implementing, and/or supervising the implementation of effective diversity training. (For an overview of sessions comprising the Institute for Diversity Trainers, see page 2)

#### **Benchmarking Diversity Training: Higher Education and International Business Organizations**

Utilizing guest presenters from both higher education and international business, this session will highlight benchmarking tools and techniques for assessing organizations with respect to diversity training, gathering information on what other organizations are doing, and establishing organizational directions beyond diversity awareness training. Methods for moving organizations to more advanced levels will be indicated.

Mr. Bill MacKellar-Hertan, Manager, Walt Disney World Diversity Planning and Administration—Orlando, Florida (Co-Leader)

Dr. Onoleo Zwicke, President, The HOZHO Institute and Consulting Group—Santa Barbara, California (Co-Leader)

1:00-4:00 p.m.

### **3-HOUR CONCURRENT SESSIONS**

1:00-4:00 p.m.  
Cambridge  
Lobby Level

#### **Becoming Assessment-Savvy Program Administrators and Staff: Critical Concepts, Perspectives, and Practices**

◆◆ Research/Evaluation/Assessment ◆◆

This interactive skills-building session will help program administrators and staff seize the initiative in using assessment tools as a student-centered, self-diagnostic resource for critical reflection, empowered self/program improvement, and strategic image management. Participants will explore ways to envision what they expect program success to "look like" and to specify the evidence they must compile to convince reasonable persons within their stakeholder audiences that their program's success claims are accurate. Through small- and large-group work—stimulated by probing assessment-savvy questions and worksheets—participants will be assisted in advancing their assessment skills, with specific applications to student recruitment and retention programs. This session should particularly interest and benefit those who seek to systematically monitor, critically evaluate, and continuously improve program effectiveness.

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

1:30-4:00 p.m.  
England  
Ground Level

### **MAJOR WORKSHOP 30**

#### **Diversity Check List: Assessing the Readiness of Student Leadership Toward the Promotion of a Diversity Initiative**

Can you see around corners? Do you know if a diversity activity/initiative will succeed or fail—before it occurs? Do you possess the qualities to transform your program or campus? Do you promote measurable outcomes associated with diversity? What are the most effective coping strategies for campus leaders who encounter diversity-related conflicts? How is your leadership affected by your relations with diverse populations? These and other questions will be addressed in a serious dialogue about the relationship between leadership and diversity.

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

Part III  
2:00–4:00 p.m.  
**Ireland B**  
Ground Level

**INSTITUTE FOR ACADEMIC DEPARTMENT CHAIRS/HEADS**  
Dialogue Session  
(For institute description, see page 20)

2:00–4:00 p.m.

## 2-HOUR CONCURRENT SESSIONS

2:00–4:00 p.m.  
**Senate & Gallery**  
Lobby Level

### **Latinos in Technology—Donde Estan? (Where Are They?): Promoting Engineering, Math, Science, and Technology to Ensure a Diverse Workforce for the Next Millennium.**

#### ◆◆ Policy Issues ◆◆

This session provides an overview of the Graduate Education for Minorities in Engineering and Science Consortium (GEM), an alliance of employers and universities that work closely with national engineering, scientific, and technological organizations to increase the participation of underrepresented minorities at the graduate level. Policy issues, products, and model programs will be highlighted, with particular emphasis on academic programs such as the Graduate Research Orientation Workshops (GROW), which seek to prepare undergraduate and pre-college students for graduate school. GEM fellowship opportunities will also be discussed. This session should particularly benefit those who are involved in policy making at the institutional level, practitioners who provide direct services to Latino students, and those who are concerned about preparing a diverse workforce for the next millennium.

Ms. Doris Roman, Associate Director, The Graduate Education of Minorities in Engineering and Science (GEM) Consortium, University of Arizona—Tucson, Arizona (Workshop Leader)

2:00–4:00 p.m.  
**Exhibition Hall A & B**  
Ground Level

### **“Just Like on TV”: Analyzing Stereotypes as a Common-Ground Approach to Diversity**

#### ◆◆ Interactive Training ◆◆

This interactive session utilizes examples from television, film, and visual arts in exercises that demonstrate their use as catalysts for discussion about issues of race and ethnicity. Attendees will participate in a personal awareness assessment, a pop quiz on diversity in television, and decision making relating to an actual campus diversity conflict. This session should particularly benefit persons who are interested in interactive solutions for infusing diversity discussions into curriculum, those with minimal formal expertise in diversity training who would like an easily adaptable approach for enhancing group dynamics, and experienced lifelong learners who work with diverse groups.

Ms. Joan Basel Beaudoin, Instructor, Television Department, Columbia College Chicago—Chicago, Illinois (Workshop Leader)

2:00–4:00 p.m.  
**Exhibition Hall C & D**  
Ground Level

### **Creating Positive Intragroup Relations in Culturally Diverse Classrooms**

#### ◆◆ Interactive Training ◆◆

This session focuses on the use of selected interactive instructional strategies for building positive relations among culturally diverse students. Participants will engage in activities designed to promote affective and cognitive learning in culturally diverse classrooms and will reflect upon the theory and pedagogical principles that support the use of interactive activities to create positive intragroup relations and to facilitate learning. This session should particularly benefit those who are involved in academic programs that focus on cultural identity and diversity, teacher educators who seek to model interactive instructional strategies, and representatives of K-12 systems concerned with issues of school climate, retention, and academic success.

Dr. Carolyn Reeves-Kazelskis, Professor, Curriculum and Instruction, University of Southern Mississippi—Hattiesburg, Mississippi (Workshop Leader)

2:00-4:00 p.m.  
**Exhibition Hall H & I**  
Ground Level

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

#### ◆◆ Curricular/Pedagogical Models ◆◆

Presenters will highlight three models of service learning at the University of Connecticut in an effort to stimulate discussion about ways students learn about race relations and encounter the impact of racism in the lives of the people with whom they interact. Participants will have an opportunity to discuss comparable offerings at their institutions and the issues these programs face in meeting the dual purposes of service learning and education about race relations and racism. This session should particularly benefit conference attendees who are involved in service learning and other experiential education programs, as well as those who are considering such programs.

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

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

2:30-4:00 p.m.

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

2:30-4:00 p.m.  
**Sapphire**  
Ground Level

### **Attributions of Racial Prejudice in Ambiguous Situations: Exploring the Nature of Perceptions of Prejudice Among African American Students at Predominantly Euro-American Universities**

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

This session reports results of two focus group studies that explored the nature of perceived prejudice among African American students at a predominantly Euro-American university. Four themes emerged from the qualitative data: (1) types of potentially prejudicial campus experiences, (2) factors impacting students' tendency to perceive prejudice in ambiguous situations, (3) prolonged impact of past experiences on future perceptions, and (4) students' coping strategies. This session should particularly benefit conference attendees who are responsible for ethnic minority recruitment, instruction, and counseling.

Dr. Dorie Gilbert Martinez, Assistant Professor, Social Work, University of Texas—Austin, Texas (Workshop Leader)

2:30-4:00 p.m.  
**Cloister North**  
Lobby Level

### **ACTION! A Common Sense Approach to Improving Your Campus Climate**

#### ◆◆ Interactive Training ◆◆

This powerful, humorous, insightful, interactive workshop addresses the minority experience on predominantly white campuses and shares common sense methods for improving the quality of life and enhancing the overall experience of minority students, administrators, faculty, and staff. The session will take a much needed, open and honest approach that challenges traditional thinking, and participants will leave with an action plan for improving their campus environments. This session should particularly benefit those who are concerned with diversity issues; those who work with minority students, faculty, and staff; and those who seek to move from talk to action.

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

2:30-4:00 p.m.  
**Exhibition Hall F & G**  
Ground Level

### **Cultural Diversity and Education Equality: A Community College Model**

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

This session describes successful institutional strategies, processes, and procedures required to establish an effective diversity/equity office that addresses the unique needs of a community college. Special attention will be given to strategies that relate to personalized information, research, team/consensus building, and the cooperative planning and facilitation of activities. This session should benefit individuals who work in community college diversity efforts, particularly those who are involved in creating offices of diversity/equity.

Ms. Odessa K. Chavous, Chair, Sociology and Ethnic Studies, and Director, Center for Cultural and Educational Equality, Community College of Aurora—Aurora, Colorado (Co-Leader)

Dr. Nwafejoku Okolie Uwadibie, Chair, Division of Social Sciences, Community College of Aurora—Aurora, Colorado (Co-Leader)

2:30–4:00 p.m.

**Captain**

Lobby Level

### **The Use of Diversity Centers to Support Students, Staff, and Faculty**

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

A panel will discuss the operation of two diversity centers at The Pennsylvania State University: (1) the Center for Minority Graduate Opportunities and Faculty Development, charged with recruiting minority graduate students, providing them professional development activities, and making sure they graduate, as well as with working with junior faculty to make sure they understand the Penn State system and know what they must do to be awarded tenure and promotion; and (2) the Diversity Support and Education Center, which operates as an educational helping system within the Affirmative Action Office.

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

Ms. Sandra Marie Vactor, Coordinator, Diversity Support and Education Center, Office of Affirmative Action, The Pennsylvania State University—University Park, Pennsylvania (Co-Leader)

2:30–4:00 p.m.

**Scribe**

Lobby Level

### **500 Nations Within a Nation: The American Indian Experience in Higher Education**

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

This session identifies unique variables to be considered in efforts to strengthen student support networks for Native American students. The presenter will highlight a collaborative model that employs both conventional and non-conventional strategies in building a successful recruitment and retention program and will suggest practical techniques for higher education institutions to use in developing connections between American Indian tribal communities, tribal colleges, and public schools. This session should particularly benefit those who are engaged in Native American/minority recruitment and retention activities, administrators and policy makers who are committed to creating diverse campus communities, and practitioners who are interested in understanding educational issues unique to contemporary Native American students.

Ms. Franci L. Taylor, Co-Coordinator, American Indians in Mathematics Institute, Montana State University—Bozeman, Montana (Workshop Leader)

2:30–4:00 p.m.

**Council Room**

Lobby Level

### **Both Sides of the House: The Humanities and Nursing Departments of Front Range Community College**

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

This session presents model curriculum developed and implemented by two nationally recognized departments to reflect cultural inclusion: the Humanities Department model, which uses students as resources to help students identify, examine, and appreciate artistic contributions of various cultures; and the Nursing Department model, which seeks to produce culturally competent caregivers who apply critical thinking processes in a science-based curriculum. This session should particularly benefit persons who wish to compare how different academic disciplines achieve diversity.

Ms. Michele L. Dolphin, Humanities Faculty Member and Coordinator of the Colorado Community College and Occupational Education System Diversity Grant, Front Range Community College—Westminster, Colorado (Co-Leader)

Ms. Mary F. Johnston, Coordinator of the Nursing Department, Front Range Community College—Westminster, Colorado (Co-Leader)



2:30-4:00 p.m.  
**Diamond**  
Ground Level

**Preparing Teachers for Language Variety in the Classroom:  
Achievement-Oriented Strategies for Culturally Sensitive Instruction**

◆◆ Curricular/Pedagogical Models ◆◆

This session demonstrates the value of language variety in developing capable users of English, focusing on strategies designed to help teachers use a culturally sensitive understanding of language difference to assess, plan, and implement reading and writing instruction across subject areas. Issues to be addressed include the importance of valuing language variety; learning to read, write, and spell when students' sound systems differ from the traditional classroom standard; adjusting language to effectively address varied audiences and purposes; and using achievement-oriented and culturally sensitive assessment techniques. This session should particularly benefit both those who are responsible for initial teacher preparation at elementary and secondary levels and those who lead in-service programs for experienced teachers, as well as two-year college faculty and faculty who teach freshmen, as the strategies discussed have implications for student retention at this level.

Dr. Shirley A. Biggs, Associate Professor, Language and Literacy, and Director of Affirmative Action for the School of Education, University of Pittsburgh—Pittsburgh, Pennsylvania (Workshop Leader)

2:45-4:00 p.m.

**75-MINUTE CONCURRENT SESSIONS**

2:45-4:00 p.m.  
**Yeoman**  
Lobby Level

**The Minority Student Pipeline at Rutgers University**

◆◆ Case Studies/Model Programs ◆◆

This session reports on coordinated efforts by the Newark campus of Rutgers University to create a local pipeline of minority students who are being guided toward careers in the biomedical sciences. Components of programs that are targeted toward different age groups will be discussed, including program design; the involvement of parents, teachers, faculty, and other role models; and ways to make science more appealing to groups that have historically been underrepresented in the sciences. This session should particularly benefit those who are interested in developing minority recruitment programming across the age spectrum, from grammar school through graduate school and post-doctoral studies.

Dr. Sunday I. DiPalma, Associate Dean, Graduate School, Rutgers, The State University of New Jersey—Newark, New Jersey (Co-Leader)

Dr. Virginia Tiger, Dean of Instruction and Professor, Department of English, Rutgers, The State University of New Jersey—Newark, New Jersey (Co-Leader)

2:45-4:00 p.m.  
**Ireland C**  
Ground Level

**Building a Cultural Studies Program: Definitions, Methods, Tools, Visions, and Assessment**

◆◆ Long- and Short-Range Planning ◆◆

This session focuses on the development and implementation of a cultural studies program, providing insight into its planning, policies, course content, pedagogy, faculty development, and methods of assessment. It should particularly benefit those who are considering the development of a cultural studies program, those who seek creative ways to infuse cultural studies content into existing programs and/or courses, and those who wish to learn more about curriculum development with respect to diversity, multiculturalism, and global perspectives.

Dr. Lucy C. Vigil, Chair, Cultural Studies, Albuquerque T-VI Community College—Albuquerque, New Mexico (Co-Leader)

Dr. Anne Waters, Chair, Cultural Studies, Albuquerque T-VI Community College—Albuquerque, New Mexico (Co-Leader)

4:15-5:30 p.m.  
**The Great Hall**  
Ground Level

### AFTERNOON PLENARY SESSION

#### Keynote Address:

#### Education, Tribal Sovereignty, and Community Development: Foundations for Self-Sufficiency and Survival



The Honorable Ada E. Deer, Assistant Secretary of Indian Affairs—Washington, D.C. Ada Deer is the first woman to be appointed as Assistant Secretary of Indian Affairs, the first American Indian woman to run for Congress in Wisconsin, the first in her tribe to graduate from the University of Wisconsin, the first Indian to successfully lobby Congress to restore tribal rights, and the first chairwoman of the Menominee Tribe.

5:30-6:30 p.m.  
**Captain**  
Lobby Level

### SPECIAL FEATURE

Dialogue with Ada E. Deer

6:00-9:00 p.m.  
**The Great Hall**  
Ground Level

### SPECIAL FEATURE

#### Performance

#### Live Latin Music by Formula "8a"—Miami, Florida



Drop by before or after dinner to enjoy live Latin music—salsa, merengue, cha-cha, cumbia, and congo. Relax and move with the rhythms or just sit back and enjoy. No-host bar service provided.

8:00-10:00 p.m.

### INFORMAL MEETINGS AND ETHNIC GROUP NETWORKING SESSIONS

Four 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 plenary sessions and a notice will be posted on the bulletin board located in the conference registration area.

## SUNDAY, JUNE 1, 1997

Part I

9:00 a.m.—noon

**Great Hall Center**  
Ground Level

Part II continues

12:30–3:00 p.m.

### MAJOR WORKSHOP 20

#### **FACE TO FACE: The Personal Story/The Larger Story**

(For workshop description, see page 19)

Part I

9:00 a.m.—noon

**Ireland B**  
Ground Level

Part II continues

12:30–3:00 p.m.

### MAJOR WORKSHOP 31

#### **White Privilege: How Do We Get It, What Do We Do With It, and How Do People of Color Cope With It**

This daylong session explores white privilege, examining blatant and subtle elements of white privilege, and how these elements divide white people from people of color. A diverse panel will share effective strategies for survival of persons of color who work in predominantly white systems.

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

Part I

9:00 a.m.—noon

**Great Hall West**  
Ground Level

Part II continues

12:30–3:00 p.m.

### MAJOR WORKSHOP 32

#### **Using a Civic Literacy Process with Faculty, Staff, Students, and Community to Address Controversial Issues: The Future of Affirmative Action**

Participants will engage in an interactive process that demonstrates the use of materials and skills for working through controversial national and local issues. National Issues Forums materials will be provided and that process will be used to identify popular choices for dealing with the issue, "The Future of Affirmative Action," to engage in systematic choice work, identify common ground, engage in issue framing, discuss strategies for convening campus/community forums/study circles, and discuss strategies for connecting with policy makers.

Dr. Louise M. Tomlinson, Consultant and Educator, LIMultivisions, and National Faculty for the National Issues Forums Institutes—Athens, Georgia (Workshop Leader)

Part I

9:00 a.m.—noon

**England**  
Ground Level

Part II continues

12:30–3:00 p.m.

### INSTITUTE FOR DIVERSITY TRAINERS

A six-part institute focusing on a comprehensive set of essential issues that must be addressed in planning, implementing, and/or supervising effective diversity training. (For an overview of sessions comprising the Institute for Diversity Trainers, see page 2)

#### **Building Facilitation Skills for Effective Diversity Training**

This session—limited to 40 persons, admitted on a first come, first served basis—will highlight differences between presentation and facilitation skills, roles and characteristics of effective facilitators, and key elements of group dynamics. Participants will practice effective strategies for establishing ground rules, keeping on track, and intervention methods for facilitating and managing conflict. Tools and techniques will be stressed, and participants may practice using session materials or may bring their own.

Dr. Onoleo Zwicke, President, The HOZHO Institute and Consulting Group—Santa Barbara, California (Workshop Leader)

9:00 a.m.–noon

9:00 a.m.–noon  
**Exhibition Hall F & G**  
Ground Level

### 3-HOUR CONCURRENT SESSIONS

#### **Assessment of the City of New York's Immigrant, Migrant, and Foreign-Born College Student Population: Identifying Changing Demography, Addressing Specific Needs, and Preparing for the Future**

◆◆ Research/Evaluation/Assessment ◆◆

This session is based on a study of 11,500 first-time freshmen in 17 colleges and universities in New York City, representing 132 countries and territories and well over 100 ethnic groups. The presenter will (1) provide comparative data on the racial and ethnic composition of first-time freshman, their academic preparation, pass rates on basic skills tests, and use of student support services; (2) indicate comparative data for American-born students; (3) discuss major needs of specific immigrant populations; (4) provide enrollment projections and recommendations on how to prepare for the future; and (5) suggest strategies for overcoming common barriers to student access and success. This session should particularly benefit those who seek accurate data on the status and needs of immigrant students, as well as those who seek to become better equipped to meet the challenges of a rapidly growing cross-cultural population.

Dr. Sheila T. Gregory, Higher Education and Management Consultant, Dr. Sheila T. Gregory & Associates—Alpharetta, Georgia (Workshop Leader)

10:00 a.m.–noon  
**Emerald**  
Ground Level

### MAJOR WORKSHOP 33

#### **Increasing the Number of Underrepresented Faculty/Administrators in Higher Education: A Personalized, Long-Term Approach**

This session indicates ways participants can personally increase the representation of minorities pursuing faculty/administrative positions in higher education. Relevant demographic data, practical suggestions, and case studies will be shared.

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

10:00 a.m.–noon

10:00 a.m.–noon  
**Ireland A**  
Ground Level

### 2-HOUR CONCURRENT SESSIONS

#### **Including Support Staff in Diversity Skills Training**

◆◆ Training of Trainers ◆◆

This interactive session provides hands-on experience in designing and offering a low-cost training session by and for staff, focusing on such areas as the selection of training purpose, matching training content and format to training objectives, training delivery, and evaluation of training outcomes. Participants will engage in role playing around diversity-related conflict and will acquire the tools, materials, and skills to model and develop their own training programs. This session should particularly benefit those who are involved in staff development, members of predominantly white institutions, and those who seek to include all members of the academic community in the improvement of the diversity climate on campus.

Dr. Connie M. Fossen, Assistant Professor, Sociology, Anthropology, and Social Work, Luther College—Decorah, Iowa (Co-Leader)

Dr. Charlotte A. Kunkel, Assistant Professor, Sociology, Anthropology, and Social Work, Luther College—Decorah, Iowa (Co-Leader)

10:00 a.m.–noon  
**Cloister North**  
Lobby Level

#### **The Identification and Treatment of Unaware Racism**

◆◆ Case Studies/Model Programs ◆◆

This session is designed to (1) explain the psychodynamics of unconscious racism that interfere with the development and implementation of antiprejudice and antiracism programs; (2) describe Dialogue Racism, a teaching process that enables participants to

recognize their own unaware forms of prejudice, become empowered to heal from the damage incurred through exposure to racism, and develop strategies for eliminating institutional forms of racism; and (3) provide an opportunity for participants to experience Dialogue Racism. It should particularly benefit those who seek effective strategies for coping with the denial, backlash, and frustration they encounter in attempting to create institutional change.

Dr. Sandra Yvonne Boyd, Instructor, Psychology Department, Houston Community College System, Central Campus | Houston, Texas (Workshop Leader)

10:00 a.m.–noon  
**Cloister South**  
Lobby Level

### **Why Can't We All Just Be Americans—How Understanding Elements of Our National Culture That Inhibit Appreciation of Difference Can Free Us to Draw Strength and Benefits from Diversity**

#### ◆◆ Interactive Training ◆◆

This session examines key national cultural values that—when taken to the extreme— inhibit our ability to appreciate differences and benefit from diversity: (1) universalism, (2) dichotomous/either-or thinking, (3) an advanced ability to separate—“left-brain” skills, (4) constraint and control, (5) measuring our self-worth outside ourselves, (6) power over others and limited resources, (7) future orientation, and (8) individualism. It should particularly benefit those who seek to better understand historical and political forces and/or to learn and teach skills that enable individuals to negotiate intercultural interactions more comfortably.

Ms. Cheri Avery Black, Director, Multicultural Training and Research Institute, School of Social Administration, Temple University—Philadelphia, Pennsylvania (Workshop Leader)

10:00 a.m.–noon  
**Diamond**  
Ground Level

### **Diversity Training Tools and Techniques**

#### ◆◆ Training of Trainers ◆◆

This interactive session is designed to provide participants with innovative and effective diversity exercises developed and/or adapted by the Diversity Institute at the University of Minnesota, as well as with such diversity training tools, techniques, and concepts as needs assessment, debriefing methods, and sequencing of activities. Attendees will participate in the exercises and debriefing and will analyze this experience using a trainer's lens. This session should particularly benefit conference attendees who are seeking innovative diversity exercises, tools, and techniques.

Ms. Cristina dela Cruz, Program Associate, Diversity Institute, University of Minnesota—Minneapolis, Minnesota (Co-Leader)

Ms. Linda M. Wolford, Acting Director, Diversity Institute, University of Minnesota—Minneapolis, Minnesota (Co-Leader)

10:00 a.m.–noon  
**Senate & Gallery**  
Lobby Level

### **Designing Culturally Sensitive WEB Activities**

#### ◆◆ Interactive Training ◆◆

This interactive session is designed to help participants develop a culturally sensitive WEB-based instructional activity that can be used in their classes, meetings, and/or presentations. Presenters will discuss and demonstrate strategies that facilitate the learning and cognitive styles of culturally diverse populations; and WEB instructional design techniques, WEB-page development strategies, and software will be demonstrated and discussed. This session should particularly benefit instructional faculty and practitioners who provide direct services to culturally diverse student populations.

Dr. Glen Holmes, Associate Professor, Educational Technology, Virginia Polytechnic Institute and State University—Blacksburg, Virginia (Co-Leader)

Dr. Joyce F. Williams-Green, Director, Black Studies, Virginia Polytechnic Institute and State University—Blacksburg, Virginia (Co-Leader)

10:00 a.m.–noon  
**Exhibition Hall C & D**  
Ground Level

**Understanding and Responding to the Needs of Ethnic 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 enhance Hispanic students' leadership skills. Presenters will describe major components, successes, and challenges of collaborative programs between Western Illinois University, Black Hawk College, and their local communities and will explore the applicability of these programs to other institutional settings and other underserved populations. This session should particularly benefit those who seek to better understand and meet the needs of Hispanic and other underserved student populations.

Ms. Nereida E. Avendaño, Assistant Director, Cross Cultural Educational Programs, Western Illinois University—Macomb, Illinois (Co-Leader)

Ms. Edith Azor, Academic Advisor and Learning Specialist, Cross Cultural Educational Programs, Western Illinois University—Macomb, Illinois (Co-Leader)

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

Ms. Cristina Greene, Community College Liaison, Black Hawk College—Moline, Illinois (Co-Leader)

Ms. Debbie L. Riggins, Research Assistant, Cross Cultural Educational Programs, Western Illinois University—Macomb, Illinois (Co-Leader)

Ms. Maria Temiquel, Academic Outreach Coordinator, Cross Cultural Educational Programs, Western Illinois University—Macomb, Illinois (Co-Leader)

10:00 a.m.–12:30 p.m.  
**Scotland A**  
Ground Level

**MAJOR WORKSHOP 15**

**Understanding the Interactions of Culture, Race, and Class in Defining and Resolving Conflicts on Campuses**

(For workshop description, see page 12)

10:00 a.m.–12:30 p.m.  
**Captain**  
Lobby Level

**MAJOR WORKSHOP 16**

**Easier Said Than Done: Strategies for Effective Recruitment and Retention of Faculty and Students of Color**

(For workshop description, see page 13)

10:00 a.m.–1:00 p.m.  
**Yeoman**  
Lobby Level

**MAJOR WORKSHOP 7**

**Resolving Hate Speech Controversies While Preserving Anti-Discrimination and Free Expression Protections**

(For workshop description, see page 5)



10:00 a.m.–1:00 p.m.  
**Scribe**  
Lobby Level

### MAJOR WORKSHOP 9

**Coalition Building: Skills for Resolving Interpersonal and Group Conflict**  
(For workshop description, see page 5)

10:00 a.m.–1:00 p.m.  
**Great Hall East**  
Ground Level

### MAJOR WORKSHOP 24

**Recent Legislative and Policy Changes and Federal Court Decisions Against Affirmative Action: Their Impacts on Higher Education**  
(For workshop description, see page 26)

10:00 a.m.–1:00 p.m.  
**Sapphire**  
Ground Level

### MAJOR WORKSHOP 26

**Update on Racist Right-Wing Influences on Campus: Recognition and Response**  
(For workshop description, see page 26)

10:00 a.m.–1:00 p.m.  
**Ireland C**  
Ground Level

### MAJOR WORKSHOP 34

#### **Differences Between Latinos: Implications for Higher Education**

This session addresses differences between Latino populations in the United States and is designed for instructors, staff, and administrators who seek to increase their understanding and effectiveness in working with Latinos. Participants will learn about the different population characteristics, ethnic make-up, and cultures of Latino groups from the Caribbean, Central and South America, the United States, and Mexico, and implications for research, teaching, and providing services in higher education will be highlighted.

Dr. Luis Arroyo, Professor and Department Chair, Chicano/Latino Studies, California State University—Long Beach, California (Co-Leader)

Dr. Henry E. Villanueva, Director, Educational Equity Services, California State University—Long Beach, California (Co-Leader)

Session will be repeated on  
Monday, June 2—  
1:00–4:00 p.m.

10:00 a.m.–1:30 p.m.  
**Knave**  
Lobby Level

### MAJOR WORKSHOP 29

**Creating a Respectful Environment: An Experiential Workshop for Faculty, Staff, and Students**  
(For workshop description, see page 40)

10:00 a.m.–2:00 p.m.  
**Great Hall North**  
Ground Level

### MAJOR WORKSHOP 28

**The Color of Fear**  
(For workshop description, see page 29)

10:00 a.m. - 2:00 p.m.

**Scotland B**  
Ground Level

### **INSTITUTE ON RACIAL IDENTITY DEVELOPMENT**

A six-part institute designed to provide participants with leading edge information on racial identity development and its relevance and applicability to current issues and dynamics in higher education, including classroom teaching and interactions, coalition building and conflict resolution, planning and implementation of campus activities, and development of culturally relevant counseling strategies. With the exception of this final synthesis/dialogue session, each session is offered twice and is designed to stand on its own. (For an overview of sessions comprising the Institute on Racial Identity Development, see page 2)

#### **Synthesis and Dialogue on Racial Identity Development**

This session provides participants an opportunity to engage in critical and open dialogue with each other and presenters of the Institute on Racial Identity Development. While content will be shaped by participant interests, topics may include: How does racial identity development in one racial group inform our understanding of identity issues in other groups? What critical issues will racial identity development theory be called upon to address in the future? How can participants use information from this institute in their roles on campus?

Dr. Bernardo Ferdman, Associate Professor, California School for Professional Psychology—San Diego, California (Co-Leader)

Dr. Placida I. Gallegos, Vice President, Southwest Communication Resources—San Diego, California (Co-Leader)

Dr. Rita Hardiman, Vice President, New Perspectives, Inc.—Amherst, Massachusetts (Co-Leader)

Dr. Perry Horse, President, Perry Horse and Associates—Albuquerque, New Mexico (Co-Leader)

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

Dr. Jean Kim, Vice Chancellor for Student Affairs, University of Colorado—Boulder, Colorado (Co-Leader)

Dr. Charmaine L. Wijeyesinghe, Consultant and Trainer—Delmar, New York (Co-Leader)

10:00 a.m. - 4:00 p.m.

**Exhibition Hall**  
Ground Level

### **EXHIBITOR SHOWCASE AND RESOURCE CENTER**

(Open daily from 10:00 a.m.-4:00 p.m. through Monday, June 2nd)

10:45 a.m. - noon

### **75-MINUTE CONCURRENT SESSIONS**

10:45 a.m. - noon

**Scotland C**  
Ground Level

#### **Achieving Student Equity: A California Community College Statewide Initiative**

##### **◆◆ Policy Issues ◆◆**

This session presents a model policy and strategic planning process for achieving student equity, initiated by the statewide Academic Senate for California Community Colleges, mandated as policy through the State Chancellor's Office of the California Community Colleges, and implemented through student equity plans developed by each of the system's 106 colleges. Presenters will discuss the legislative mandates and statewide policy, describe a statewide staff development project, and share a model collaborative effort to achieve student equity. This session should particularly benefit individuals who seek to develop systemwide or institutional support for projects that address issues of higher education access, retention, persistence, and success for historically underrepresented students.

Dr. Toni M. Forsyth, Director, California Community College Implementing Student Equity Project, De Anza College—Cupertino, California (Co-Leader)

Dr. Jay M. Jackman, Past President, Board of Trustees, Foothill-De Anza Community College District—Los Altos Hills, California (Co-Leader)  
Dr. Judy Miner, Dean, Academic Services and Matriculation, De Anza College—Cupertino, California (Co-Leader)  
Mr. Jose L. Peralez, Vice Chancellor, Human Resources, Equity and Diversity, The California Community Colleges—Sacramento, California (Co-Leader)  
Ms. Nicola Smith, Undergraduate Student, English Department, University of California—Berkeley, California (Co-Leader)

10:45 a.m.–noon  
**Exhibition Hall A & B**  
Ground Level

### **Adjustment Challenges for African American Students in Predominantly White Universities**

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

This session examines factors that have a substantial impact on African American students' adjustment and decisions to leave predominantly white universities and explores implications for developing effective support programs to improve African American retention. It should particularly benefit individuals involved in recruitment and retention policy making at the institutional level and practitioners who provide services for enhancing the quality of life for culturally diverse students on predominantly white campuses.

Dr. Shahrokh M. Shafaie, Professor, Department of Human Environmental Studies, Southeast Missouri State University—Cape Girardeau, Missouri (Workshop Leader)

10:45 a.m.–noon  
**Exhibition Hall H & I**  
Ground Level

### **Internationalizing the Curriculum: Change Induced by a Changing Student Body**

#### ◆◆ Curricular/Pedagogical Models ◆◆

Two professors at an urban technological college will discuss innovative teaching, learning, and assessment strategies informed by more than 25 years of teaching in culturally diverse, multilingual classrooms. They will highlight culturally specific readings, writings, and oral presentations designed to prepare students for the global marketplace, universal academic leadership, and lifelong learning; will discuss students' enhanced responsibility for learning, advanced by such software as Lotus Notes, Power Point, Daedalus, and Chatroom; and will indicate techniques for integrating basic skills development into course content. This session should particularly benefit those who are or who seek to be innovative change agents in administration, instruction, and curriculum development.

Dr. Regina Lebowitz, Associate Professor, English, New York City Technical College, City University of New York—Brooklyn, New York (Co-Leader)

Dr. John David Vazquez, Associate Professor, Social Science and Puerto Rican and Latin American Studies, New York City Technical College, City University of New York—Brooklyn, New York (Co-Leader)

10:45 a.m.–noon  
**Council Room**  
Lobby Level

### **Pathways: Fostering Cultural Competency Among Nursing Students and Faculty**

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

This sessions focuses on concrete strategies used to increase cultural awareness and competency among nursing students and faculty. Presenters will (1) highlight two major activities of the Pathways for Students from Disadvantaged Backgrounds Project: the Peer Mentor Program and the Learning and Study Strategies Inventory; (2) address issues and strategies of faculty development; and (3) discuss findings and implications of the Cultural Awareness Student Survey, an instrument designed to evaluate students' perceptions of the school and of their classroom, clinical, and research experiences as related to cultural awareness issues. This session should particularly benefit those who are involved in developing or improving programs designed to increase cultural competency among faculty, staff, and students.

Dr. Shirin K. Catterson, Research Associate, School of Nursing, University of Texas—Austin, Texas (Co-Leader)  
Ms. Jona Kay Steed, Research Associate and Coordinator, Pathways for Students from Disadvantaged Backgrounds Project, and Director, Learning Enhancement Center, School of Nursing, University of Texas—Austin, Texas (Co-Leader)

Part II  
12:30–3:00 p.m.  
**Great Hall Center**  
Ground Level

### MAJOR WORKSHOP 20

**FACE TO FACE: The Personal Story/The Larger Story**  
(For workshop description, see page 19)

Part II  
12:30–3:00 p.m.  
**Ireland B**  
Ground Level

### MAJOR WORKSHOP 31

**White Privilege: How Do We Get It, What Do We Do With It, and How Do People of Color Cope With It**  
(For workshop description, see page 47)

Part II  
12:30–3:00 p.m.  
**Great Hall West**  
Ground Level

### MAJOR WORKSHOP 32

**Using a Civic Literacy Process with Faculty, Staff, Students, and Community to Address Controversial Issues: The Future of Affirmative Action**  
(For workshop description, see page 47)

Part II  
12:30–3:00 p.m.  
**England**  
Ground Level

### INSTITUTE FOR DIVERSITY TRAINERS

**Building Facilitation Skills for Effective Diversity Training**  
(For session description, see page 47)

1:00–3:00 p.m.

### 2-HOUR CONCURRENT SESSIONS

1:00–3:00 p.m.  
**Scotland A**  
Ground Level

#### **Learning Through Theater: Black Theater is Alive and Well!**

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

This interactive session demonstrates the effectiveness of traditional classes like literature, theater, and dance in providing an arena for students of color to gain technological skills and introduce their cultures to the total campus community. Participants will view videos in which female students of color express their feelings about male/female relationships, identity crises, and ethnic/racial issues through poetry, prose, and dance and will simulate these experiences by discussing, reading, and reacting to selections of literature presented by the students. This session should particularly benefit those at predominantly white institutions who seek new paradigms and learning experiences that enhance the retention and graduation of students of color.

Ms. Lois Smith Owens, Director, Multicultural Affairs and the Educational Opportunity Program, State University of New York—Cobleskill, New York (Co-Leader)  
Dr. Suzanne Phillips Price, Executive Director, College Level Services, The College Board—New York, New York (Co-Leader)

Part I  
1:00–3:00 p.m.  
**Scotland C**  
Ground Level

Part II continues  
Monday, June 2—  
2:00–4:00 p.m.

1:00–3:00 p.m.  
**Emerald**  
Ground Level

1:15–3:15 p.m.  
**Cambridge**  
Lobby Level

### **African-Centered Rites of Passage and Education**

#### ◆◆ Theoretical Models ◆◆

This session is the first of a two-part series designed to address the paradox that while African American students must achieve academic success in an educational system that transfers and embodies the values and purposes of the oppressor, they must garner and maintain a positive sense of self in order to succeed. Participants will discuss educative and mis-educative experiences, development of self, and African-Centered Rites of Passage—rituals and ceremonies designed to define roles, find purpose, and link initiates to the African American community. This session should particularly benefit individuals who are concerned about the academic achievement of African American students.

Mr. Lathardus Goggins II, Education Consultant, The Mawasi Company—Akron, Ohio (Workshop Leader)

### **Social Justice Educational Practice**

#### ◆◆ Curricular/Pedagogical Models ◆◆

This interactive session presents three theoretical models of oppression based on more than 20 years of experience in diversity and social justice education: (1) a curricular model of multiple manifestations such as racism, sexism, heterosexism, classism, ableism, and antisemitism; (2) a social justice pedagogy consisting of principles derived from experiential and other student-centered teaching and learning traditions; and (3) one element from a training of trainers model that emphasizes self-knowledge. It should particularly benefit those who train/teach social justice issues in secondary or college settings and those who engage in staff/faculty development focusing on diversity and social justice issues.

Dr. Maurianne Adams, Lecturer, Social Justice Education Program, University of Massachusetts—Amherst, Massachusetts (Co-Leader)

Dr. Lee Anne Bell, Associate Professor, Educational Studies, State University of New York—New Paltz, New York (Co-Leader)

Dr. Sharon J. Washington, Associate Professor, Education Department, Springfield College—Springfield, Massachusetts (Co-Leader)

### **Orita Meta: The Three-Way Crossroads—An Advertisement, Teaching Tool, and Cultural Icon**

#### ◆◆ Interactive Training ◆◆

This session—limited to 30 persons, admitted on a first come, first-served basis—will involve participants in creating symbolic cloth using authentic Adinkra patterns from the visual art of the people of Ghana and Ivory Coast. All supplies will be provided, and participants may keep the cloths made at this session. Presenters will explain the historical and contemporary significance of the Adinkra, will describe Miami University's use of cultural icons as a major focus of its annual Black History Celebration, and will host a display of African symbolic images and art. This session should particularly benefit those who are responsible for providing multicultural models for learning; infusing the curriculum with new paradigms; and/or engaging community centers, churches, public schools, and others as institutional partners in participatory learning.

Mr. Jim L. Jones, Director of Minority Affairs, Miami University—Hamilton, Ohio (Co-Leader)

Ms. Sarah Pringle-Lewis, Director, Office of Minority Affairs, Miami University—Oxford, Ohio (Co-Leader)

Mr. Robert H. Rusbosin, Assistant to the Campus Executive Director and Director of Student Services, Miami University—Hamilton, Ohio (Co-Leader)

1:15-3:15 p.m.  
**Scribe**  
Lobby Level

### **Postmodernism and Multiculturalism: An Alternative Cultural Center and its Implications for Higher Education**

#### ◆◆ Theoretical Models ◆◆

This session focuses on the current theoretical friction and debate on postmodernism and multiculturalism, examining views that emphasize the fragmenting effects of multicultural movements and the potential for intensified racial and ethnic conflict, on the one hand, and the benefits of the emergence of multiple voices/movements/visions, on the other. Presenters will offer examples of individuals and groups who are actively engaged in articulating the emergence of a stable postmodern center. This session should particularly benefit faculty who teach in the humanities and social sciences on issues related to multiculturalism and postmodernism, as well as administrators and staff involved in the development of policies related to diversity.

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

Dr. Deborah Jean Burris-Kitchen, Assistant Professor, Behavioral Science Department, University of La Verne—La Verne, California (Co-Leader)

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

Mr. William H. Stanley, Research Assistant/Graduate Student, Department of Sociology, Western Michigan University—Kalamazoo, Michigan (Co-Leader)

1:30-3:00 p.m.

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

1:30-3:00 p.m.  
**Great Hall East**  
Ground Level

### **Accountability and Diversity: Measures of Effectiveness**

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

This session discusses the processes and measures used in the assessment of campus progress toward meeting a range of diversity goals established by the Washington State Higher Education Coordinating Board and the University of Wisconsin System for institutions within their purview. It should particularly benefit conference attendees who are involved in accountability, policy coordination, and diversity program evaluation at the institutional level, as well as those who are involved in reporting to governing/coordinating boards and state legislatures.

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

Dr. Cedric D. Page, Associate Director, Washington State Higher Education Coordinating Board—Olympia, Washington (Co-Leader)

1:30-3:00 p.m.  
**Ireland A**  
Ground Level

### **Student-Run Support Organizations for Underrepresented Graduate Students: Goals, Creation, Implementation, and Assessment**

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

This session describes how students can create, implement, and maintain a student-run organization to support underrepresented graduate students academically, professionally, and socially. Presenters will describe program activities, successes, challenges, and new initiatives including an information database and resource center; augmented professional, academic, and social activities; and an associates network. This session should particularly benefit faculty, student affairs professionals, graduate students, student advisers, and others interested in developing programs for supporting underrepresented students.

Mr. Rafael Granados, Graduate Mentorship Program Coordinator, University of California—Berkeley, California (Co-Leader)

Mr. Patrick W. Lee, Graduate Mentorship Program Coordinator, University of California—Berkeley, California (Co-Leader)

Ms. Julianna Marie Lopez, Graduate Mentorship Program Coordinator, University of California—Berkeley, California (Co-Leader)



Mr. Colin A. Ormsby, Graduate Mentorship Program Coordinator, University of California—Berkeley, California (Co-Leader)

1:30–3:00 p.m.  
**Diamond**  
Ground Level

**You Can't Speak for Me, I Have a Voice of My Own: An Ethnographic Research Project on the Black Student Experience**

◆◆ Research/Evaluation/Assessment ◆◆

Using ethnographic research methodology, this session chronicles the experiences of black students on predominantly white campuses. Stories of current black students will be shared and compared to those of their earlier counterparts, and intragroup relations and cultural preservation phenomena will be addressed. This session should particularly benefit those who are interested in programming for, advising, mentoring, teaching, recruiting, retaining, and graduating black students.

Ms. Sybril M. Bennett, Research Assistant, Undergraduate Academic Affairs, and Doctoral Student, Education and Human Development, Vanderbilt University—Hendersonville, Tennessee (Workshop Leader)

1:30–3:00 p.m.  
**Cloister North**  
Lobby Level

**Workforce 2000: The Co-Curriculum as a Learning Laboratory Designed to Develop Leaders**

◆◆ Long- and Short-Range Planning ◆◆

This session provides an opportunity for participants to develop strategies that increase underrepresented student participation in student governance, campus programming boards, greek life, and student fee distribution. Areas of focus will include recruitment and marketing, leadership training, and retaining membership. This session should particularly benefit those who serve as advisors to student organizations, work as student affairs administrators, and/or provide training for student leaders.

Ms. Penny J. Schafer, Assistant Dean of Student Affairs and Director, Student Activities and Leadership Programs, Rollins College—Apopka, Florida (Workshop Leader)

1:30–3:00 p.m.  
**Cloister South**  
Lobby Level

**A Study of the Relationship Between School Achievement, Race, and Poverty**

◆◆ Research/Evaluation/Assessment ◆◆

This session reviews current literature on the relationship between race and school achievement and examines findings of a study that investigated this relationship in selected elementary schools in two Midwestern urban school districts. Information on environmental factors that transmit the effects of race will be provided, implications of study findings will be explored, and strategies to remediate academic failure among inner-city students will be identified. This session should particularly benefit government policy makers, central and building-level administrators, classroom teachers, help professionals who provide direct services to youth, parents, and others who are interested in stemming the increasing tide of academic disadvantage among poor, urban minority students.

Dr. Franklin Titus Thompson III, Assistant Professor, College of Teacher Education, University of Nebraska—Omaha, Nebraska (Workshop Leader)

1:30–3:00 p.m.  
**Senate & Gallery**  
Lobby Level

**Building an Intercultural Campus Community: The Recruitment and Retention of Underrepresented Populations**

◆◆ Interactive Training ◆◆

This session is designed to enhance participants' ability to develop concrete strategies that promote recruitment and retention of underrepresented groups on predominantly white campuses. Strategies and information shared will progress from the development of a mission statement and the institutional policies that spring from it to the stages of regeneration of a renewed campus community. This session should particularly benefit administrators involved in policy making at the institutional level, as well as those who are involved in the recruitment, retention, and provision of services to underrepresented groups.

Mr. Couna E.F. Martin, Graduate Residence Hall Advisor, Student Housing and Dining Services, Northern Illinois University—DeKalb, Illinois (Co-Leader)  
Dr. LaJuana Katrina Williams, Assistant Director for Educational Programming, Student Housing and Dining Services, Northern Illinois University—DeKalb, Illinois (Co-Leader)

1:30-3:00 p.m.  
**Exhibition Hall A & B**  
Ground Level

### **Multicultural Training in Classrooms: Critical Issues, Obstacles and Pedagogical Strategies**

#### ◆◆ Curricular/Pedagogical Models ◆◆

Presenters will discuss their struggles in addressing critical issues, obstacles, and pedagogy relating to multicultural teaching and will share what they have learned from their experience, what they see as the most important aspects of multicultural training, and their heuristic list of "dos and don'ts" for teaching multicultural classes. This session should particularly benefit those who have questions about what constitutes effective multicultural education and how best to implement this training.

Dr. Changming Duan, Assistant Professor, Psychology and Counseling Education, University of Missouri—Kansas City, Missouri (Co-Leader)  
Dr. Connie Meinholdt, Assistant Professor, Department of Psychology, University of Missouri—Rolla, Missouri (Co-Leader)

1:30-3:00 p.m.  
**Exhibition Hall C & D**  
Ground Level

### **A Multicultural Scholarship/Mentoring Program to Enhance Academic Performance, Retention, and Graduation Rates for Undergraduates**

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

This session describes the evolution, key components, and effectiveness of a school-level scholarship program that provides scholarships to African American, Hispanic American, and American Indian students and requires them to participate in comprehensive programs that include faculty-student meetings, group and advising meetings, and attendance at cultural events. Over a four-year period students in the program have obtained average group GPAs ranging from 2.9 to 3.2 on a four-point scale, 23 of the 31 students admitted into the program are currently enrolled, and four have graduated—constituting a retention rate of 87%. This session should particularly benefit persons who are charged with recruiting and retaining underrepresented groups in their departments or schools.

Mr. Kris J. Davis, Undergraduate Student, Business Administration, University of Kansas—Lawrence, Kansas (Co-Leader)  
Dr. Renate R. Mai-Dalton, Professor and Director of the Multicultural Business Scholars Program, School of Business, University of Kansas—Lawrence, Kansas (Co-Leader)  
Ms. Retta Leonelle Mitchell, Undergraduate Student, Business Administration, University of Kansas—Lawrence, Kansas (Co-Leader)  
Mr. Ruben Sigala, Jr., Undergraduate Student, Business Administration, University of Kansas—Lawrence, Kansas (Co-Leader)

1:30-3:00 p.m.  
**Exhibition Hall F & G**  
Ground Level

### **Strength Through Cultural Diversity: Development, Implementation, and Evaluation of an Introductory Diversity Course**

#### ◆◆ Curricular/Pedagogical Models ◆◆

This session reports on the development, implementation, and evaluation of an introductory course on cultural diversity. Specific course strategies for facilitating cognitive, affective, and behavioral learning will be examined; activities participants can use in their courses will be suggested; and evaluation techniques for measuring course effectiveness will be discussed. This session should particularly benefit those who design or teach introductory courses on cultural diversity, who deal with racially and ethnically homogenous student populations, and/or who wish to explore alternative strategies for teaching about cultural diversity.

Dr. Reed Anderson, Professor, Department of Spanish and Portuguese and Associate Dean, College of Arts and Sciences, Miami University—Oxford, Ohio (Co-Leader)  
Ms. Diane Ligsti Gerber, Assistant Professor, Department of Nursing, Miami University—Oxford, Ohio (Co-Leader)  
Dr. Barbara Flannery-Heuberger, Assistant Professor, School of Education and Allied Professions, Miami University—Oxford, Ohio (Co-Leader)

1:30–3:00 p.m.  
**Captain**  
Lobby Level

### **Retaining Ethnic Diversity Through a Student Mentor Program**

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

This session highlights the design, training, and results of a successful student mentor program implemented at a private, predominantly white, liberal arts college to improve the retention rate of ethnically diverse students. The program pairs incoming diversity students with ethnically diverse students who have attended the college for at least one academic year and assists participating students in their academic, social, and emotional adjustment to campus life. This session should particularly benefit those who provide direct support to diversity students, as well as administrators and others who seek to improve the retention of culturally diverse students.

Ms. Christina Siobhan Tornabene Coleman, Undergraduate Student, Secondary Education and History, and Mentor, Cultural Diversity Program, St. Norbert College—De Pere, Wisconsin (Co-Leader)  
Mr. Xue Lor, Undergraduate Student, Elementary Education, and Mentor, Cultural Diversity Program, St. Norbert College—De Pere, Wisconsin (Co-Leader)

1:45–3:00 p.m.

### **75-MINUTE CONCURRENT SESSIONS**

1:45–3:00 p.m.  
**Ireland C**  
Ground Level

### **Strategies for Working with Culturally Diverse Hispanic/Latino Students**

#### ◆◆ Interactive Training ◆◆

This session highlights demographic, educational, and socioeconomic differences between various Hispanic/Latino ethnic groups and suggests strategies for working effectively with Hispanic/Latino students, with special emphasis on personal counseling and academic support. It should particularly benefit those who seek to understand and respond to the cultural diversity and range of needs of Hispanic/Latino students on community college and university campuses.

Mr. David De La Fuente, Manager, Adult Basic Education, and Coordinator, ESL Program for Industries, Elgin Community College—Elgin, Illinois (Co-Leader)  
Mr. Leo Torres, Director, Transfer Center, College of DuPage—Glen Ellys, Illinois (Co-Leader)  
Mr. Arturo Vazquez, Jr., Associate Professor and Counselor, Elgin Community College—Elgin, Illinois (Co-Leader)

1:45–3:00 p.m.  
**Sapphire**  
Ground Level

### **Destination 2000: The Value of Differences**

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

This session describes efforts to develop and implement a universitywide diversity initiative as part of the strategic plan of a large, multi-ethnic public institution. Presenters will highlight training and other diversity activities that are being provided to increase awareness and change behaviors in a manner that is more sensitive to and respectful of others. This session should particularly benefit those who are involved in institutional efforts to plan diversity strategies.

Dr. Toni Margulies-Eisner, Assistant Vice President for Equal Opportunity Programs, Florida International University—Miami, Florida (Co-Leader)  
Dr. Debra A. Miller, Associate Professor, Journalism and Mass Communication, Florida International University—Miami, Florida (Co-Leader)  
Dr. Patricia E. Telles-Irvin, Director, Student Counseling Center, and Associate Dean, Student Support Services, Florida International University—Miami, Florida (Co-Leader)

1:45-3:00 p.m.  
Exhibition Hall H & I  
Ground Level

### **The Culture of the Classroom: Generating Excitement for Learning in a Multicultural Environment**

◆◆ Curricular/Pedagogical Models ◆◆

This session contributes to the growing body of innovative educational approaches designed to help students respond to the challenges of living, studying, and working with those who are different from themselves. Its unique contribution lies in its attempt to bring voice to the relationship of theory, practice, and the perspective of the African American educator. This session should particularly benefit those who teach in multicultural environments, as well as minority instructors who teach in classrooms that are predominantly white.

Ms. Joyce J. McGhee, Instructor, Human Services Department, Waubensee Community College—Sugar Grove, Illinois (Co-Leader)

Dr. Faith Prather, Director, Affirmative Action, State University of New York—Brockport, New York (Co-Leader)

3:30-4:30 p.m.  
Great Hall North & Center  
Ground Level

### **SPECIAL FEATURE**

**Performance:**

#### **Gospel Choirs: Songs of Survival in an Alien Land Called Home**



A program of readings and gospel music by Derrick Bell. A well-known and highly respected legal scholar and law professor at New York University Law School, Bell is the author of five well-known books: *Confronting Authority: Reflections of an Ardent Protester* (1994), *Race, Racism, and American Law* (third edition, 1992), *Faces at the Bottom of the Well: The Permanence of Racism* (1992), *And We Are Not Saved: The Elusive Quest for Racial Justice* (1987), and his most recent work, *Gospel Choirs: Psalms of Survival in an Alien Land Called Home* (1996). "Equal parts fable, science

fiction, literary nonfiction and personal narrative, Bell's work maps life during the collapse of civil rights reform."— *GLORGE* magazine.

5:00-6:30 p.m.  
Hampton Court Foyer  
Ground Level

### **MEET BEFORE DINNER**

An opportunity to meet others you may wish to join for dinner or evening entertainment on your own. No-host bar service provided.

8:00-10:00 p.m.

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

Four 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 plenary sessions and a notice will be posted on the bulletin board located in the conference registration area.

MONDAY, JUNE 2, 1997

8:45-10:15 a.m.

**The Great Hall**  
Ground Level

For a Dialogue with  
Paul Rogat Loeb,  
see page 67

For a major workshop  
by Paul Rogat Loeb,  
see Major Workshop 37  
on page 67

**MORNING PLENARY SESSION**

**Keynote Address:**

**Enclave Individualism and Racial Division on the American Campus**



Paul Rogat Loeb, investigative reporter and associate scholar at the Institute for Global Security Studies—Seattle, Washington. An author who has spent 20 years researching and writing about citizen responsibility and empowerment, Loeb has written *Nuclear Culture* (New Society Publisher, 1986), *I Hope in Hard Times* (Lexington Books, 1987), and *Generation at the Crossroads: Apathy and Action on the American Campus* (Rutgers University Press, 1994). His latest book, titled *Soul of a Citizen*, is forthcoming.

10:00 a.m.–4:00 p.m.

**Exhibition Hall**  
Ground Level

**EXHIBITOR SHOWCASE AND RESOURCE CENTER**

(Open daily from 10:00 a.m.–4:00 p.m. through Monday, June 2nd)

10:30–11:45 a.m.

**75-MINUTE CONCURRENT SESSIONS**

10:30–11:45 a.m.

**Ireland A**  
Ground Level

**Community Building Workshops: A Program to Promote Inter-Generational and Cross-Cultural Dialogue at Brown University**

◆◆ Case Studies/Model Programs ◆◆

This session focuses on a program of community building workshops developed at Brown University to create an open and constructive forum for dialogue around diversity issues among and between students, faculty, administrators, and staff of diverse backgrounds and experience. Presenters will discuss the role of the workshops in developing allyhood and in supporting personal values exploration, character development, respect for individual differences, problem solving, and conflict resolution. This session should particularly benefit those who seek an effective model for promoting constructive diversity dialogues and for building campus community.

Mr. Carlos A. Lejniaks, Undergraduate Student, International Relations, Brown University—Providence, Rhode Island (Co-Leader)

Ms. Jasmine Marie Waddell, Undergraduate Student, Political Science, Brown University—Providence, Rhode Island (Co-Leader)

10:30–11:45 a.m.

**Scotland A**  
Ground Level

**Modeling Student Success: A Longitudinal Study of Asian, Black, Hispanic, and White Students**

◆◆ Research/Evaluation/Assessment ◆◆

This session reports on a longitudinal study of 2,731 first-time students in fall 1990, designed to identify factors associated with student success, to identify students likely to be at risk, and to make available resources to increase the chances of success for at-risk students. The study sample included American Asian, Black, Hispanic, and white students, as well as international students within the same racial/ethnic groups. This session should particularly benefit those from culturally diverse institutions who seek to improve student academic success.

Dr. Joseph C. Lanni, Research Analyst, Office of Planning and Institutional Research, Montgomery College—Rockville, Maryland (Workshop Leader)

10:30–11:45 a.m.

**Knave**

Lobby Level

### **Oklahoma State University's Graduate Plan to Enhance Diversity**

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

This session provides insight into the process of completing an institutional audit, assembling appropriate persons to serve on a targeted task force, developing strategies to carry out goals and objectives, and consolidating this material into a comprehensive Graduate Plan to Enhance Diversity (GPELD), whose goal is to achieve parity between statewide demographics and the demographics of those seeking and obtaining advanced degrees. It should particularly benefit persons who seek to develop plans to enhance diversity at campuswide or collegewide levels at predominantly white institutions.

Dr. Wayne B. Powell, Associate Dean, Graduate College, Oklahoma State University—Stillwater, Oklahoma (Co-Leader)

Dr. Molly J. Tovar, Director, Student Academic Services, Graduate College, Oklahoma State University—Stillwater, Oklahoma (Co-Leader)

10:30–11:45 a.m.

**Yeoman**

Lobby Level

### **Authentic Affirmative Action**

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

This session reports on an effective yet informal affirmative action program at Northern Illinois University that relies on the affirmative action activities of a white professor who facilitates financial and academic support services for doctoral students and provides advice on how to thrive in the university culture. Presenters will discuss why minority students need such support, power, and commitment; will highlight the program's unique mentoring and intervention style; and will indicate how other institutions might replicate this model. This session should assist individuals involved in the retention of minority students.

Dr. Constance Goode, Assistant Professor, Department of Curriculum and Instruction, Northern Illinois University—DeKalb, Illinois (Co-Leader)

Dr. Vada Southern, Assistant to the Dean for Recruitment and Retention, College of Education, Northern Illinois University—DeKalb, Illinois (Co-Leader)

10:30–11:45 a.m.

**Scribe**

Lobby Level

### **Benchmarks for a Successful Program of Recruiting, Retaining, and Inducting Qualified Students of Color into Teacher Education**

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

This session provides practical information on a holistic approach to the recruitment, retention, and induction of minority students into teacher education, highlighting a teacher education program that is involved at multiple levels of the educational continuum. Points along the continuum include the adoption of an elementary class, middle and high school career exploration modules, and the development of continuation programs with area community colleges. This session should particularly benefit recruiters, program directors, and concerned educators who seek to address the shortage of persons of color in all levels of education.

Dr. Martha Lue, Assistant Professor, Department of Exceptional and Physical Education, University of Central Florida—Orlando, Florida (Co-Leader)

Mr. Gregory Seaton, Director, Minority Programs in Education, University of Central Florida—Orlando, Florida (Co-Leader)

Dr. Shelia Smalley, Assistant Professor, Department of Exceptional and Physical Education, University of Central Florida—Orlando, Florida (Co-Leader)

10:30 a.m.–noon

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

10:30 a.m.–noon

**Ireland B**

Ground Level

### **For African-Americans Only! "What Have 'We' Done for 'Us' Lately?"**

#### ◆◆ Interactive Training ◆◆

This powerful, humorous, insightful, and thought-provoking workshop takes a much needed, open and honest look at issues impacting African American students on predominantly white campuses. Each participant will receive an action plan that can be



used on his/her campus, as we shift the focus from "What can an institution do for me/us?" toward "What can/should we do for ourselves?" This interactive session is a must for individuals seeking a proactive approach to dealing with longstanding issues that impact African American students. Come prepared to move from affirmation to action!

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

10:30 a.m.—noon  
Ireland C  
Ground Level

### **Strengthening Connections: Survey Research of Latino Students and Instructors Suggests Link Between Assessment and Instruction Through Academic and Social Integration**

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

This session reports results of a survey of 236 undergraduate Latino students and 15 university instructors, designed to determine the needs of Latino students and to improve instructional services at a university branch located in an urban Latino neighborhood. The presenter will share insights into the role language and writing skills play in the academic achievement of Latino students, will discuss institutional efforts to improve assessment of Latino students' languages and writing skills in a way that directly informs instruction, and will describe a pilot course designed to link the teaching of language and writing skills to the academic content of general education courses. This session should particularly benefit persons who are interested in interdisciplinary, collaborative efforts to meet the cultural, linguistic, and academic needs of Latino students.

Dr. James A. Montes, Assistant Professor, Bilingual Educational Program, Northeastern Illinois University—Chicago, Illinois (Workshop Leader)

10:30 a.m.—noon  
Emerald  
Ground Level

### **Focus Philadelphia—A Design to Improve Intergroup Relations in Inner City Neighborhoods**

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

This session reports on collaborative efforts between the Philadelphia Commission on Human Relations, the Fielding Institute, and the Balch Institute for Ethnic Studies to create internships that provide training to youth and adult facilitators, enabling them to create a video around issues facing their community and to implement follow-up activities and programs that are inclusive of diverse parts of the community. Training programs address issues of cross-cultural relations, group process, personal identity, conflict resolution, storytelling, advocacy, interviewing, videotape production, community organizing/outreach, and public relations. This session should particularly benefit administrators and faculty who seek to stimulate volunteerism in an academic setting and to provide partnership opportunities designed to improve their communities.

Ms. Nicole Marie Torsella, Director, Focus Philadelphia—Philadelphia, Pennsylvania (Co-Leader)

Mr. Kevin L. Vaughan, Executive Director, The Philadelphia Commission on Human Relations—Philadelphia, Pennsylvania (Co-Leader)

10:30 a.m.—noon  
Senate & Gallery  
Lobby Level

### **Strategies for Using the Internet in Black Studies: Assessment, Instruction, and Community Outreach**

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

This session reports on the development, implementation, and outcome of three technology-oriented studies conducted by faculty and graduate students in the Black Studies Program at Virginia Polytechnic Institute: (1) *An Internet Course and Program Assessment Model*, (2) *The Effects of Gender and Race on Using Still or Video Images During On-Line Chat Sessions*; and (3) *Review of a Technology-Oriented Service-Learning Program with Low Income and Minority Middle School Children*. Implications of these studies for programs and policies at the department and college level will be discussed. This session should particularly benefit Black Studies faculty, administrators

who work in minority support services, and others who are interested in infusing technology into the curriculum and/or community.

Ms. Juone Lorie Brown, Doctoral Candidate in Educational Technology, Virginia Polytechnic Institute and State University—Blacksburg, Virginia (Co-Leader)

Ms. Delia Grenville, Member, Macroergonomics Research Group, Virginia Polytechnic Institute and State University—Blacksburg, Virginia (Co-Leader)

Dr. Joyce F. Williams-Green, Director, Black Studies Program, Virginia Polytechnic Institute and State University—Blacksburg, Virginia (Co-Leader)

10:30 a.m.—noon

**Exhibition Hall A & B**

Ground Level

**Enhancing a Multicultural Environment Through Prejudice Prevention Programs**

◆◆ Interactive Training ◆◆

This session demonstrates the use of media, group interaction, and research data to change attitudes of prejudice by avoiding blame. Participants will engage in discussion activities from a prejudice prevention program used with student groups, staff, and faculty and will view a video titled "Prejudice: Dividing the Dream" that provides gripping footage on the impact of prejudice. This session should particularly benefit those who work with students, staff, and/or faculty in efforts to enhance campus multicultural environments.

Ms. Lenore Arlee, Mental Health Counselor, Counseling and Testing Services, University of Oklahoma—Norman, Oklahoma (Workshop Leader)

10:30 a.m.—noon

**Diamond**

Ground Level

For a related workshop,  
see Major Workshop 16  
on page 13

**Easier Said Than Done—Diversity Planning in the School of Education:  
A Case Study**

◆◆ Case Studies/Model Programs ◆◆

This session constitutes a follow-up to Major Workshop 16, titled "Easier Said Than Done: Strategies for Effective Recruitment and Retention of Faculty and Students of Color," and provides a micro view of diversity planning efforts in a school of education. Presenters will address creation of a planning team, the planning process, key components of the plan, and implementation. This session should particularly benefit those who are interested in the process of preparing and implementing an institutional diversity plan for faculty and students at predominantly white institutions.

Dr. Leslie Agard-Jones, Associate Professor, African, African American and Caribbean Studies, William Paterson College—Wayne, New Jersey (Co-Leader)

Dr. Mathilda Braceros Catarina, Associate Professor, Special Education and Counseling, William Paterson College—Wayne, New Jersey (Co-Leader)

10:30 a.m.—noon

**Cloister South**

Lobby Level

**The Human Relations Process at San Francisco State University**

◆◆ Case Studies/Model Programs ◆◆

This session focuses on the human relations process at San Francisco State University, one of the most ethnically diverse campuses in the world. Presenters will highlight major aspects of this process, including the appointment of a Human Relations Commission; surveys of students, faculty, staff, and administrators; general and specific recommendations of the commission; implementation of key recommendations; and the integration of a human relations agenda into the university's strategic planning process. This session should particularly benefit those who are committed to enhancing the value of diversity and promoting inclusiveness and who would like to explore the usefulness of a human relations process in achieving these ends.

Dr. Joseph Julian, University Dean for Human Relations, San Francisco State University—San Francisco, California (Co-Leader)

Dr. J.E. (Penny) Saffold, Vice President for Student Affairs and Dean of Students, San Francisco State University—San Francisco, California (Co-Leader)

Mr. Vernon C. Thompson, Executive Assistant to the President, San Francisco State University—San Francisco, California (Co-Leader)

10:30 a.m.–12:30 p.m.

**Scotland B**  
Ground Level

### MAJOR WORKSHOP 35

#### **Proactive, Community-Based Strategies to Counter the Burnings of Black Churches**

This session addresses the state of burnings of African American churches throughout the Southeastern United States and explores how individuals in Florida's human rights, business, legislative, and religious communities are coalescing to develop strategies to address church burnings.

Dr. Geraldine F. Thompson, Director of Equal Opportunity, Valencia Community College—Orlando, Florida (Workshop Leader)

10:30 a.m.–12:30 p.m.

10:30 a.m. 12:30 p.m.  
**England**  
Ground Level

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

##### **Race-Targeted Scholarships**

###### ◆◆ Policy Issues ◆◆

The U.S. Department of Education Office for Civil Rights has issued a set of principles to be utilized to determine whether race-targeted scholarships offered by colleges and universities are in compliance with Title VI of the Civil Rights Act. This session describes the process used within the Florida Department of Education, the State University System of Florida, and a member campus to review scholarship programs for compliance. It should particularly benefit those who have policy making and/or implementation responsibility in affirmative action, financial aid, and/or admissions.

Dr. Toni Margulies-Eisner, Assistant Vice President, Equal Opportunity Programs, Florida International University—Miami, Florida (Co-Leader)

Mr. Michael H. Olenick, General Counsel, Florida Department of Education—Tallahassee, 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)

Part I

10:30 a.m.–12:30 p.m.

**Scotland C**  
Ground Level

##### **Creating a Moral Imperative: Guidelines for Diversity Trainers**

###### ◆◆ Training of Trainers ◆◆

This session constitutes Part I of a two-part series and is intended for trainers of trainers, as well as others who are engaged in developing and implementing diversity training programs. It provides a methodology and necessary tools for designing diversity training programs that engage participants in creating a moral imperative for social justice. The methodology emphasizes a social justice framework by questioning institutional policies and practices from the vantage points of multiple oppressed groups, redistributing power to flatten hierarchical structures within institutions, acknowledging diversity as a means for progressive organizational change, examining the role whiteness plays in perpetuating hegemonic structures, and comparing and contrasting various curriculum frameworks.

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

Ms. Bharati Holtzman, Recruitment and Retention Specialist, University of Wisconsin System Administration—Madison, Wisconsin (Co-Leader)

Mr. Darrell Motley Newton, Lecturer, Communication Arts Department, University of Wisconsin—Whitewater, Wisconsin (Co-Leader)

Part II continues  
2:00–4:00 p.m.

10:30 a.m.–12:30 p.m.  
**Sapphire**  
Ground Level

### **Retention: The African American Student Perspective**

◆◆ Research/Evaluation/Assessment ◆◆

Drawing on a study of African American students on four college campuses, this session shares methods of data gathering, findings, and implications; indicates recommendations for classroom instruction, curriculum, faculty-student interaction, and institutional policy; and explores concrete strategies for responding to the issues identified. Participants will have an opportunity to experience exercises that enhance understanding of diversity challenges between faculty and students, and resources for addressing retention and research with African American populations will be provided. This session should particularly benefit those who seek increased understanding of student persistence dilemmas and/or improved retention rates for students of color.

Ms. Jacquelyn F. Green, Green Enterprizes—Indianapolis, Indiana (Workshop Leader)

10:30 a.m.–12:30 p.m.  
**Exhibition Hall C & D**  
Ground Level

### **The Culture-Gram: A Graphical, Interactive Approach to Appreciating the Complexity of Culture**

◆◆ Interactive Training ◆◆

This session introduces the culture-gram, a graphical, interactive tool to help individuals conceptualize and appreciate the complexity of culture within and across racial/ethnic groups. Participants will have an opportunity to construct their own culture-grams and to interact with each other on several levels. This exercise should prove enlightening for all conference attendees and should particularly benefit those who seek to build group cohesion, increase multicultural awareness, and/or educate others about diversity.

Dr. Dorie Gilbert Martinez, Assistant Professor of Social Work, University of Texas Austin, Texas (Workshop Leader)

10:30 a.m.–12:30 p.m.  
**Exhibition Hall H & I**  
Ground Level

### **Not Quite White: Race and Identity Issues for Arab Americans**

◆◆ Policy Issues ◆◆

This workshop traces roots of the current status of the Arab population in America, focusing on the origin of existing federal racial/ethnic classification and the role these standards have played in policies and programs intended to correct disparities between various populations and the white majority. The current debate among Arab Americans over the primacy of identity as people of color or white ethnics will be examined, potential impacts on higher education will be suggested, and useful examples of Arab (Muslim) adaptive strategies for recognition and inclusion will be offered. This session should particularly benefit representatives of institutions that serve Arab American ethnic, immigrant, and foreign students, as well as those who seek to broaden their understanding of groups caught between the official minority paradigm and cultural realities.

Ms. Helen Hatab Samhan, Director, Arab American Institute—Washington, D.C. (Workshop Leader)

10:30 a.m.–12:30 p.m.  
**Exhibition Hall F & G**  
Ground Level

### **Leadership Models: An Exploratory Dialogue on Leadership Styles in the African American, American Indian, and South Asian American Communities**

◆◆ Theoretical Models ◆◆

While an understanding of leadership styles is critical to the process of self-definition and empowerment of marginalized groups, most scholars have approached the subject of leadership among oppressed people as if these groups are/were free, independent, and autonomous. This session is designed to facilitate an exploratory dialogue of leadership styles in the African American, American Indian, and South Asian American communities. It should particularly benefit individuals who are involved/interested in leadership positions at personal as well as institutional levels, scholars and activists who are engaged in creating new leadership models, and those who are interested in the empowerment of marginalized peoples.

Dr. Greg Braxton-Brown, Vice President of Academic Affairs, The Union Institute—Cincinnati, Ohio (Co-Leader)  
 Dr. Douglas V. Davidson, Professor, Graduate College, The Union Institute—Cincinnati, Ohio (Co-Leader)  
 Dr. Cynthia J. Jackson, Associate Dean, Office of Special Program Initiatives, The Union Institute—North Miami Beach, Florida (Co-Leader)  
 Dr. Anu M. Mitra, Director of Communications and Adjunct Faculty Member, Graduate College, The Union Institute—Cincinnati, Ohio (Co-Leader)

11:00 a.m. -noon  
**Captain**  
 Lobby Level

**SPECIAL FEATURE**

Dialogue with Paul Rogat Loeb

1:00-4:00 p.m.  
**Ireland C**  
 Ground Level

**MAJOR WORKSHOP 34**

**Differences Between Latinos: Implications for Higher Education**  
 (For workshop description, see page 51)

2:00-4:00 p.m.  
**Scotland B**  
 Ground Level

**MAJOR WORKSHOP 36**

**Utilizing the Legislative Process to Enhance Programs Supporting Racial and Ethnic Diversity**

This session explores ways to utilize the legislative process to enhance programs that support racial and ethnic diversity. Specific strategies for identifying legislators and working with legislative staff and legislative bodies will be indicated.

Dr. Geraldine F. Thompson, Director of Equal Opportunity, Valencia Community College—Orlando, Florida (Workshop Leader)

2:00-4:00 p.m.  
**Ireland B**  
 Ground Level

**MAJOR WORKSHOP 37**

**Encouraging Students to Act Toward Racial and Social Justice**

Why aren't more students involved in critical social issues like racial justice? How can students be encouraged to take stands of conviction, connect to social change traditions, locate themselves in history, and find ways to involve their peers? This session highlights effective approaches that have inspired students toward social justice and explores ways to help them grapple with difficult issues of our time. Barriers to social action will be examined, and strategies for building effective campus coalitions will be explored.

Mr. Paul Rogat Loeb, author of *Generation at the Crossroads: Apathy and Action on the American Campus*, and Associate Scholar, Institute for Global Security Studies—Seattle, Washington (Workshop Leader)

Mr. Loeb will also provide the keynote address on Monday, June 2, see page 61

2:00-4:00 p.m.

**2-HOUR CONCURRENT SESSIONS**

Part II  
 2:00-4:00 p.m.  
**Ireland A**  
 Ground Level

**African-Centered Rites of Passage and Education**

◆◆ Theoretical Models ◆◆

This session is the second of a two-part series designed to address the paradox that while African American students must achieve academic success in an educational system that transfers and embodies the values and purposes of the oppressor, they must garner and maintain a positive sense of self in order to succeed. It will discuss strategies for developing African-Centered Rites of Passage—rituals and ceremonies designed to define roles, find purpose, and link initiates to the African American community—in an

For Part I, see page 55

academic setting. This session should particularly benefit individuals who are concerned about the academic achievement of African American students.

Mr. Lathardus Goggins II, Education Consultant, The Mawasi Company Akron, Ohio  
(Workshop Leader)

Part II  
2:00-4:00 p.m.  
**Scotland C**  
Lobby Level

For Part I, see page 65

### **Applying the Moral Imperative: Guidelines for Assessing Diversity Training Videos and Films**

#### ◆◆ Training of Trainers ◆◆

This session constitutes Part II of a two-part series designed for trainers of trainers and others who are engaged in developing and implementing diversity training programs. While attendance at Part I is strongly recommended, it is not required. Presenters will continue the discussion on how to build a diversity training program that establishes and maintains a moral imperative and will discuss assessment techniques for selecting diversity training videos and films that reinforce this imperative.

Dr. Andrea-Teresa "Tess" Arenas, Assistant to the President for Multicultural Affairs, University of Wisconsin System Administration—Madison, Wisconsin (Co-Leader)  
Ms. Bharati Holtzman, Recruitment and Retention Specialist, University of Wisconsin System Administration—Madison, Wisconsin (Co-Leader)  
Mr. Darrell Motley Newton, Lecturer, Communication Arts Department, University of Wisconsin—Whitewater, Wisconsin (Co-Leader)

2:00-4:00 p.m.  
**Sapphire**  
Ground Level

### **Lessons Learned: Nurturing a Curricular Commitment to Diversity**

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

This session focuses on a curriculum transformation initiative designed to integrate diversity content into all appropriate courses in the humanities, languages and literature, and social sciences departments and to introduce diversity-sensitive pedagogy throughout the College of Arts and Sciences. Presenters will discuss important issues and lessons relating to institutional context, administrative planning and commitment, faculty development, faculty enthusiasm, and new curriculum directions. This session should particularly benefit administrators with responsibility for teaching and learning and faculty who are interested/involved in diversity infusion projects.

Dr. Sue K. Hammersmith, Dean, College of Arts and Sciences, Ferris State University—Big Rapids, Michigan (Co-Leader)  
Ms. Chryl A. Irvine, Associate Professor, Communication, Ferris State University—Big Rapids, Michigan (Co-Leader)  
Dr. Elizabeth Ann Stolarek, Associate Professor, Languages and Literature, Ferris State University—Big Rapids, Michigan (Co-Leader)  
Dr. John P. Thorp, Head, Department of Social Sciences and International Studies, Ferris State University—Big Rapids, Michigan (Co-Leader)

2:00-4:00 p.m.  
**Emerald**  
Ground Level

### **A Longitudinal Study of the Impact of Academic and Non-Academic Diversity Initiatives on Students: Multiple Assessments to Track Expectations, Experiences, and Satisfaction During First Through Senior Years**

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

This session reports findings from a longitudinal study of the impact of various campus diversity initiatives on 2,600 students during their four years on campus. Data on the impact of college racial environment on the academic achievement and satisfaction of African American undergraduates and the role ethnic identification plays in mediating this impact will also be presented. Additionally, presenters will explore study replication on other campuses; the role of such studies in assessing policies, programmatic practices, and organizational structures; and helpful tools for evaluating diversity content in faculty lectures. This session should particularly benefit faculty, administrators, and staff who seek a process for assessing strategies and programs that impact campus diversity initiatives.



Ms. S. Yvette Jenkins, Research Assistant and Project Coordinator, Academic Multicultural Initiatives, The University of Michigan—Ann Arbor, Michigan (Co-Leader)  
Dr. John H. Matlock, Assistant Vice Provost and Director, Office of Academic Multicultural Initiatives, The University of Michigan—Ann Arbor, Michigan (Co-Leader)  
Dr. Margaret Scisney-Matlock, Assistant Professor of Nursing, The University of Michigan—Ann Arbor, Michigan (Co-Leader)  
Ms. Katrina Cherise Wade, Research Assistant, Academic Multicultural Initiatives, The University of Michigan—Ann Arbor, Michigan (Co-Leader)

2:00–4:00 p.m.  
**Cloister North**  
Lobby Level

### **Connecting the Parts: Strategies for Promoting Timely Degree Completion by Ethnic Minorities**

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

This session reports on research designed to investigate why students—and particularly ethnic minority students—experience delays in college degree completion, focusing on the special responsibilities colleges and universities, minority students, and participants have for removing barriers to timely degree completion. It should particularly benefit individuals who are involved in policy making at the institutional level, practitioners who provide direct services to minority students, and/or those who seek to reduce higher education challenges from legislators, the media, and the general public.

Mr. Jamie L. Carson, Higher Education Consortium Grant Associate, Western Illinois University—Macomb, Illinois (Co-Leader)  
Ms. Carol P. Fimmen, Director, Cross-Cultural Educational Programs, Western Illinois University—Macomb, Illinois (Co-Leader)  
Dr. Burton O. Witthuhn, Provost and Academic Vice President, Western Illinois University—Macomb, Illinois (Co-Leader)

2:00–4:00 p.m.  
**Senate & Gallery**  
Lobby Level

### **Facilitating Difficult Dialogues in the At-Distance Classroom**

#### ◆◆ Interactive Training ◆◆

This session is based on findings from a two-year grant that sought to develop better ways to prepare faculty from different campuses to facilitate difficult dialogues about race, class, gender, and sexual orientation with diverse learners in at-distance classrooms. Participants will view a grant-produced videotape titled “Difficult Dialogues” and will be assisted in self-reflective discussion of their responses to the film, their styles of facilitating difficult dialogues in distance and traditional classrooms, and different methods for using the film as a vehicle for faculty development. This session should particularly benefit both faculty who seek to facilitate difficult dialogues and faculty development officers who seek to teach others to facilitate such dialogues in both traditional and at-distance classrooms.

Dr. Gale Young, Professor of Communication and Co-Director, Center for the Study of Intercultural Relations, California State University—Hayward, California (Workshop Leader)

2:00–4:00 p.m.  
**Exhibition Hall C & D**  
Ground Level

### **Internalized Oppression: How it Creates Conflict and Anger**

#### ◆◆ Theoretical Models ◆◆

This session is designed to assist participants in understanding how internalized oppression creates conflict and anger, divides groups, deters development of leadership, and dilutes the power of targets of oppression. A model of six cultural phenomena will be used to identify areas that must be taken into account in relating to persons from oppressed groups: (1) communication, (2) space, (3) social organization, (4) time, (5) environmental control, and (6) biological variation. This session should particularly benefit those who seek a theoretical framework for recognizing and understanding the behavior of persons who are targets of oppression and/or who seek to become effective allies.

Dr. Wanda R. Cody, Coordinator, Institute for Intercultural Community Leadership, Santa Fe Community College—Santa Fe, New Mexico (Workshop Leader)

2:00-4:00 p.m.  
**Exhibition Hall H & I**  
Ground Level

### **Prescription for Change: The Challenge of Racial Identity**

#### ◆◆ Curricular/Pedagogical Models ◆◆

This interactive session will explore and evaluate approaches used at three midwestern institutions to enable students to understand race, ethnicity, and racism through self racial identity development. Participants will engage in activities that include ethnic/racial identity games, exercises on racial stereotypes, and identification of stages of black and white racial identity development. This session should particularly benefit administrators, instructors, human resource personnel, and counselors who are interested in exploring approaches for transforming their institutional environments.

Ms. Sheila V. Baldwin, Professor, English and African American Studies, Columbia College Chicago—Chicago, Illinois (Co-Leader)

Ms. Iris L. Outlaw, Director, Multicultural Student Affairs, University of Notre Dame—Notre Dame, Indiana (Co-Leader)

Dr. Harriette W. Richard, Assistant Professor, Psychology, Northern Kentucky University—Highland, Kentucky (Co-Leader)

2:00-4:00 p.m.  
**Captain**  
Lobby Level

### **Tribal Colleges: Acknowledging Cultural Diversity in the Face of Situational Adversity**

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

This session acknowledges the history, present condition, and future of the tribally controlled college movement in the United States. The 29 existing tribal colleges are unique because a majority of their boards of regents are tribal members, they are located on or near Indian reservations, and they are designed to provide culturally relevant learning for over 26,000 Native American adults. This session should particularly benefit those who seek to impact Indian higher education, practitioners who seek successful models for working with indigenous people, and/or researchers involved with issues of Native American student empowerment.

Dr. Nate St. Pierre, Director, Office of Tribal Services, and Adjunct Faculty, Center for Native American Studies, Montana State University—Bozeman, Montana (Workshop Leader)

2:00-4:00 p.m.  
**Knave**  
Lobby Level

### **Creating a Positive Living and Learning Environment: The Empowerment of Asian American Students**

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

This session addresses Asian American student issues, with special emphasis on racial identity and its impact on academic performance, personal development, and socialization. The presenter will recommend training and programming designed to promote Asian American student growth, development, and empowerment. This session should particularly benefit those who work with Asian American students and/or who seek to deepen their understanding of race and identity as it impacts Asian Americans and the effectiveness of those who work with this population.

Ms. Linell E. Yugawa, Director of the Asian American Center, Tufts University—Medford, Massachusetts (Workshop Leader)

2:30-4:00 p.m.

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

2:30-4:00 p.m.  
**England**  
Ground Level

### **What Color is Your Proposal? Corporate Grantmaking to Racial/Ethnic Populations in Higher Education**

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

This session reports on a ten-year study by the National Committee for Responsive Philanthropy to analyze corporate funding for racial/ethnic populations in higher education, focusing on the project's third phase, a survey of more than 100 Fortune 500 corporations in 15 different industries. The presenter will identify the types of support given, specific racial/ethnic groups benefitted, grant sizes, geographic focus, and types of programs and institutions funded, addressing such issues as Who gives? Who gets? How

much? For what? Who decides? What are the implications for policy and change? This session should particularly benefit those who serve in development and public relations departments, those involved in academic programs with majors in nonprofit management, and those who seek to access funding for racial/ethnic programs.

Ms. Marquita Joan Finley O'Connor, Associate Director of Research, The National Committee of Responsive Philanthropy—St. Paul, Minnesota (Workshop Leader)

2:30–4:00 p.m.  
**Scotland A**  
Ground Level

### **I Shall Not Bow Down to Strange Music: A Success Model for Black Female Graduate Students in the White Academy**

#### ◆◆ Theoretical Models ◆◆

This session presents a theoretical success model developed from dissertation and pilot studies undertaken to identify the sustaining traits of black female doctoral candidates enrolled in predominantly white, major research institutions. A theoretical framework of self-definition, safe space, voice, and visibility within the context of outsider-within and marginality theories was employed to examine qualitative data on the experiences and attitudes of six black female doctoral candidates, and identified sustaining traits were used to construct a theoretical model for success. Sustaining traits, the success model, and implications for institutional change will be discussed. This session should particularly benefit those who are involved in recruiting and retaining African American graduate students, as well as those who are interested in women's issues and/or black female perspectives on white postsecondary institutions.

Dr. Wanda Grady Ward, Assistant Professor, Human Development & Learning, East Tennessee State University—Johnson City, Tennessee (Workshop Leader)

2:30–4:00 p.m.  
**Cloister South**  
Lobby Level

### **High Wire Act: Balancing Race and Ethnicity on Campus**

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

This session addresses social, cultural, and professional dynamics and contradictions that confront members of minority racial and ethnic groups who serve as faculty and staff on predominantly white campuses. Presenters will (1) explore potential professional and personal conflicts; (2) examine the role of communication styles; (3) identify strategies for preserving/restoring balance in the face of conflicting demands of time, energy, and/or integrity; and (4) solicit participant input on issues they confront and strategies they have found to be effective. This session should particularly benefit those who work with a diverse population of students, faculty, and/or staff and/or those who are concerned with issues of retention and with creating an accepting campus community.

Dr. Deborah F. Atwater, Chair, Department of African/African American Studies and Associate Professor, Speech Communications, The Pennsylvania State University—University Park, Pennsylvania (Co-Leader)

Dr. Harold E. Cheatham, Dean, College of Health, Education and Human Development and Professor of Education, Clemson University—Clemson, South Carolina (Co-Leader)

Mr. Lawrence W. Young, Director, Paul Robeson Cultural Center, The Pennsylvania State University—University Park, Pennsylvania (Co-Leader)

2:30–4:00 p.m.  
**Yeoman**  
Lobby Level

### **Race Relations, Diversity, and Multiculturalism: A Model for Change at Indiana University-Purdue University at Indianapolis**

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

This session reports on a student-initiated program of town hall meetings to identify undergraduate perspectives on race relations, diversity, and multiculturalism on campus and in the surrounding community. Presenters will discuss the study's methodology and findings and will explore implications for campus and community programs. This session should particularly benefit individuals who seek to understand undergraduate perspectives on a variety of sensitive issues and concerns.

Mr. David O. Fredricks, Undergraduate Student, Sociology, Indiana University-Purdue University at Indianapolis—Indianapolis, Indiana (Co-Leader)

Mr. John A. Travison, Undergraduate Student, Secondary Education, Indiana University-Purdue University at Indianapolis—Indianapolis, Indiana (Co-Leader)

2:30–4:00 p.m.  
**Council Room**  
Lobby Level

### **Eliminating Racism and Teaching Tolerance in the Classroom**

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

This session uses case studies to engage questions of racism and intolerance and to examine the role of faculty in creating classroom climates and colleague interactions that are free of discounting and degrading comments. The presenter will share strategies for transforming the way faculty interact in their classes, will raise issues concerning the place of teaching tolerance in the curriculum, and will share resources for future use. This session should particularly benefit individuals who seek to eliminate racism in the classroom.

Dr. Angela R. Clark-Louque, Assistant Professor of Education and Director, Educational Administration, University of Redlands—Redlands, California (Workshop Leader)

2:45–4:00 p.m.

### **75-MINUTE CONCURRENT SESSIONS**

2:45–4:00 p.m.  
**Diamond**  
Ground Level

### **Minority Means More Than Black—Understanding the Silencing of Latino/a Students Using a Critical Postmodernist Perspective**

#### ◆◆ Theoretical Models ◆◆

This session addresses the university's failure to legitimize the uniqueness and diversity of Latino/a students, referred to by the presenter as silencing. The sociocultural alienation experienced by some Latino/a students is seen as related to two factors: an ivory tower image that reserves a quality education for whites at the expense of non-whites and an ebony tower mentality that defines minority issues as a black, or an African American, phenomenon. This session should particularly benefit those who seek ways to legitimize the presence of silenced ethnic student populations.

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

2:45–4:00 p.m.  
**Exhibition Hall A & B**  
Ground Level

### **Diversity Training for Academic Deans**

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

This session reports on the development, implementation, and impact of a training program for academic deans at Colorado State University, designed to enhance the commitment and effective action of the Council of Deans to increase diversity and academic success within their respective colleges. Each Dean has subsequently developed a college-level diversity plan and has conducted a training session for department chairs based on the training received through this project. This session should particularly benefit those who seek ways to empower top level administrators to enhance diversity efforts on their campuses.

Dr. Cathleen T. Love, Assistant Dean, College of Applied Human Sciences, Colorado State University—Fort Collins, Colorado (Co-Leader)

Dr. Raymond J. Wlodkowski, Educational Consultant—Boulder, Colorado (Co-Leader)

2:45–4:00 p.m.  
**Exhibition Hall F & G**  
Ground Level

### **The Mechanics of a Successful Retention Program: The Office of AHANA Student Programs at Boston College**

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

This session provides a comprehensive overview of the Office of AHANA (African American, Hispanic, Asian, and Native American) Student Programs at Boston College, including components of counseling, tutorials, academic advisement, performance monitoring, and leadership development. Special attention will be paid to various issues that arise in maintaining an effective support service delivery system for students of

color, i.e., outreach, avoiding stigmatization, and advocacy. This session should particularly benefit those who work directly with and/or have an interest in retaining students of color.

Dr. Sheilah Shaw Horton, Associate Director, Office of AI/ANA Student Programs, Boston College—Chestnut Hill, Massachusetts (Co-Leader)

Ms. Joana Andrea Maynard, Assistant Director, Office of AI/ANA Student Programs, Boston College—Chestnut Hill, Massachusetts (Co-Leader)

2:45–4:00 p.m.

**Scribe**

Lobby Level

### **Engaging the Soul of the Student: Fundamental and Critical Pedagogy for Cultural Diversity**

◆◆ Curricular/Pedagogical Models ◆◆

This session explores and demonstrates the importance and impact of creative autobiography and journal writing as critical pedagogy toward students' construction of and respect for diverse perspectives and literacies in a multicultural teacher education setting. It should particularly benefit university professors, instructors, and classroom teachers, as well as those who are interested in curriculum development and culturally relevant classroom pedagogy.

Dr. Cynthia B. Dillard, Assistant Dean, Diversity and Outreach and Assistant Professor, School of Teaching and Learning, The Ohio State University—Columbus, Ohio (Co-Leader)

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

4:15–5:30 p.m.

**The Great Hall**

Ground Level

## **CONFERENCE CLOSING PLENARY SESSION**

### **Keynote Address:**

### **Access and Civil Rights in an Era of Affirmative Action Backlash: Reframing the Issues, Regaining the Course**



Hugh B. Price, President and Chief Executive Officer of the National Urban League—Washington, D.C. A graduate of Yale Law School, Mr. Price has served as social advocate in many arenas—as a neighborhood attorney with the New Haven Legal Assistance Association, Vice President at the Rockefeller Foundation, a member of the editorial board of *The New York Times*, and Senior Vice President of WNET/thirteen, the public television station in New York City.

5:30–6:30 p.m.

**Captain**

Lobby Level

## **SPECIAL FEATURE**

Dialogue with Hugh B. Price

5:30–7:00 p.m.

**Hampton Court Foyer**

Ground Level

## **MEET BEFORE DINNER**

An opportunity to visit with colleagues before the conference closing dinner. No-host bar service provided.

7:00-8:30 p.m.  
**England & Ireland**  
Ground Level

**CONFERENCE CLOSING DINNER**

8:30-10:00 p.m.  
**Crown Hall**  
Ground Level

**ENTERTAINMENT SHOWCASE**

Featuring presentations and performances in a 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.

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#### **Women and Minorities in Peril**

*Martha Wingard Tack and Carol Logan Patitu*

### **(93-4) Chicanos in Higher Education:**

#### **Issues and Dilemmas for the 21st Century**

*Adalberto Aguirre, Jr. and Ruben O. Martinez*

### **(91-2) Realizing Gender Equality in Higher Education:**

#### **The Need to Integrate Work/Family Issues**

*Nancy Hensel*

### **(90-7) Pursuing Diversity:**

#### **Recruiting College Minority Students**

*Barbara Astone and Elsa Nuñez-Wornack*

### **(90-3) "High Risk" Students in Higher Education:**

#### **Future Trends**

*Dionne J. Jones and Betty Collier Watson*

### **(89-5) The Challenge of Diversity:**

#### **Involvement or Alienation in the Academy?**

*Daryl G. Smith*

### **(89-2) Affirmative Rhetoric, Negative Action:**

#### **African-American and Hispanic Faculty at Predominantly White Institutions**

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## WALT DISNEY WORLD—NCORE Student Scholarship Recipients

Currently in its fourth year, the Student Leadership Development 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. This year the program is being co-sponsored by Walt Disney World. It is hoped that these awards will serve as an incentive for higher education institutions to support student participation in the conference. Walt Disney World—NCORE Student Scholars and their institutions are listed below:

**Ms. Andrea Adams**  
Undergraduate Student  
Political Science  
University of Oregon  
Eugene, Oregon

**Ms. Tanara Bowie**  
Graduate Student  
Experimental Psychology  
Cleveland State University  
Cleveland, Ohio

**Mr. Garin Michael Liu**  
Undergraduate Student  
Chemistry  
University of Puget Sound  
Tacoma, Washington

**Ms. Elizabeth M. Roman**  
Undergraduate Student  
Elementary Education  
Purdue University Calumet  
Hammond, Indiana

**Ms. Patrice L. Arrington**  
Undergraduate Student  
Psychology  
University of Oklahoma  
Norman, Oklahoma

**Ms. Janis Burley-Wilson**  
Graduate Student  
Educational Administration  
American University  
Washington, D.C.

**Mr. Xue Lor**  
Undergraduate Student  
Secondary Education  
St. Norbert College  
De Pere, Wisconsin

**Ms. Sabine Schwalb**  
Undergraduate Student  
Business Administration  
University of Alaska  
Anchorage, Alaska

**Ms. Tonya R. Ashworth**  
Undergraduate Student  
International Business and  
Spanish  
University of Oklahoma  
Norman, Oklahoma

**Ms. Teresa Darias**  
Undergraduate Student  
Communications  
Santa Clara University  
Santa Clara, California

**Ms. Tui Luangrath**  
Undergraduate Student  
Social Work  
University of Nevada  
Reno, Nevada

**Mr. John Suazo**  
Undergraduate Student  
Psychology  
Dominican College of San Rafael  
San Rafael, California

**Mr. Kevin Barhydt**  
Undergraduate Student  
Economics  
University of Puget Sound  
Tacoma, Washington

**Mr. Rafael Gomez**  
Undergraduate Student  
University of Puget Sound  
Tacoma, Washington

**Mr. Couna E. F. Martin**  
Graduate Student  
Media Management  
Northern Illinois University  
DeKalb, Illinois

**Ms. Kimberly Thomas**  
Undergraduate Student  
English  
The University of Puget Sound  
Tacoma, Washington

**Ms. Sybril M. Bennett**  
Graduate Student  
Educational Leadership  
Vanderbilt University  
Nashville, Tennessee

**Mr. Marc Harrison**  
Graduate Student  
Adult and Higher Education  
University of Oklahoma  
Norman, Oklahoma

**Ms. Venezia R. Mojarro**  
Undergraduate Student  
English  
Santa Clara University  
Santa Clara, California

**Ms. Mary Thomas-Gallet**  
Graduate Student  
Higher Education Administration  
Iowa State University  
Ames, Iowa

**Ms. Tina-Gaye S. Bernard**  
Undergraduate Student  
Public Relations  
University of Florida  
Gainesville, Florida

**Mr. Brad Hiranaga**  
Undergraduate Student  
Business Leadership  
University of Puget Sound  
Tacoma, Washington

**Ms. Thanh Hang Nguyen**  
Undergraduate Student  
Psychology  
Southern Methodist University  
Dallas, Texas

**Ms. Grace M. Toriogoe**  
Undergraduate Student  
Business Administration  
University of Arizona  
Tucson, Arizona

**Ms. Shalon D. Bogard**  
Undergraduate Student  
Environmental Engineering  
University of Oklahoma  
Norman, Oklahoma

**Ms. Estelle S. Jeu**  
Graduate Student  
Higher Education Administration  
The University of Texas  
Austin, Texas

**Mr. Huy D. Ong**  
Undergraduate Student  
Planning, Public Policy, and  
Management  
University of Oregon  
Eugene, Oregon

**Mr. Victor Hugo Viesca**  
Graduate Student  
American Studies  
New York University  
New York, New York

**Mr. Jay H. Borders**  
Undergraduate Student  
Electrical Engineering  
Purdue University Calumet  
Hammond, Indiana

**Ms. Lisa Khan**  
Undergraduate Student  
Business Administration  
University of Oregon  
Eugene, Oregon

**Ms. Adriene M. Raleigh**  
Undergraduate Student  
History  
Santa Clara University  
Santa Clara, California

**Mr. Daniel Louis Widener**  
Graduate Student  
History  
New York University  
New York, New York

**Ms. Cherele K. Kohn**  
Undergraduate Student  
International Political Economy  
University of Puget Sound  
Tacoma, Washington

**Mr. Chad Wilsey**  
Undergraduate Student  
Biology  
University of Puget Sound  
Tacoma, Washington

## 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 provide 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 treat and emphasize the formulation, content, and implementation of specific, tactical, strategic, or comprehensive plans. Examples might include institutionwide or systemwide diversity plans and/or departmental or program unit plans that include specific objectives, goals, and timelines.

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

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

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

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

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

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