

PROGRAM AND
RESOURCE GUIDE

11TH ANNUAL

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

May 28 through June 1, 1998
Denver, Colorado

Sponsored by
The Southwest Center for
Human Relations Studies
Public and Community Services
College of Continuing Education
The University of Oklahoma



PLANNING COMMITTEE

Executive Committee

Southwest Center for Human Relations Studies

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



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University of Oklahoma Board
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Ms. Beth Wilson
Associate Provost
Columbia University
New York, New York

PROGRAM SCHEDULE AT A GLANCE

WEDNESDAY, MAY 27

<input type="checkbox"/> Denver Urban Communities Tour	2:00-6:00 p.m.	4
<input type="checkbox"/> Registration and On-Site Check-In (Open 8:00 a.m.-5:00 p.m. daily through Monday, June 1)	4:00-10:00 p.m.	4

THURSDAY, MAY 28

<input type="checkbox"/> Workshop and Institute Sessions	8:30 a.m.-6:30 p.m.	5-21
<input type="checkbox"/> Exhibitor Showcase Opens (Open 10:00 a.m.-7:00 p.m. daily through Monday, June 1)	10:00 a.m.-7:00 p.m.	12
<input type="checkbox"/> In Context: Conference Orientation for First-Time Attendees	1:00-1:45 p.m.	13
<input type="checkbox"/> Welcoming Reception	6:30-8:00 p.m.	21
<input type="checkbox"/> Special Feature: Connections for Latino/a Students	8:00-9:30 p.m.	21
<input type="checkbox"/> Informal Meetings and Ethnic Group Networking Sessions	8:00-10:00 p.m.	22

FRIDAY, MAY 29

<input type="checkbox"/> Workshop and Institute Sessions	8:30 a.m.-6:00 p.m.	22-37
<input type="checkbox"/> In Context: Campus Intergroup Relations at the Crossroads	1:00-1:45 p.m.	31
<input type="checkbox"/> Downtown Denver Urban Walking Tour	5:30-7:30 p.m.	38
<input type="checkbox"/> Networking Reception	6:00-7:30 p.m.	38
<input type="checkbox"/> Informal Meetings and Ethnic Group Networking Sessions	8:00-10:00 p.m.	38
<input type="checkbox"/> Performances by Denver-Based Cultural Arts Institutions & Groups	8:00-10:30 p.m.	38

SATURDAY, MAY 30

<input type="checkbox"/> Continental Breakfast	7:30-8:45 a.m.	39
<input type="checkbox"/> Keynote Address: Angela E. Oh	8:45-10:15 a.m.	39
<input type="checkbox"/> Dialogue with Angela E. Oh	11:00 a.m.-noon	39
<input type="checkbox"/> Workshop and Institute Sessions	11:00 a.m.-4:00 p.m.	40-56
<input type="checkbox"/> In Context: Community-Based Cultural Arts Institutions	1:00-1:45 p.m.	48
<input type="checkbox"/> Keynote Address: Dr. Eddie F. Brown	4:20-5:30 p.m.	57
<input type="checkbox"/> Dialogue with Dr. Eddie F. Brown	5:30-6:30 p.m.	57
<input type="checkbox"/> Downtown Denver Urban Walking Tour	5:30-7:30 p.m.	57
<input type="checkbox"/> Special Feature: JDOT National Summit Meeting	5:30-8:00 p.m.	57
<input type="checkbox"/> Informal Meetings and Ethnic Group Networking Sessions	8:00-10:00 p.m.	57
<input type="checkbox"/> Camp Logan Performance	8:00-10:30 p.m.	57

SUNDAY, MAY 31

<input type="checkbox"/> Workshop and Institute Sessions	9:00 a.m. 5:00 p.m.	58-74
<input type="checkbox"/> In Context: How to Submit a Winning NCORE Proposal	1:00-1:45 p.m.	66
<input type="checkbox"/> Reception and Slide-Lecture Presentation: Sculptor Ed Dwight	5:00-7:00 p.m.	75
<input type="checkbox"/> Informal Meetings and Ethnic Group Networking Sessions	8:00-10:00 p.m.	75
<input type="checkbox"/> Entertainment Showcase	8:30-10:30 p.m.	75

MONDAY, JUNE 1

<input type="checkbox"/> Continental Breakfast	7:30-8:45 a.m.	76
<input type="checkbox"/> Keynote Address: Dr. Lydia Villa-Komaroff	8:45-10:15 a.m.	76
<input type="checkbox"/> Auraria Campus Tour	10:30 a.m. 1:30 p.m.	76
<input type="checkbox"/> Dialogue with Dr. Lydia Villa-Komaroff	11:00 a.m.-noon	77
<input type="checkbox"/> Workshop and Institute Sessions	11:00 a.m.-4:05 p.m.	77-93
<input type="checkbox"/> In Context: Civil Rights Enforcement	12:30-1:45 p.m.	84
<input type="checkbox"/> Keynote Address: Dr. Michael Eric Dyson	4:20-5:30 p.m.	94
<input type="checkbox"/> Dialogue with Dr. Michael Eric Dyson	5:30-6:30 p.m.	94
<input type="checkbox"/> Farewell Reception	6:00 8:00 p.m.	94

ON THE COVER—"Miles Davis," Bronze, 78 inches high, by renown sculptor Ed Dwight from his major series of bronzes titled "Jazz: An American Art Form," which depicts the evolution of jazz from its roots in Africa through the contemporary jazz superstars of the jazz era. On display at major galleries and museums throughout the United States and receiving critical international acclaim, this series of over 70 bronzes features such stars as Miles Davis, Charlie Parker, Louis "Satchmo" Armstrong, Duke Ellington, Ella Fitzgerald, and Benny Goodman—each reflecting Dwight's innate ability to create life and breathe soul and mobility into spectacular and monumental works. Dwight will present "Outer Space, Inner Space, and Public Space: Reflections of a Space Pioneer and Public Sculptor," a slide lecture as part of the Late Sunday Afternoon Reception (see page 75).

INSTITUTES

INSTITUTE ON STUDENT ISSUES AND CONCERNS

<input type="checkbox"/> From Mediocrity to Excellence: Factors that Contribute to Academic Success Among AHANA Students Attending Predominantly White Institutions	
Thursday, May 28 9:00 a.m.–noon and 2:00–5:00 p.m.	8
<input type="checkbox"/> Assessing the Readiness of Student Leaders Towards Diversity: Are You Ready to Make a Difference?	
Friday, May 29—9:00 a.m.–noon.	27
<input type="checkbox"/> Cultivating the Student's Voice: From Curriculum to Classroom to Campus	
Friday, May 29—2:00–5:00 p.m.	35
<input type="checkbox"/> Raising Standardized Admission Test Scores of Underrepresented Minorities	
Saturday, May 30—11:00 a.m. noon.	40
<input type="checkbox"/> From Silencing to Empowerment—The Need for Student Coalitions	
Saturday, May 30—2:00–4:00 p.m.	52
<input type="checkbox"/> Can We Be a Rainbow?	
Sunday, May 31—9:00 a.m.–noon	59
<input type="checkbox"/> Students Organizing for Action: Preparation for the New Millennium	
Sunday, May 31 2:00–5:00 p.m.	71
<input type="checkbox"/> Who's in the Mirror? Finding an Identity for African Americans at Predominantly White Institutions	
Monday, June 1—11:00 a.m.–noon.	77

ADVANCED INSTITUTE FOR EXPERIENCED PROFESSIONALS

<input type="checkbox"/> The Challenges of Being a Person of Color in University Administration	
Friday, May 29—9:00 a.m.–noon.	26
<input type="checkbox"/> Advanced Organizational Change: How Do You Bring About Change When You Don't Have Leadership From the Top	
Saturday, May 30—2:00–4:00 p.m.	52
Repeated on Monday, June 1—2:00–4:00 p.m.	87
<input type="checkbox"/> Been There, Done That...Keeping a Fresh Outlook After 10 Years of Service	
Sunday, May 31—2:00–5:00 p.m.	71

FACULTY INSTITUTE FOR CULTURALLY RESPONSIVE TEACHING

<input type="checkbox"/> Culture, Motivation, and Culturally Responsive Teaching	
Thursday, May 28 8:30 a.m.–noon and 2:00–5:00 p.m.	5
<input type="checkbox"/> Designing an Institutionwide Approach to Implementing Culturally Responsive Teaching	
Friday, May 29—8:30 a.m.–noon and 2:00–5:00 p.m.	22

FACULTY INSTITUTE ON CURRICULUM TRANSFORMATION

<input type="checkbox"/> The Content of Our Courses: What Changes When We Pay Attention to Diversity	
Sunday, May 31—9:00 a.m.–noon	60
<input type="checkbox"/> How to Transform Our Own Courses	
Sunday, May 31—2:00–5:00 p.m.	72
<input type="checkbox"/> Bringing It Back Home	
Monday, June 1 2:00–4:00 p.m.	87

INSTITUTE ON SOCIAL JUSTICE EDUCATION

<input type="checkbox"/> Conceptual Frameworks for Oppression and Social Justice Pedagogy	
Thursday, May 28—9:00 a.m.–noon	7
<input type="checkbox"/> Issues for Teachers and Students	
Thursday, May 28 1:00–4:00 p.m.	13
<input type="checkbox"/> Reducing Students' Resistance to Diversity and Social Justice Education	
Friday, May 29—9:00 a.m. noon.	26
<input type="checkbox"/> From Apathy to Alliance: Motivating People from Dominant Groups to Support Social Justice Efforts	
Friday, May 29—2:00 a.m.–5:30 p.m.	36

INSTITUTE FOR MINORITY AFFAIRS PROFESSIONALS

- **Engaging Faculty in Retention and Programmatic Efforts**
Friday, May 29—9:00 a.m.–noon 27
- **Institutionalizing Campus Diversity Education Programs**
Saturday, May 30—2:00–4:00 p.m. 53
- **Assessment and Evaluation of Campus Diversity Initiatives**
Monday, June 1—2:00–4:00 p.m. 88

INSTITUTE ON WHITE PRIVILEGE AND RESPONSIBILITY

- **Moving to a Deeper Understanding of White Privilege**
Thursday, May 28—9:00 a.m.–noon and 2:00–6:00 p.m. 9
Repeated on Friday, May 29 9:00 a.m. noon and 2:00–6:00 p.m. 25
- **Taking Responsibility for White Leadership**
Sunday, May 31—9:00 a.m.–noon 60
- **The Work of Creating Authentic Relationships Across Racial Lines**
Sunday, May 31—2:00–5:00 p.m. 72

THE NEW INSTITUTE ON DIVERSITY PLANNING AND ASSESSMENT

- **Part I — An Introduction to the Diversity Workbook and Plan**
Thursday, May 28—9:00 a.m.–noon 7
- **Part II — Merging Diversity with Teaching, Learning, Curriculum, and Student Retention**
Thursday, May 28—2:00–5:00 p.m. 18

INSTITUTE ON MULTICULTURAL TECHNOLOGY IN TEACHING

- **Basics of Multimedia Elements**
Saturday, May 30—2:00–4:00 p.m. 53
- **Using Graphics and Multimedia Images in the Multicultural Classroom and on the Web**
Sunday, May 31—9:00 a.m. noon 61
- **Using Animation to Create Multicultural Curriculum**
Sunday, May 31—2:00–5:00 p.m. 73
- **Designing Multicultural Technology Support and Training Programs for Faculty**
Monday, June 1—2:00–4:00 p.m. 88

INSTITUTE FOR DIVERSITY TRAINERS

- **Diversity Training and Adult Learning: Evaluating the Approaches and Ethics of Challenging Other's Paradigms**
Thursday, May 28—9:00 a.m.–noon 8
- **The Art of Changing Paradigms: Basic Curriculum Design**
Thursday, May 28—2:00–6:00 p.m. 21
- **The Continual Challenge of Teaching and Learning: Recognizing and Dealing with Your Own Paradigms**
Friday, May 29 9:00 a.m.–noon 28
- **The Art of Changing Paradigms: Beyond Basic Curriculum Design**
Friday, May 29—2:00–6:00 p.m. 37
- **Paradigm Infusion: How to Craft a Consistent Message in Faculty and Staff Training Curriculum**
Saturday, May 30—2:00–4:00 p.m. 53

11th 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 27, 1998

2:00-6:00 p.m.

Tour cost is \$15 per person. Make payment at conference registration desk.

Tour will be repeated on Sunday, May 31—11:00 a.m.-3:00 p.m.

For departure information, check with the conference headquarters office in the Denver Marriott

DENVER URBAN COMMUNITIES TOUR

This four-hour bus tour—limited to 45 persons—presents a vivid and educational story of Denver's diverse and rich cultural past, present, and future through the mosaic of residential, commercial, and industrial districts and "socio-cultural" spaces. Participants will experience stops at historic landmarks, community centers/parks, and commercial developments; visits to selected ethnic, commercial, and residential neighborhoods; briefings by and discussions with city officials, neighborhood residents, and community leaders; and will receive an annotated tour map/notebook and resource information. In all, a fun, lively, informative, and entertaining look at the local scene. A refreshment stop is planned.

Dr. Robert Wright, who is a resident of Denver for over twenty-five years and a faculty member in the Urban Studies program at Metropolitan State College since 1973, where he teaches courses and conducts research on the political geography of Denver and urban development in the region. He has served on boards of several community organizations and the Denver Planning Board.

Dr. Cedric D. Page, who is a consultant on ethnic diversity, strategic planning, and teambuilding, was a resident of Denver for over fourteen years. As a former faculty member and director of the Urban Studies Program at the University of Colorado-Denver, Dr. Page has extensive knowledge of ethnic communities and urban development in Denver. He has served on the boards of several community-based organizations and the Denver Urban Renewal Authority.

4:00-10:00 p.m.

DENVER MARRIOTT
Foyer Area
Denver & Colorado Ballrooms
Lower Level 2

REGISTRATION AND ON-SITE CHECK IN

(Registration will remain open daily from 8:00 a.m.-5:00 p.m. through Monday, June 1st)

THURSDAY, MAY 28, 1998

Part I

8:30 a.m.-noon

DENVER MARRIOTT
Colorado Ballroom A & B
Lower Level 2

For an overview of sessions comprising the Faculty Institute for Culturally Responsive Teaching, see page 2

Part II continues

2:00-5:00 p.m.

9:00 a.m.-noon

HYATT REGENCY
Moulin Rouge
Lobby Level

Session will be repeated on
Friday, May 29—9:00 a.m.-noon

9:00 a.m.-noon

DENVER MARRIOTT
Denver Ballroom I
Lower Level 2

Session will be repeated on
Friday, May 29—9:00 a.m.-noon

FACULTY INSTITUTE FOR CULTURALLY RESPONSIVE TEACHING

A two-day institute designed for institutional teams of 2-5 faculty and staff who seek to mobilize institutional commitment to improve the quality of teaching and learning for all students. Day 1 treats principles and practices of highly motivating instruction and Day 2 stresses research initiatives and implementation plans designed to mobilize campuswide commitment to culturally responsive teaching. A Certificate of Participation will be available with documented attendance at both daylong institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

Culture, Motivation, and Culturally Responsive Teaching

This daylong session treats principles and practices of highly motivating instruction. Teams will examine the relationship between culture and motivation and will learn to apply principles of culturally responsive teaching, a comprehensive pedagogical approach that allows instructors to consistently create the conditions in which students feel respected, positive toward learning, actively engaged, and able to identify success in meaningful ways.

Dr. Margery B. Ginsberg, Educator and Researcher—Boulder, Colorado

Dr. Raymond J. Wlodkowski, Research Professor, School for Professional Studies,
Regis University—Denver, Colorado

MAJOR WORKSHOP 1

College Student Culture on the Brink of a New Millennium: Campus Community and Academic Integration in an Age of Economic Insecurity

Data and findings from a multi-institutional study of undergraduate student culture will be used to explore five 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; (4) student social engagement and behavior; and (5) attitudes and behaviors that define collective identities on campus. Special emphasis will be placed on how student culture affects commitment to learning and campus community and students' development as members of the campus culture and polity.

Dr. Richard Flacks, Professor, Department of Sociology, University of California—Santa Barbara, California

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

MAJOR WORKSHOP 2

The Relationship Between Selected Environmental Characteristics and the Academic Achievement of Inner City and Minority Students

This session reviews study findings on the relationship between various environmental characteristics and the academic achievement of selected elementary school students in two Midwestern public school districts, suggesting that variables such as race and single-parent status have been linked to many problems that are caused by a wider set of societal and environmental forces. The session will stress strategies for effectively working with minority and disadvantaged children from poverty backgrounds and should particularly benefit policy makers, central and building-level administrators, classroom teachers, help professionals who serve an urban clientele, and higher education faculty who impact these professions.

Dr. Franklin Titus Thompson III, Assistant Professor, College of Teacher Education, University of Nebraska—Omaha, Nebraska

Part I
9:00 a.m.-noon
HYATT REGENCY
Far East Room
Second Floor

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

Session will be repeated on
Friday, May 29—
9:00 a.m.-noon
and 2:00-5:00 p.m.

For a related session, see
Major Workshop 42 on page 51

9:00 a.m.-noon
HYATT REGENCY
Pavilion
Third Floor

Session will be repeated on
Thursday, May 28—2:00-5:00
p.m. and on Sunday, May 31—
9:00 a.m.-noon and
2:00-5:00 p.m.

Part I
9:00 a.m.-noon
DENVER MARRIOTT
Denver Ballroom II
Lower Level 2

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

Session will be repeated on
Sunday, May 31—
10:00 a.m.-noon and
1:00-5:00 p.m.

MAJOR WORKSHOP 3

Theater of the Oppressed and Anti-Racism Work

This highly interactive daylong session—rooted in the work of Brazilian theater artist and activist Augusto Boal and limited to 50 persons admitted on a first-come, first-served basis—introduces the language of the Theater of the Oppressed to catalyze critical consciousness, facilitate community dialogue, and enable personal transformation in addressing racism and other systemic oppressions. Participants will learn how to use two parts of the Theater of the Oppressed: The language of Image Theater, that uses visual and kinesthetic communication; and Cops in the Head processes, that work to transform internalized oppressors. The goal of Theater of the Oppressed is not only to investigate individual stories, but to link them to structural and institutional forces that perpetuate racism and to illuminate creative interventions to disarm racism along its systemic, interpersonal, and intrapersonal dimensions.

Dr. Mukti Khanna, Associate Professor, Department of Psychology, Fort Lewis College—Durango, Colorado

Dr. Cecilia Orellana-Rojas, Assistant Professor of Sociology and Human Services, Fort Lewis College—Durango, Colorado

MAJOR WORKSHOP 4

DiversiTEAM Building on Campus

Back by popular demand, this session—limited to 60 persons admitted on a first-come, first-served basis—is intended for those who are challenged to create innovative approaches to campus diversity training and community building. Music, dance, games, toys, crafts, and humor will be imaginatively intertwined with creative, fundamental 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.

Mr. Doug Curton, Lead Consultant, CreativiTEAM—Fort Lauderdale, Florida

MAJOR WORKSHOP 5

Understanding the Dynamics of Class, Race, and Culture in Resolving Campus Conflicts

This highly interactive daylong session—limited to 60 persons admitted on a first-come, first-served basis—addresses dynamics and nuances of culture, class, and race on campus. Participants will be involved in problem-solving scenarios that are relevant to most academic environments. Strategies for managing conflicts that do not compromise race, gender, or cultural values will be provided and applications from recent research will be suggested. Presenters will share numerous resources, helpful handouts, and interactive exercises designed to assist and energize session participants.

Dr. Eddie Gaffney, Vice Provost for Student Affairs, Morehouse College—Atlanta, Georgia

Dr. LaVeta T. Small, Vice President of Student Affairs, Morris Brown College—Atlanta, Georgia

9:00 a.m.-noon

DENVER MARRIOTT
Colorado Ballroom G & H
Lower Level 2

For an overview of sessions comprising the Institute on Social Justice Education, see page 2

INSTITUTE ON SOCIAL JUSTICE EDUCATION

A four-part institute designed for faculty and staff who teach in higher education and secondary settings, as well as for those who engage in staff, student, and/or faculty development focusing on diversity and social justice issues. A Certificate of Participation will be available with documented attendance at all four institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

Conceptual Frameworks for Oppression and Social Justice Pedagogy

This session introduces a model of oppression that identifies key elements of oppression and interlocking parts that hold the system in place at individual, cultural, and institutional levels. A pedagogical framework for social justice education will be described, and principles of practice that derive from this framework will be illustrated. Participants will be assisted in analyzing their own teaching practice and in identifying helpful skills they might incorporate into future training or teaching. Specific issues to be explored include how to balance emotional and cognitive aspects of learning about highly charged content; how cognitive development affects learning about oppression issues; how to acknowledge and support individual students while also challenging them to engage in systemic analysis of oppression; and how to build a classroom climate where students can take risks and can engage in self-reflection and dialogue that challenges assumptions about oppressive relationships in society.

Dr. Maurianne Adams, Lecturer, Social Justice Education Program, University of Massachusetts—Amherst, Massachusetts

Dr. Beverly Daniel Tatum, Professor, Department of Psychology and Education, Mount Holyoke College—South Hadley, Massachusetts

9:00 a.m.-noon

DENVER MARRIOTT
Colorado Ballroom C & D
Lower Level 2

For an overview of sessions comprising The New Institute on Diversity Planning and Assessment, see page 3

THE NEW INSTITUTE ON DIVERSITY PLANNING AND ASSESSMENT

A new, two-part institute emphasizing active participation that will allow participants to develop initial diversity plans and to prioritize content areas and topics that will become substantive parts of their plans. Participants will begin Part I with a blank workbook, or guide, and will finish Part II with a document that is tailored to the character of their individual institutions. A Certificate of Participation will be available with documented attendance at both institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

Part I—An Introduction to the Diversity Workbook and Plan

Participants will be guided through a series of questions and exercises designed to allow them to establish a systematic way of conceptualizing, defining, and exploring both current and future diversity issues that are most significant on their campuses. The focus will be on the development of a statement of purpose, a conceptual introduction, general goals and objectives, and a sound method of assessment. Participants will continue to develop the skeleton of their institutional workbook/plan as the institute progresses.

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

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

9:00 a.m.-noon

DENVER MARRIOTT
Colorado Ballroom I & J
Lower Level 2

For an overview of sessions comprising the Institute for Diversity Trainers, see page 3

INSTITUTE FOR DIVERSITY TRAINERS

A five-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. To earn a Certificate of Participation, documented attendance at four sessions is required—the first, second, third, and fifth sessions or the first, third, fourth, and fifth. Admission priority will be given to those who are pursuing a Certificate of Participation.

Diversity Training and Adult Learning: Evaluating the Approaches and Ethics of Challenging Other's Paradigms

This session examines principles of adult learning and how these come into play when designing and presenting diversity training. The following issues will be addressed: (1) how to better understand and appreciate audience reactions to diversity training methods and materials, (2) how to respond to audience resistance in ways that enhance rather than inhibit learning, (3) how to recognize when one has done all one can do at a particular time with a particular person or group, and (4) what questions should be raised in evaluating prepackaged diversity training.

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

Part I

9:00 a.m.-noon

HYATT REGENCY
Parisienne
Third Floor

For an overview of sessions comprising the Institute on Student Issues and Concerns, see page 2

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

INSTITUTE ON STUDENT ISSUES AND CONCERNS

An eight-part institute designed to address critical student issues and concerns. A Certificate of Participation will be available with documented attendance at any five institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

From Mediocrity to Excellence: Factors that Contribute to Academic Success Among AHANA Students Attending Predominantly White Institutions

While high attrition rates among Black, Latino, and Native American students in higher education constitute one of the premier issues in higher education, lesser attention has been paid to the large numbers of AHANA students who are barely graduating from college, with cumulative averages often between 2.0 and 2.5. This daylong session will hold up as exemplars AHANA students with cumulative averages of 3.0 or better who have been able to balance co-curricular activities and academics and will identify a wide range of factors that contribute to the academic success of AHANA students. It is designed for students, those who work with them, and those who interested in identifying ways to improve the retention and academic performance of AHANA students.

Dr. Donald Brown, Director, Office of AHANA Student Programs, Boston College—Chestnut Hill, Massachusetts

Mr. Larri Mazon, Director, Office of Multicultural Relations, Fairfield University—Fairfield, Connecticut

Ms. Mable Millner, Director, Office of Multicultural Affairs, Dr. Martin Luther King Jr. Center, Boston University—Boston, Massachusetts

Ms. Penri Sweetenbug-Lee, Coordinator for Marketing and Development, Career Center, California State Polytechnic University—Pomona, California

Part I
9:00 a.m.-noon
DENVER MARRIOTT
Denver Ballroom III
Lower Level 2

For an overview of sessions comprising the Institute on White Privilege and Responsibility, see page 3

Part II continues 2:00-6:00 p.m.

Session will be repeated on Friday, May 29—9:00 a.m.-noon and 2:00-6:00 p.m.

9:00 a.m.-noon

Part I
9:00 a.m.-noon
DENVER MARRIOTT
Matchless
Lower Level 1

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

9:00 a.m.-noon
DENVER MARRIOTT
Silverheels
Third Floor

INSTITUTE ON WHITE PRIVILEGE AND RESPONSIBILITY

A three-part institute that examines issues of white privilege and explores the challenges of becoming responsible white leaders and building authentic relationships across racial/ethnic lines. A Certificate of Participation will be available with documented attendance at all three institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

Moving to a Deeper Understanding of White Privilege

This daylong session focuses on what white privilege is, how it manifests itself, and why it is so difficult for those of us who are white to see it. Going beyond what was addressed in the '97 NCORE session on white privilege, the session will include interactive exercises that ask participants to identify their own particular barriers to clarity and their own areas of collusion.

Dr. Frances F. Kendall, Consultant in Organizational Change—Albany, California

3-HOUR CONCURRENT SESSIONS

Gender and Culture

◆◆ Interactive Training ◆◆

This interactive, daylong session examines intracultural gender issues, cross-cultural cross-gender issues (i.e., Asian men and Anglo women), and cross-cultural same-gender issues (i.e., African American women and mainstream Anglo women). It is organized around brief video scenarios that illustrate the most frequent gender and culture communication breakdowns. Issues and concerns will be elucidated through group discussion and skills-building strategies, and productive gender and culture mediation techniques will be shared. This session should particularly benefit those who already understand communication style differences and are ready to examine ways in which gender impacts cross-cultural communication.

Dr. Thomas Kochman, President, Kochman Communication Consultants Ltd.—Oak Park, Illinois

Ms. Jean Mavrelis, President, Jean Mavrelis Associates Inc.—Oak Park, Illinois

Ms. Margaret Sprague, Director, EEO/Affirmative Action Office, Pima County Community College District—Tucson, Arizona

Culture Shock: An Interactive Program Designed to Appreciate the Experiences of International Students

◆◆ Interactive Training ◆◆

This session highlights a program titled Culture Shock that uses experiential activities, role playing, video, and group discussions to help campus leaders explore some of the obstacles facing new students, particularly those from outside the United States. It is designed to help students, faculty, staff, and administrators gain a greater understanding of the international students' experience on American college campuses, the potential difficulties experienced during an international student's intercultural adjustment period, and effective coping skills. This session should particularly benefit those who are directly involved in the intercultural adjustment process for international students and those who are interested in the overall success of international student populations on their campuses.

Ms. Hallie Esbin Rosen, Project Director, State of Colorado A World of Difference Institute—Denver, Colorado

Part I
9:00 a.m.-noon
HYATT REGENCY
State Room
Second Floor

For other sessions in this series,
see pages 19, 28, and 35

Creating New Partnerships: Using the Diversity Web for Teaching, Research, and Strategic Change

◆◆ Case Studies/Model Programs ◆◆

This session is Part I of a four-part series by the Association of American Colleges and Universities and the University of Maryland. It treats the relationships between these two entities and the 250 higher education institutions that participate in the Ford Foundation's Campus Diversity Initiative. Partners who have worked on the Diversity Web will indicate how participating in the Web site has affected their diversity practice. This session should benefit both diversity practitioners who are toying the edge of the "information superhighway" and those who have hit the ground running. It does not require extensive knowledge of the Internet or the World Wide Web.

Ms. Laura Blasi, Coordinator, Diversity Web, Association of American Colleges and Universities—Washington, D.C.

Dr. Gladys Brown, Director, Office of Human Relations Programs, University of Maryland—College Park, Maryland

Mr. David Henry, Manager, Software Integration and Development, Academic Information Technology Services, University of Maryland—College Park, Maryland

Ms. Lida L. Larsen, Coordinator, Online Information Resources and Web Services, Academic Information Technology Services, University of Maryland—College Park, Maryland

Dr. Jack Meacham, Professor of Psychology, State University of New York—Buffalo, New York

Mr. Vernon L. Warnick, Diversity Web Editor/Graphic Designer, Office of Human Relations, University of Maryland—College Park, Maryland

9:00 a.m.-noon
HYATT REGENCY
Royal
Third Floor

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

◆◆ Interactive Training ◆◆

This session is designed to provide learning tools for teaching and exploring race and ethnicity. The need to facilitate the learning process through classroom exercises will be highlighted through participation in a simulation game called BAFA BAFA, a discussion of other simulation games on the market such as STAR POWER and GROCERY STORE, and a simulation game called DOM PAS, developed by one of the presenters. Other types of classroom and homework assignments that accentuate the dynamics of race and ethnicity will also be shared. This session should particularly benefit those who seek to revitalize their course offerings and/or community-based presentations with experiential learning related to race and ethnicity.

Dr. Shawn R. Donaldson, Associate Professor of Sociology, Richard Stockton College of New Jersey—Pomona, New Jersey

Dr. Marlese Durr, Assistant Professor of Sociology, Department of Sociology and Anthropology, Wright State University—Dayton, Ohio

10:00 a.m.-noon
HYATT REGENCY
Florentine
Third Floor

MAJOR WORKSHOP 6

Operationalizing Diversity Initiatives for Free

This session explores 25 ways to operationalize diversity initiatives for nominal or no cost. If diversity initiatives can be operationalized into already existing programs without having to spend or reallocate shrinking resources, institutions may be more inclined to embrace diversity as the key component in building campus community.

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

10:00 a.m.-noon
DENVER MARRIOTT
Denver Ballroom IV
Lower Level 2

Session will be repeated on
Friday, May 29—2:00-4:00 p.m.

MAJOR WORKSHOP 7

What You Can Do to Help Your College Board of Trustees and President Do What They Should Do Relative to Campus Diversity

This session explores useful approaches and specific strategies for helping boards of trustees and campus presidents become positively engaged in campus diversity efforts. Participants will be guided through case study discussion and the development of campus action plans tailored to their home institutions. Topics to be addressed include why board members and presidents often do not support diversity; data gathering and needs assessment; and motivational, organizational, and monitoring strategies.

Dr. Henry J. Pruitt, Member, Board of Trustees, and Chair, Minority Affairs Committee, William Paterson College of New Jersey—Wayne, New Jersey

10:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom F
Lower Level 2

Session will be repeated on
Friday, May 29—10:00 a.m.-
noon

MAJOR WORKSHOP 8

Social/Cultural Factors Affecting Retention of Latinos

Based on focus groups conducted with Latino students in public and private institutions, this session examines social/cultural factors that affect Latino higher education retention and discusses strategies for helping Latino students persist. Areas to be addressed include the assimilation process, dealing with family issues, professionals as mentors, and institutional change.

Dr. Henry F. Villanueva, Executive Director, Student Academic Services, California State University—Hayward, California

10:00 a.m.-noon

2-HOUR CONCURRENT SESSIONS

10:00 a.m.-noon
DENVER MARRIOTT
Mattie Silks
Lower Level 1

The Mandala Movement

◆◆ Case Studies/Model Programs ◆◆

This session focuses on the Mandala Movement, an innovative program developed to meet the following objectives: to promote multicultural awareness, sensitivity, education, and equity; to enhance working, academic, and living conditions; to promote the vision of academic excellence for the new millennium; and to deliver a service capable of maintaining itself in the future. This session should particularly benefit those who believe that many cultural diversity programs have become stale and outdated and are interested in forward-looking, interactive models for creating positive outcomes in multicultural relations in academic and community environments.

Ms. Vonda S. Doss, Coordinator, Youth Connection Program, Abraham Baldwin Agricultural College—Tifton, Georgia

Mr. Wasdon Graydon Jr., Director, TRIO and Minority Advising Programs, Abraham Baldwin Agricultural College—Tifton, Georgia

Dr. Harold Lloyd, President, Abraham Baldwin Agricultural College—Tifton, Georgia

Dr. William C. Parker, President, Parker & Parker Associates—Lexington, Kentucky

Dr. Tim Wise, Vice President and Dean of Student Affairs, Abraham Baldwin Agricultural College—Tifton, Georgia

10:00 a.m.-noon
DENVER MARRIOTT
Gold Coin
Lower Level 1

Measuring Interracial Awareness and Attitudes: A Model for Improving Race Relations in the Academy

◆◆ Interactive Training ◆◆

This interactive session is designed to enhance mutual awareness, understanding, and appreciation among human beings who are racially, sexually, and religiously different from one other. The session draws upon the Daniels Test of Interracial Apperception and Ideology (DTIAI), which is a self-scoring, culture-fair prototype instrument that generates recognition of the relationship between awareness and attitudes among racially and ethnically different individuals. Data generated from the DTIAI will serve as a springboard for discussing historical and contemporary issues in the academy. This session should particularly benefit those who are in student and/or professional staff positions in student affairs, university relations, and academic affairs, especially personnel in residence hall systems, recruitment and retention departments, and multicultural programs that seek to improve racial climates in campus communities.

Dr. O. C. Bobby Daniels, Professor of Educational Administration, Lincoln University—Jefferson City, Missouri

10:00 a.m.-noon
DENVER MARRIOTT
Denver Ballroom V
Lower Level 2

Why Do We Need This Class? Perceptions of Higher Education Students About the Need for and Effectiveness of Courses in Multicultural Education

◆◆ Curricular/Pedagogical Models ◆◆

This session reviews research findings from an ongoing survey of students in an introductory multicultural course in the Teacher Education and Licensure Program at the Metropolitan State College of Denver. Presenters share interactive strategies implemented in their classes and will explore implications for other academic areas and/or other higher education institutions. This session should particularly benefit educators in K-12 and higher education, including those involved in administration and staff development.

Dr. Marta I. Cruz-Janzen, Assistant Professor, Department of Secondary Education, Metropolitan State College of Denver—Denver, Colorado

Dr. Elizabeth F. Friot, Professor and Chair, Department of Secondary Education, Metropolitan State College of Denver—Denver, Colorado

Dr. Marilyn Taylor, Associate Professor, Department of Secondary Education, Metropolitan State College of Denver—Denver, Colorado

Ms. Mary Lou Van Voorhis, Visiting Assistant Professor, Department of Secondary Education, Metropolitan State College of Denver—Denver, Colorado

10:00 a.m.-7:00 p.m.

EXHIBITOR SHOWCASE AND RESOURCE CENTER

(The Exhibitor Showcase is located in the ballroom foyer areas of the two conference co-headquarters hotels. It is open daily from 10:00 a.m.-7:00 p.m. through Monday, June 1st)

11:00 a.m.-noon

1-HOUR CONCURRENT SESSIONS

11:00 a.m.-noon
DENVER MARRIOTT
Denver Ballroom VI
Lower Level 2

Understanding and Responding to Bigotry and Intergroup Strife on Campus: Developing a Guide for University Administrators

◆◆ Policy Issues ◆◆

This session provides a preliminary look at a forthcoming guide for college and university administrators, designed to help them understand and respond effectively to instances of bigotry and intergroup strife on campus. It provides a theoretical framework for the analysis of bigotry and intergroup conflict and an understanding of the conditions under which these emerge. Case studies illustrating more- and less-effective administrative responses and initiatives will be employed. This session should

particularly benefit those who are committed to combating bigotry on campus and those who are interested in ways university administrators can help make the campus community a better place for all members.

Dr. Jeffrey A. Ross, Director, Department of Campus Affairs/Higher Education, Anti-Defamation League—New York, New York

1:00-1:45 p.m.
HYATT REGENCY
Imperial Ballroom
Second Floor

A new conference format that features a different topic each day during the 2-hour lunch break

For other In Context sessions, see pages 31, 48, 66, and 84

IN CONTEXT

Conference Orientation for First-Time Attendees

First-time conference attendees and interested others will have an opportunity to meet other newcomers and will be provided with an overview of the first decade of NCORE, with special emphasis on the different types of sessions and helpful suggestions for getting the most out of the NCORE experience.

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

1:00-4:00 p.m.
DENVER MARRIOTT
Colorado Ballroom G & H
Lower Level 2

For an overview of sessions comprising the Institute on Social Justice Education, see page 2

INSTITUTE ON SOCIAL JUSTICE EDUCATION

A four-part institute designed for faculty and staff who teach in higher education and secondary settings, as well as for those who engage in staff, student, and/or faculty development focusing on diversity and social justice issues. A Certificate of Participation will be available with documented attendance at all four institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

Issues for Teachers and Students

This session focuses on what we as teachers need to know about ourselves and about our students in order to skillfully plan and facilitate social justice classes. Participants will learn strategies to assess students' prior experience with social justice issues and to match instruction to a variety of learning styles in order to effectively engage students on both affective and cognitive levels. Participants will explore ways to address issues of authority, control, and competence; deal with emotional intensity; and identify the risks of engaging in social justice education and will be assisted in developing a plan for building personal and institutional support strategies.

Dr. Maurianne Adams, Lecturer, Social Justice Education Program, University of Massachusetts—Amherst, Massachusetts

Dr. Lee Anne Bell, Associate Professor, Educational Studies, State University of New York—New Paltz, New York

Dr. Beverly Daniel Tatum, Professor, Department of Psychology and Education, Mount Holyoke College—South Hadley, Massachusetts

Dr. Sharon J. Washington, Associate Professor, Education Department, Springfield College—Springfield, Massachusetts

2:00-4:00 p.m.
DENVER MARRIOTT
Denver Ballroom IV
Lower Level 2

MAJOR WORKSHOP 9

Everything You Wanted to Know About White Folks and Folks of Color But Were Afraid to Ask

This session is designed to assist participants in exploring the meaning of being effective allies, using an exercise and model for exploratory dialogue that addresses tough and confrontative questions in a safe environment. Participants will examine obstacles and barriers to open and honest dialogue and will explore tools for creating effective partnerships that promote truly multicultural and plurastic college communities.

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

2:00-4:00 p.m.

2-HOUR CONCURRENT SESSIONS

2:00-4:00 p.m.
HYATT REGENCY
Moulin Rouge
Lobby Level

An Alternative Perspective on Working with Black Students at Predominantly White Colleges and Universities

◆◆ Theoretical Models ◆◆

Drawing on more than three decades of student development research and writings, this session explores factors that lead many Black students to perceive their college experience in terms of combat. Presenters will review relevant theory and research, discuss findings and implications of a research project that used ethnographic interviews to explore the experiences of Black undergraduate males at a predominantly white university, and will apply the combat construct in considering the case of one student who is making his way through a predominantly white university. This session should particularly benefit those who are interested in theory, as well as in understanding and meeting the unique needs of Black students at predominantly white colleges and universities.

Dr. Phillip D. Johnson, Psychologist, New York University Counseling Services, Office for African American, Latino, and Asian American Student Services, New York University — New York, New York

Mr. Roger Richardson, Director, Office for African American, Latino, and Asian American Student Services, New York University—New York, New York

2:00-4:00 p.m.
DENVER MARRIOTT
Colorado Ballroom F
Lower Level 2

That's Not How I See It! Bridging Culturally Different Learning Styles

◆◆ Interactive Training ◆◆

This interactive session uses exercises adaptable for racially/ethnically diverse classrooms, international students, or seemingly homogeneous groups who may see things from unexpectedly different viewpoints to explore and find common ground for dialogue. Methods range from using television video clips that demonstrate television's pervasive influence on how we view the world and how we often acquire our ideas about racial and ethnic identities, to utilizing the Myers-Briggs Type Indicator as a catalyst for conflict resolution and for identifying and celebrating differences. A variety of scenarios involving racial, ethnic, and cultural conflicts will be offered for small-group discussion and resolution. This session should particularly benefit those who seek interactive solutions for infusing diversity into the curriculum, those who seek an easily adaptable approach with practical applications that enhance group dynamics, and experienced lifelong learners.

Ms. Joan Basel Beaudoin, Professor of Television, Diversity Studies, Columbia College Chicago—Chicago, Illinois

2:00-4:00 p.m.
HYATT REGENCY
Vista
Third Floor

Beyond Diversity: Empowering Community Education on Campus

◆◆ Case Studies/Model Programs ◆◆

This session focuses on whether campuses will create environments in which diversity is authentically transmitted as an important value, essential to the concept of community and instilled in students, faculty, and staff. A cross-functional model will be proposed, incorporating major educational programming opportunities as community-building events. The model is postulated as one empowered by the central administration and other significant campus stakeholders to help actualize the ideal of the "beloved community." This session should particularly benefit those who are on campuses where debate and attack on issues regarding racial/social/cultural diversity are operative and those who are interested in collaborative models for community education.

Dr. Sabrina C. Chapman, Director, Center for Women Students, The Pennsylvania State University—University Park, Pennsylvania

Mr. Kenneth I. Clarke Sr., Director, Center for Ethics and Religious Affairs, The Pennsylvania State University—University Park, Pennsylvania

Dr. Thomas G. Poole, Assistant Vice Provost for Educational Equity, The Pennsylvania State University—University Park, Pennsylvania

Mr. Lawrence W. Young, Director, Paul Robeson Cultural Center, The Pennsylvania State University—University Park, Pennsylvania

2:00-4:30 p.m.
DENVER MARRIOTT
Nat Hill
Third Floor

MAJOR WORKSHOP 10

Asian/Pacific American Issues 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-Del Iart, Professor of History and Director, Center for Studies of Ethnicity and Race in America, University of Colorado—Boulder, Colorado

Part II
2:00-5:00 p.m.
HYATT REGENCY
Far East Room
Second Floor

MAJOR WORKSHOP 3

Theater of the Oppressed and Anti-Racism Work

(For workshop description, see page 6)

Session will be repeated on
Friday, May 29—9:00 a.m.-noon
and 2:00-5:00 p.m.

2:00-5:00 p.m.
HYATT REGENCY
Pavilion
Third Floor

MAJOR WORKSHOP 4

DiversiTEAM Building on Campus

(For workshop description, see page 6)

Session will be repeated
Sunday, May 31—9:00 a.m.-
noon, and 2:00-5:00 p.m.

Part II
2:00-5:00 p.m.
DENVER MARRIOTT
Denver Ballroom II
Lower Level 2

Session will be repeated on
Sunday, May 31—10:00 a.m.-
noon and 1:00-5:00 p.m.

2:00-5:00 p.m.
DENVER MARRIOTT
Denver Ballroom V
Lower Level 2

Session will be repeated on
Friday, May 29—2:00-5:00 p.m.

2:00-5:00 p.m.
DENVER MARRIOTT
Mattie Silks
Lower Level 1

Session will be repeated on
Friday, May 29—2:00-5:00 p.m.

2:00-5:00 p.m.
DENVER MARRIOTT
Denver Ballroom I
Lower Level 2

Session will be repeated on
Friday, May 29—2:00-5:00 p.m.

MAJOR WORKSHOP 5

Understanding the Dynamics of Class, Race, and Culture in Resolving Campus Conflicts

(For workshop description, see page 6)

MAJOR WORKSHOP 11

Locker Room Blues: Helping Student-Athletes Graduate

This session addresses key issues that impact student-athletes and is designed for executive administrators, student services administrators, academic advisors, student-athlete support professionals, and others who deal with student-athletes on a regular basis. Presenters will (1) discuss NCAA legislation regarding "institutional control," continuing eligibility, degree completion rules, summer school as an option, and pursuing a major; (2) address access and retention efforts, including examples of life skills programming; and (3) highlight successful approaches that have been implemented at various institutions, including mentoring programs, academic advising, learning disability screening, and content tutoring for basic academic skills.

Dr. Ron G. Brown, Assistant to the Provost for Academic Affairs and Director, Academic Support Services for Student-Athletes, University of Pittsburgh—Pittsburgh, Pennsylvania
Ms. Leah P. Hollis, Director, Student-Athlete Support Services, Northeastern University—Boston, Massachusetts

MAJOR WORKSHOP 12

Crossing the Line: Challenging Assumptions of Dominance

This interactive session focuses on the conscious and subconscious assumptions that interfere with intercultural communication and organizing. Presenters—organizers with nearly four decades of combined activist experience—will discuss and demonstrate various exercises that have been effective both in organizing ongoing intercultural projects connecting primarily Anglo university students and environmentalists with rural Chicanos in southern Colorado and traditional Dine (Navajo) in northeastern Arizona and in breaking down the perception of Asians and Pacific Islanders as "newcomers" to this hemisphere. Topics to be covered include developing a sense of historical identity; learning to gauge one's practical capabilities; developing personal relationships and accountability in an intercultural context; and understanding the longterm commitment needed to bridge cultural/historical differences and conflicts.

Ms. Marge Taniwaki, Making Waves: Asians-In-Action—Denver, Colorado
Mr. Leo Griep-Ruiz, National Xicano Human Rights Council—Denver, Colorado

MAJOR WORKSHOP 13

Developing Strategies Aimed at Stemming the Tide of Academic and Social Disadvantage for At-Risk Minority Youth

This session provides a comprehensive review of literature relating to various socioeconomic factors that affect the academic and social development of minority and disadvantaged youth, paying special attention to the impacts of race, poverty and income, home environment, single-parent status, housing, and parent education. Theoretical applications will be stressed; connections between theory, literature, and

practices will be examined; and strategies for working with at-risk students of color will be explored. The session should particularly benefit parents, educators, policy makers, social workers, counselors, and other help professionals.

Dr. Franklin Titus Thompson III, Assistant Professor, College of Teacher Education, University of Nebraska—Omaha, Nebraska

2:00-5:00 p.m.
HYATT REGENCY
Royal
Third Floor

MAJOR WORKSHOP 14

Developing and Implementing an Economic Agenda for Minority Communities for the Next Millennium

Based on the Denver minority business communities' creative efforts to gain equitable participation in over \$30 billion of local development projected over the next few decades, this session provides an intimate look at the economic development process for inner-city and urban communities. Through role playing, attendees will go behind the scenes of a major local economic development project to both observe and actively participate in dialogue between minority business persons and local development officials. The process will bring into focus the inherently exclusionary nature of most complex development projects while juxtaposing community concerns and strategies to gain access for employment and business opportunities.

Ms. Sara Fuentes, Vice President and Staff Consultant, Denver Business Development Group—Denver, Colorado

Mr. Walter Jones, Esquire, Director of Corporate Diversity, Hensel Phelps Construction Company—Denver, Colorado

Dr. Ronald M. Knights, Professor of Management and Executive Director, African American Leadership Institute, The Metropolitan State College of Denver—Denver, Colorado

Ms. Kit Williams, Director, Colorado Minority Business Office, Governor's Office of Business Development—Denver, Colorado

Part II
2:00-5:00 p.m.
DENVER MARRIOTT
Colorado Ballroom A & B
Lower Level 2

FACULTY INSTITUTE FOR CULTURALLY RESPONSIVE TEACHING

Culture, Motivation, and Culturally Responsive Teaching

(For institute description, see page 5)

Part II
2:00-5:00 p.m.
HYATT REGENCY
Parisienne
Third Floor

INSTITUTE ON STUDENT ISSUES AND CONCERNS

From Mediocrity to Excellence: Factors that Contribute to Academic Success Among AHANA Students Attending Predominantly White Institutions

(For institute description, see page 8)

2:00-5:00 p.m.

DENVER MARRIOTT
Colorado Ballroom C & D
Lower Level 2

For an overview of sessions comprising The New Institute on Diversity Planning and Assessment, see page 3

For Part I, see page 7

THE NEW INSTITUTE ON DIVERSITY PLANNING AND ASSESSMENT

A new, two-part institute emphasizing active participation that will allow participants to develop initial diversity plans and to prioritize content areas and topics that will become substantive parts of their plans. Participants will begin Part I with a blank workbook, or guide, and will finish Part II with a document that is tailored to the character of their individual institutions. A Certificate of Participation will be available with documented attendance at both institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

Part II—Merging Diversity with Teaching, Learning, Curriculum, and Student Retention

This session will allow participants to continue the development of the diversity workbook and plan initiated in Part I. Attendees who did not participate in Part I will not have the initial work plan to utilize in this session. Critical questions and exercises will allow participants to focus on the relationship among diversity, teaching and learning outcomes, and student success and retention. Participants will connect the results of this session to the work plan developed in Part I by developing effective action strategies that can be applied to the goals and objectives developed in the earlier session. Special emphasis will be placed on developing an effective model to measure objectively the impact of diversity efforts in the classroom and to discern the effects of various diversity efforts that purport to produce significant outcomes.

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

2:00-5:00 p.m.

2:00-5:00 p.m.
DENVER MARRIOTT
Denver Ballroom VI
Lower Level 2

3-HOUR CONCURRENT SESSIONS

The Impact of Racism on College Campuses

◆◆ Interactive Training ◆◆

This interactive session is designed to help students, faculty, staff, and administrators acquire a greater understanding of the need for diversity on campus and the impact diversity can have when respect for diversity is authentically taught. Participants will engage in dialogue on racial issues as a first step toward undoing the racial inequities that permeate our institutions and communities. This session should particularly benefit those who are committed to combating racism on campus and those who are interested in social justice for all students.

Ms. Hallie Eshin Rosen, Project Director, State of Colorado A World of Difference Institute—Denver, Colorado

Part II

2:00-5:00 p.m.
DENVER MARRIOTT
Matchless
Lower Level 1

Gender and Culture

(For session description, see page 9)

2:00-5:00 p.m.
HYATT REGENCY
Florentine
Third Floor

For a related workshop,
see page 36

2:00-5:00 p.m.
DENVER MARRIOTT
Colorado Ballroom E
Lower Level 2

Part II
2:00-5:00 p.m.
HYATT REGENCY
State Room
Second Floor

For other sessions in this series,
see pages 10, 28, and 35

2:00-5:00 p.m.
HYATT REGENCY
Grand Ballroom
Second Floor

"The Color of Fear"

◆◆ Interactive Training ◆◆

This interactive session—limited to persons who are willing to make a three-hour commitment—features "The Color of Fear," a 90-minute ground-breaking 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—San Diego, California

"Shattering the Silences"—New Ways to Explore Faculty Diversity

◆◆ Interactive Training ◆◆

This session showcases the documentary, "Shattering the Silences: the Case for Minority Faculty," which examines campus life through the eyes of eight pioneering scholars from African American, Latino, Native American, and Asian American backgrounds and explores the educational benefits gained from a diverse faculty. Participants will take part in discussions based on the film's Facilitator Guide, which fosters personal, departmental, and institutional self-examination at four different levels: (1) individual attitudes, (2) departmental policies and faculty development, (3) department climate and culture, and (4) institutional mission, policies, and structures. This session should particularly benefit those who seek to identify obstacles to faculty diversity and to make their institutions more welcoming to faculty of color.

Mr. Parker Johnson, Author of the "Shattering the Silences Facilitator's Guide" and Senior Research Fellow, Association of American Colleges and Universities, University of California—Los Angeles, California

Creating New Partnerships: Strategic Planning with the Media

◆◆ Policy Issues ◆◆

This session is Part II of a four-part series by the Association of American Colleges and Universities and the University of Maryland. Presenters will share results of studies that explain how reporters currently approach diversity and will indicate specific actions and methods that can reliably produce positive media relationships and outcomes. Strategies to be discussed include utilizing the Diversity Newsroom, an online editorial resource for journalists, and the Ford Foundation's Campus Diversity Initiative Public Information Project. The session should particularly benefit those who work to strengthen campus-community connections, those involved in campus media development and training, and others who seek to learn how to effectively communicate about diversity.

Ms. Lisa Lederer, President, PR Solutions—Washington, D.C.

Ms. Joann Stevens, Vice President for Communications, Association of American Colleges and Universities—Washington, D.C.

Ms. Beth Beubtner Workman, Media Relations Specialist, Office of University Relations, University of Maryland—College Park, Maryland

Double and Triple Jeopardy—When Growing and Becoming Gets Complicated by the Intersection of Race/Ethnicity, Gender, and Sexual Orientation

◆◆ Theoretical Models ◆◆

For gay, lesbian, and bisexual people of color, gender and sexual orientation issues are often expected to take a secondary role to issues of race and ethnicity. At the same time, the needs of people of color are often not addressed in the gay and gender-related movements. This interactive session will allow participants to explore their struggles and should be of interest to all who work in higher education, as we are often the first line of contact for students and staff experiencing these dilemmas.

Mr. William C. Bolden, Director of Housing/Residence Life, Fort Lewis College—Durango, Colorado

2:00-6:00 p.m.

DENVER MARRIOTT

Gold Coin

Lower Level 1

Session will be repeated on
Friday, May 29—2:00-6:00 p.m.

MAJOR WORKSHOP 15

Enhancing the Retention of American Indian Students

This session is designed to inspire nationwide action to enhance higher education access and success by American Indians. It will (1) identify effective strategies for recruitment of American Indian students; (2) present demographic and statistical data on issues related to admission, retention, and graduation of American Indian and Alaska Native students; (3) engage participants in dialogue that focuses on such thematic areas as institutional support, transfer and bridge programs, student-driven initiatives, financial assistance, culturally based models, tracking and monitoring systems, and tribal concerns; (4) highlight model approaches and programs that work; and (5) recommend actions that will help participants move American Indian students successfully through higher education. Presenters will also outline the process of building partnerships between higher education institutions, tribal groups, public schools, students, retention researchers and practitioners, and educational administrators and policy makers.

Dr. Nate St. Pierre, Director, Office of Tribal Services, and Adjunct Faculty, Center for Native American Studies, Montana State University—Bozeman, Montana

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

2:00-6:00 p.m.

DENVER MARRIOTT

Penrose

Third Floor

Session will be repeated on
Sunday, May 31—1:00-5:00 p.m.

MAJOR WORKSHOP 16

Career Path Planning for Minority Higher Education Professionals

This interactive session provides a working framework for planning, organizing, and facilitating entree, transition, and upward mobility of minority professionals in higher education. Key areas of emphasis will include career planning options, position search processes, interviewing, and strategies for improving career growth opportunities. Specific personal marketing initiatives and methods for evaluating job opportunities will be addressed, and each participant will develop a Career Action Plan projecting career development activities and completion timelines.

Dr. Vernon E. Haley, Vice President for Student Services, Metropolitan State College of Denver—Denver, Colorado

Part II

2:00-6:00 p.m.

DENVER MARRIOTT

Denver Ballroom III

Lower Level 2

Session will be repeated on
Friday, May 29—9:00 a.m.-noon
and 2:00-6:00 p.m.

INSTITUTE ON WHITE PRIVILEGE AND RESPONSIBILITY

Moving to a Deeper Understanding of White Privilege

(For institute description, see page 9)

2:00-6:00 p.m.
DENVER MARRIOTT
Colorado Ballroom I & J
Lower Level 2

For an overview of sessions comprising the Institute for Diversity Trainers, see page 3

INSTITUTE FOR DIVERSITY TRAINERS

A five-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. To earn a Certificate of Participation, documented attendance at four sessions is required—the first, second, third, and fifth sessions or the first, third, fourth, and fifth. Admission priority will be given to those who are pursuing a Certificate of Participation.

The Art of Changing Paradigms: Basic Curriculum Design

This session will help participants design diversity training or evaluate existing training designs based on the educational goals of their training programs. The session will cover issues involved in analyzing training needs into cognitive, affective, and skills-building learning goals and will demonstrate the design structures that are needed in order to encourage learning in each learning domain. Participants are encouraged to bring copies of diversity training designs for use in 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

5:30-6:30 p.m.
DENVER MARRIOTT
Mattie Silks
Lower Level 1

Session will be repeated on Saturday, May 30—11:00 a.m.-noon

MAJOR WORKSHOP 17

Overview of Multimedia in the Multicultural Classroom

Participants will view samples of several multimedia programs that have been used in multicultural classrooms and will learn ways multimedia can be used to reach affective objectives and address a diversity in learning styles. Examples to be shown include programs in math, business law, history, psychology, chemistry, and biology. Participants will receive a disk with a sample multimedia program and a packet of multimedia resources.

Ms. Leslie D. Edwards, Multimedia Learning Specialist and Adjunct Biology Faculty, Front Range Community College—Westminster, Colorado

6:30-8:00 p.m.
DENVER MARRIOTT
Colorado Ballroom
Lower Level 2

WELCOMING RECEPTION

Denver Mayor Wellington F. Webb has been invited to provide brief welcoming remarks. Meet old friends and new and enjoy food and good company before having dinner later on your own. No-host bar service provided.

8:00-9:30 p.m.
DENVER MARRIOTT
Mattie Silks
Lower Level 1

SPECIAL FEATURE

Building Connections for Latino/a Students

An opportunity for Latino/a students, faculty and administrators to build connections and develop strategies to assist and support Latino/a students on their campuses. Latino/a students will have an opportunity to meet Latino/a administrators and faculty who might one day serve as future role models.

Ms. Anna Maria Cobo, Assistant Dean and Director of the Intercultural Center, Swarthmore College—Swarthmore, Pennsylvania

Ms. Susana Pelayo-Woodward, Director of Hispanic, Latino, Chicano Student Services, University of Minnesota—Duluth, Minnesota

8:00-10:00 p.m.

INFORMAL MEETINGS AND ETHNIC GROUP NETWORKING SESSIONS

Rooms are available for informal meetings to facilitate networking and discussion among various conference constituencies. 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.

FRIDAY, MAY 29, 1998

Part I
8:30 a.m.- noon
DENVER MARRIOTT
Colorado Ballroom A & B
Lower Level 2

For an overview of sessions comprising the Faculty Institute for Culturally Responsive Teaching, see page 2

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

FACULTY INSTITUTE FOR CULTURALLY RESPONSIVE TEACHING

A two-day institute designed for institutional teams of 2-5 faculty and staff who seek to mobilize institutional commitment to improve the quality of teaching and learning for all students. Day 1 treats principles and practices of highly motivating instruction and Day 2 stresses research initiatives and implementation plans designed to mobilize campuswide commitment to culturally responsive teaching. A Certificate of Participation will be available with documented attendance at both daylong institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

Designing an Institutionwide Approach to Implementing Culturally Responsive Teaching

This daylong session provides a context and support for constructing research initiatives and implementation plans that can mobilize campuswide commitment to culturally responsive teaching. Different approaches will be examined, and teams will develop feasible research and/or implementation plans that build upon the strengths and needs of their campuses. Teams will be asked to share their research and/or implementation experiences at the 1999 **NCORE**.

Dr. Margery B. Ginsberg, Educator and Researcher—Boulder, Colorado
Dr. Raymond J. Wlodkowski, Research Professor, School for Professional Studies, Regis University—Denver, Colorado

9:00 a.m.-noon
HYATT REGENCY
Vista
Third Floor

MAJOR WORKSHOP 1

College Student Culture on the Brink of a New Millennium: Campus Community and Academic Integration in an Age of Economic Insecurity
(For workshop description, see page 5)

9:00 a.m.-noon
DENVER MARRIOTT
Denver Ballroom I
Lower Level 2

MAJOR WORKSHOP 2

The Relationship Between Selected Environmental Characteristics and the Academic Achievement of Inner City and Minority Students
(For workshop description, see page 5)

Part I
9:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom D
Lower Level 2

MAJOR WORKSHOP 3

Theater of the Oppressed and Anti-Racism Work
(For workshop description, see page 6)

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

Part I
9:00 a.m.-noon
DENVER MARRIOTT
Denver Ballroom V
Lower Level 2

MAJOR WORKSHOP 18

Day of Dialogue on Race

Back by popular demand in a daylong format, this session—limited to 60 participants who are willing to commit to the seven-hour session—is designed to facilitate discussion between whites and people of color around issues of race, focusing on introspection and honest dialogue. The day is split into two parts: preparation for dialogue, and dialogue. We prepare for dialogue by creating safe spaces in which participants discuss common concerns, experiences, and fears. The dialogue itself facilitates collaborative communication that allows participants to share their stories and seek answers together. Break-out dialogue sessions will involve no more than 20 persons each and will be held in the Nat Hill, Silverheels, and Pomeroy rooms on the Third Floor.

Ms. Linda Croyle, Assistant Director of Residential Life, University of California—Santa Barbara, California

Mr. Russell L. Davis, Resident Director, University of California—Los Angeles, California

Mr. Steve Nygaard, Assistant Director of Residential and Family Living, University of California—Berkeley, California

Ms. Delilah Poupore, Special Services Coordinator, Housing and Residential Services, University of California—Santa Barbara, California

Mr. Eric D. Rollerson, Assistant Resident Dean, University of California—Santa Barbara, California

Ms. Susan Swarts, Student Services Specialist, University of California—San Diego, California

Part II continues 2:00-6:00 p.m.

Session will be repeated on
Sunday, May 31—
9:00 a.m.-noon
and 1:00-5:00 p.m.

9:00 a.m.-noon
HYATT REGENCY
Far East Room
Second floor

MAJOR WORKSHOP 19

Affirmative Action in Higher Education: Legal Developments, Trends in Admissions, and Promising Practices

This session provides pragmatic guidance regarding the federal civil rights laws and case decisions that affect the use of affirmative action in admissions programs. In addition to providing an overview of trends in admissions practices related to affirmative action, it will include a substantive discussion regarding promising practices and models that can be expected to meet educational needs and satisfy federal legal requirements. Information regarding institutional self-assessment inquiries will also be provided.

Mr. Arthur L. Coleman, Deputy Assistant Secretary, U.S. Department of Education, Office for Civil Rights—Washington, D.C.

Session will be repeated on
Sunday, May 31—
9:00 a.m.-noon

Part I
9:00 a.m.-noon
HYATT REGENCY
Florentine
Third Floor

Part I will be repeated on
Sunday, May 31—
9:00 a.m.-noon

For Part II, a follow-up dialogue,
see page 73

MAJOR WORKSHOP 20

Reclaiming the Power: Empowerment Strategies for African American Women in Higher Education

This session—limited to 50 persons admitted on a first-come, first-served basis—builds upon last year's session titled "Painting the Ivory Tower: The Role of African American Women in Higher Education." Through interactive exercises, lecture, and small-group dialogue, participants will share their experiences and will gain information designed to assist in their personal growth, professional development, and empowerment. Specific attention will be focused on action strategies African American women can take to create an environment conducive to learning and working. Participants will be encouraged to attend the follow-up dialogue session.

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

Ms. Deatra Hull Sullivan, Assistant Professor, Department of Communication, Northern Kentucky University—Highland Heights, Kentucky

Part I
9:00 a.m.-noon
DENVER MARRIOTT
Denver Ballroom II
Lower Level 2

Part I will be repeated on
Sunday, May 31
9:00 a.m.-noon

For Part II, see page 69

MAJOR WORKSHOP 21

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

This session lays the groundwork for demystifying the program assessment/evaluation process and for clarifying its intimate connection to effective program development and continuous improvement. It is designed to 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. Given increasing demands for accountability, this workshop is grounded in the reality that program assessment is both a technical and political process.

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

9:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom C
Lower Level 2

Session will be repeated on
Sunday, May 31—
9:00 a.m.-noon

MAJOR WORKSHOP 22

Understanding Campus Intergroup and Intragroup Conflict Through Racial Identity Development Models

This session explores strategies that colleges and universities use to respond to race-related conflicts and the impact of individual racial identity development on campus conflict and its resolution. Using case studies and their own experiences, participants will be assisted in examining such issues as conflicts caused by different attitudes and perspectives on race and racism on campus, tensions that arise within and between groups, issues that block and facilitate coalition building between racial groups, and the impact race has on attempts to resolve race-related conflicts. Presenters will also address challenges to building a campuswide sense of community.

Ms. Rochelle Calhoun, Director of Diversity and Inclusion and College Ombudsperson, Mount Holyoke College—South Hadley, Massachusetts

Dr. Charmaine Wijeyesinghe, Consultant and Trainer—Delmar, New York

Part I
9:00 a.m.-noon
HYATT REGENCY
Parisienne
Third Floor

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

MAJOR WORKSHOP 23

Success Strategies for AHANA Administrators in Higher Education

This daylong session is designed to provide colleagues who are either just starting out or who have been in the arena for some time with helpful ways to negotiate the many challenges of their jobs and to advance within their institutions and/or within higher education generally. Presenters will share personal reflections, engage participants in case studies, and explore key components of an action plan for success. Presenters will be available throughout the conference to advise, encourage, and assist participants in resolving issues they may be experiencing on their respective campuses.

Dr. Donald Brown, Director, Office of A IANA Student Programs, Boston College—Chestnut Hill, Massachusetts
Mr. Larri Mazon, Director, Office of Multicultural Relations, Fairfield University—Fairfield, Connecticut
Ms. Mable Millner, Director, Office of Multicultural Affairs, Dr. Martin Luther King Jr. Center, Boston University—Boston, Massachusetts
Ms. Penni Sweetenburg-Lee, Coordinator for Marketing and Development, Career Center, California State Polytechnic University—Pomona, California

9:00 a.m.-noon
HYATT REGENCY
Moulin Rouge
Lobby Level

Session will be repeated on
Sunday, May 31—2:00-5:00 p.m.

MAJOR WORKSHOP 24

ACTION! A Common Sense Approach to Improving Your Campus Climate

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

Part I
9:00 a.m.-noon
DENVER MARRIOTT
Denver Ballroom III
Lower Level 2

Part II continues 2:00-6:00 p.m.

INSTITUTE ON WHITE PRIVILEGE AND RESPONSIBILITY

Moving to a Deeper Understanding of White Privilege

(For institute description, see page 9)

9:00 a.m.-noon
DENVER MARRIOTT
Denver Ballroom V1
Lower Level 2

For an overview of sessions comprising the Advanced Institute for Experienced Professionals, see page 2.

ADVANCED INSTITUTE FOR EXPERIENCED PROFESSIONALS

A three-part institute designed to provide sessions that are truly advanced and address the interests and needs of persons working in the area of race and ethnicity for eight or more years. A Certificate of Participation will be available with documented attendance at all three institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

The Challenges of Being a Person of Color in University Administration

University administrators of color with eight or more years of higher education administrative experience are invited to participate in this interactive session. We will examine the challenges of being an administrator of color, exploring the following questions: How do we manage our personal values and political beliefs within the context of institutional politics? How can we stay focused on personal values and perspectives while operating within an institution that might not be in sync with who we are? What are the costs and benefits of being a leader who is a member of an underrepresented population? What strategies do we use to advocate on behalf of our beliefs, positions, and constituencies? Where do we find support for ourselves? and How do the experiences of women of color compare to those men of color?

Dr. Jean Kim, Vice Chancellor for Student Affairs, University of Colorado—Boulder, Colorado

9:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom G & H
Lower Level 2

For an overview of sessions comprising the Institute on Social Justice Education, see page 2.

INSTITUTE ON SOCIAL JUSTICE EDUCATION

A four-part institute designed for faculty and staff who teach in higher education and secondary settings, as well as for those who engage in staff, student, and/or faculty development focusing on diversity and social justice issues. A Certificate of Participation will be available with documented attendance at all four institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

Reducing Students' Resistance to Diversity and Social Justice Education

The session explores ways to understand and address resistance to social justice issues from students from dominant groups. Through exercises, presentation, and discussion, various psychological and societal factors that underlie resistance will be considered and ways to prevent and reduce resistance in educational contexts will be suggested. Factors such as classroom climate, the teacher-student relationship, and the importance of validation will be addressed.

Dr. Diane Goodman, Assistant Professor, Educational Studies, State University of New York—New Paltz, New York

Dr. Sharon J. Washington, Associate Professor, Education Department, Springfield College—Springfield, Massachusetts

9:00 a.m.-noon
DENVER MARRIOTT
Denver Ballroom IV
Lower Level 2

For an overview of sessions comprising the Institute for Minority Affairs Professionals, see page 3

9:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom E
Lower Level 2

For an overview of sessions comprising the Institute on Student Issues and Concerns, see page 2

INSTITUTE FOR MINORITY AFFAIRS PROFESSIONALS

A three-part institute designed for directors, coordinators, and professional staff of Offices of Minority Affairs/Multicultural Services. A Certificate of Participation will be available with documented attendance at all three institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

Engaging Faculty in Retention and Programmatic Efforts

Much of the current research on the impact of diversity on the academic experience of students references the unique role played by faculty. As most faculty are concerned with issues of tenure and promotion, this workshop explores ways to engage faculty in retention efforts and minority affairs program initiatives while complementing the tenure and promotion process.

Mr. Kevin R. Carathers, Director, Department of Multicultural Services, Texas A & M University—College Station, Texas

INSTITUTE ON STUDENT ISSUES AND CONCERNS

An eight-part institute designed to address critical student issues and concerns. A Certificate of Participation will be available with documented attendance at any five institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

Assessing the Readiness of Student Leaders Towards Diversity: Are You Ready to Make a Difference?

This workshop is designed for student leaders and staff/administrators/faculty who work closely with them. Participants will work in small groups and a high degree of student involvement is both welcomed and expected. Student leaders will be presented with basic and difficult questions and scenarios about diversity that can be applied to their individual campuses and will be assisted in (1) differentiating between "soft" versus concrete diversity efforts; (2) developing measurable outcomes for the diversity efforts they promote; (3) learning to "cope" with campus conflict about diversity and the groups that promote such conflict; (4) examining their own values, beliefs, and attitudes about diversity and diverse groups; and (5) identifying their role in the broader campus diversity initiative. Student leaders will develop a scorecard or check list to indicate where they are and where they want to be.

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

9:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom I & J
Lower Level 2

For an overview of sessions comprising the Institute for Diversity Trainers, see page 3

INSTITUTE FOR DIVERSITY TRAINERS

A five-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. To earn a Certificate of Participation, documented attendance at four sessions is required—the first, second, third, and fifth sessions or the first, third, fourth, and fifth. Admission priority will be given to those who are pursuing a Certificate of Participation.

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

This session will provide participants with tools to examine their own degrees of understanding and comfort in dealing with issues of race, ethnicity, socioeconomic class, gender, sexual orientation, disabilities, religion, and age. It will also 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

9:00 a.m.-noon

3-HOUR CONCURRENT SESSIONS

Part III
9:00 a.m.-noon
HYATT REGENCY
State Room
Second Floor

For other sessions in this series, see pages 10, 19, and 35

Creating New Partnerships: Accountability, Inclusiveness, Shared Responsibility, Evaluation, and Institutionalization

◆◆ Long- and Short-Range Planning ◆◆

This session is Part III of a four-part series by the Association Of American Colleges and Universities and the University of Maryland. It focuses on *Diversity Blueprint: A Planning Manual for Colleges and Universities*, a resource available on the Diversity Web site. Presenters will detail how administrators and staff can develop the vision required to implement a campuswide transformation of their respective institutions into multicultural academic communities. They will share “how-to” organizational development tools and will provide models for creating and supporting diversity initiatives in the face of challenges and/or conflicts. This session should particularly benefit those who seek a framework for understanding successful diversity programs that focus on campuswide priorities.

Ms. Gloria Bouis, Associate Director, Office of Human Relations Programs, University of Maryland—College Park, Maryland

Mr. Mark Brimhall-Vargas, Program Coordinator, Ford Foundation Diversity Project, Office of Human Relations, University of Maryland—College Park, Maryland

Dr. Gladys Brown, Director, Office of Human Relations Programs, University of Maryland—College Park, Maryland

Dr. William E. Sedlacek, Professor of Education and Assistant Director, Counseling Center, University of Maryland—College Park, Maryland

9:30 a.m.-noon
DENVER MARRIOTT
Mattie Silks
Lower Level 1

Session will be repeated on
Sunday, May 31—
9:30 a.m.-noon

MAJOR WORKSHOP 25

Ethnic Studies: Colorado Models That Encompass the Range of Institutional Settings

Colorado has several outstanding ethnic studies programs and departments that represent a variety of models and encompass a range of institutional settings. The presenter will explore these models and the process and politics of establishing such programs/departments. While emphasis will be placed on the Department of Ethnic Studies at the University of Colorado at Boulder, attention will also be paid to the Center

for Applied Studies in American Ethnicity at Colorado State University in Ft. Collins, the Program in Ethnic Minority Studies at the University of Colorado at Colorado Springs, and other urban and community college ethnic studies models in the state.

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

10:00 a.m.-noon
HYATT REGENCY
Pavilion
Third Floor

MAJOR WORKSHOP 8

Social/Cultural Factors Affecting Retention of Latinos

(For workshop description, see page 11)

10:00 a.m.-noon
DENVER MARRIOTT
Penrose
Third Floor

MAJOR WORKSHOP 26

Not Quite White: Race and Identity Issues for Arab Americans

This session offers two perspectives on the Arab American experience. The first is an historical overview of how American racial policies have affected the Arab population in the United States. Attention will be paid to how federal racial/ethnic classification has generated debate among Arab Americans over the primacy of identity as people of color or white ethnics. A second perspective explores the experiences and realities of Arab Americans in higher education, focusing on (1) issues for Arab American students, including funding to student groups, campus activism, and these students' "minority" experiences; (2) issues confronting Arab American faculty; and (3) issues of curriculum, both within Middle East Studies departments and in the wider curriculum.

Dr. Souad Dajani, Visiting Scholar, Women's Studies Program, Northeastern University—Boston, Massachusetts

Ms. Helen Hatab Samhan, Vice President, Arab American Institute Foundation—Washington, D.C.

Session will be repeated on
Saturday, May 30—2:00-4:00
p.m.

10:00 a.m.-noon

2-HOUR CONCURRENT SESSIONS

10:00 a.m.-noon
DENVER MARRIOTT
Matchless
Lower Level 1

Toward a Diverse Environment: Creation of an Inclusive Program of Recruitment and Retention

◆◆ Long- and Short-Range Planning ◆◆

This session details the development and implementation of a comprehensive and cohesive program of recruitment and retention designed to create a diverse and inclusive environment within the Penn State Great Valley Graduate Center community. This multidimensional plan reaches out to potential students, staff, faculty, and administrators. Presenters will discuss program accomplishments as related to a proposed timetable of benchmarks and standards. This session should particularly benefit administrators, faculty, and staff who are attempting to create inclusive educational environments.

Ms. Carla Holway, Director of Enrollment Management, Great Valley Graduate Center, Penn State University—Malvern, Pennsylvania

Ms. Allison Jones, Director of Continuing Education, Great Valley Graduate Center, Penn State University—Malvern, Pennsylvania

Dr. Robert MacMillan, Assistant Professor, Special Education, Great Valley Graduate Center, Penn State University—Malvern, Pennsylvania

Dr. Sally Mahon, Director of Business and Financial Planning, Great Valley Graduate Center, Penn State University—Malvern, Pennsylvania

10:00 a.m.-noon
DENVER MARRIOTT
Gold Coin
Lower Level 1

Partners for Academic Excellence: Creating a University/College Mentoring and Advising Program for Ethnic Minority Students at Stanford University

◆◆ Case Studies/Model Programs ◆◆

This session reports on a model mentoring and advising program designed to facilitate the academic and social transition of African American and Chicano/Latino students at a predominantly white, highly selective university. The program involves integrated and collaborative efforts of doctoral and upper division undergraduate students, faculty, staff, and alumni, as well as unique partnerships between the university's Undergraduate Advising Center and campus ethnic centers. Information will be presented on key issues, strategies, and outcomes in the development and management of the program. This session should particularly benefit those who wish to explore issues related to minority students in highly selective universities.

Ms. Jan Barker Alexander, Associate Director of Undergraduate Admissions, Stanford University—Stanford, California

Ms. Angelica Cassutt, Coordinator, Partners for Academic Excellence for Chicano/Latino Students, Stanford University—Stanford, California

Ms. Diane Elizondo, Executive Coordinator, Partners for Academic Excellence, Stanford University—Stanford, California

Mr. Morris A. Graves Jr., Assistant Dean of Students, Director, Black Community Services Center, and Director, African and Afro American Studies Program, Stanford University—Stanford, California

Ms. Tina Gridiron, Acting Director, Black Community Services Center, Stanford University—Stanford, California

Dr. Lori S. White, Assistant Vice Provost of Undergraduate Advising, Stanford University—Stanford, California

10:00 a.m.-noon
HYATT REGENCY
Royal
Third Floor

Creating a Culture for Persistence: Research and Practice

◆◆ Case Studies/Model Programs ◆◆

This session is designed to (1) provide information reported by African American and African students regarding factors that impact persistence decisions and (2) offer strategies to support successful college outcomes. Opinions of college students from eight campuses will be presented, supplemented by information regarding innovative persistence strategies. Cross-cultural communications will be explored, and participants will have an opportunity to examine techniques for maximizing student success. This session should particularly benefit faculty, multicultural affairs officers, institutional planners, and administrators.

Dr. Alioune Badara Cissoko, Manager of Special Services, Brown University—Providence, Rhode Island

Ms. Jacquelyn F. Green, Diversity and Leadership Consultant, Green Enterprizes—Indianapolis, Indiana

10:00 a.m.-noon
HYATT REGENCY
Gold
Third Floor

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

◆◆ Case Studies/Model Programs ◆◆

This session explores the operation of two Pennsylvania State University diversity centers that promote and support underrepresented graduate students and faculty: (1) The Center for Minority Graduate Opportunities and Faculty Development, a unit that works with both graduate students and junior faculty, and (2) the Diversity Support and Education Center, which operates as an educational helping system within the Affirmative Action Office. Policy makers, administrators, faculty, staff, and students who are interested in minorities in higher education will benefit from a close examination of these two models.

Dr. Catherine G. Lyons, Director, Center for Minority Graduate Opportunities and Faculty Development, The Pennsylvania State University—University Park, Pennsylvania
Ms. Sandra Marie Vactor, Coordinator, Diversity Support and Education Center, The Pennsylvania State University—University Park, Pennsylvania

10:00 a.m.-7:00 p.m.

EXHIBITOR SHOWCASE AND RESOURCE CENTER

(The Exhibitor Showcase is located in the ballroom foyer areas of the two conference co-headquarters hotels. It is open daily from 10:00 a.m.-7:00 p.m. through Monday, June 1st)

1:00-1:45 p.m.

HYATT REGENCY
Imperial Ballroom
Second Floor

A new conference format that features a different topic each day during the 2-hour lunch break

For other In Context sessions, see pages 13, 48, 66, and 84

IN CONTEXT

Campus Intergroup Relations at the Crossroads

This session examines the social context and social organization of higher education campuses, focusing on discrimination and ethnoviolence, demographic and cultural change, political polarization, and the role of ultraconservative movements in supporting campus conflicts.

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

2:00-4:00 p.m.

DENVER MARRIOTT
Denver Ballroom IV
Lower Level 2

MAJOR WORKSHOP 7

What You Can Do to Help Your College Board of Trustees and President Do What They Should Do Relative to Campus Diversity

(For workshop description, see page 11)

2:00-4:00 p.m.

HYATT REGENCY
Vista
Third Floor

MAJOR WORKSHOP 27

Patterns of Corporate Grantmaking to Communities of Color

This session summarizes results from three different National Committee for Responsive Philanthropy surveys of corporate grantmaking for racial/ethnic populations, examining more than 300,000 grants from 200 major American corporations over a ten-year period. The presenter will address (1) patterns of giving by interest area—arts and culture, education, health, human services and public benefit (including civil rights, community development, public policy, and philanthropy); (2) patterns of giving to specific racial/ethnic communities, focusing on African Americans, Asian Pacific Americans, Hispanics/Latinos, and Native Americans; (3) patterns of funding by corporations in sixteen different industries; and (4) patterns of funding along such variables as recipient types; auspices/sector; significant demographic groups within racial/ethnic populations, i.e., age, gender, and income; and geographic funding patterns across the four major populations.

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

Mr. Steven Paprocki, Associate Director, National Committee for Responsive Philanthropy—Minneapolis, Minnesota

2:00-4:00 p.m.
HYATT REGENCY
Pavilion
Third Floor

Session will be repeated on
Saturday, May 30—
2:00-4:00 p.m.; and Sunday,
May 31 10:00 a.m.-noon

MAJOR WORKSHOP 28

Timely Degree Completion: Connecting the Parts

This session explores how to remove barriers, bridge articulation gaps, and better enable all students to achieve timely degree completion. Focusing on connecting the parts, it is designed to help participants reevaluate the roles to be played by advisors, teachers, administrators, family members, legislators, students, and others to accomplish seamless, barrier-free, access and completion of degree objectives. The session will also demonstrate how to uncover institution-specific barriers to degree completion, and participants will be assisted in developing strategies to better enable student success.

Ms. Carol P. Fimmen, Director, Cross-Cultural Educational Programs, Western Illinois University—Macomb, Illinois

Dr. Burton O. Witthuhn, Provost and Academic Vice President, Western Illinois University—Macomb, Illinois

Mr. Dexter Yarbrough, Member, Western Illinois University Board of Trustees—Macomb, Illinois

2:00-4:00 p.m.
HYATT REGENCY
Far East Room
Second Floor

MAJOR WORKSHOP 29

The Role of the Afrocentric Theme House in Developing Leadership for the Black Community

This session explores the concept and role of the ethnic theme house at predominantly white institutions. We will discuss an Afrocentric living-learning center as one method for providing a social and developmental context for culturally grounded leadership development for the Black community, examining the strengths, challenges, benefits, and pitfalls of creating and developing a culturally focused living-learning center. While Harambee House—an Afrocentric living-learning program at Brown University—will be used as one model for discussion, additional models and approaches will be shared and discussed.

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

2:00-4:00 p.m.

2-HOUR CONCURRENT SESSIONS

2:00-4:00 p.m.
DENVER MARRIOTT
Mattie Silks
Lower Level 1

RAP 101: Affirmative Action in the Crossfire

◆◆ Interactive Training ◆◆

This session is designed to address affirmative action backlash while at the same time encouraging interaction, discussion, and on-site mentoring of both students and young professionals. It is based on RAP 101, an innovative multimedia program that uses music, thought-provoking analogies, and interactive demonstrations to stimulate conversations related to affirmative action policy and its impact on American higher education. This program has proven effective in stimulating discussion about affirmative action and tends to be more enjoyable than a lecture or debate. Demonstrations and audience participation exercises will be used. This session should particularly benefit student delegates and young professionals.

Mr. Eric C. Davis, Director, Minority Student Affairs, Seattle University—Seattle, Washington

2:00-4:30 p.m.
DENVER MARRIOTT
Denver Ballroom II
Lower Level 2

For a related workshop, see
Major Workshop 10 on page 15

Part II
2:00-5:00 p.m.
DENVER MARRIOTT
Colorado Ballroom D
Lower Level 2

2:00-5:00 p.m.
DENVER MARRIOTT
Denver Ballroom VI
Lower Level 2

2:00-5:00 p.m.
HYATT REGENCY
Gold
Third Floor

2:00-5:00 p.m.
DENVER MARRIOTT
Denver Ballroom I
Lower Level 2

Part II
2:00-5:00 p.m.
HYATT REGENCY
Parisienne
Third Floor

MAJOR WORKSHOP 30

Asian/Pacific American Issues 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 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 Hu-DeHart, Professor of History and Director, Center for Studies of Ethnicity and Race in America, University of Colorado—Boulder, Colorado

MAJOR WORKSHOP 3

Theater of the Oppressed and Anti-Racism Work

(For workshop description, see page 6)

MAJOR WORKSHOP 11

Locker Room Blues: Helping Student-Athletes Graduate

(For workshop description, see page 16)

MAJOR WORKSHOP 12

Crossing the Line: Challenging Assumptions of Dominance

(For workshop description, see page 16)

MAJOR WORKSHOP 13

Developing Strategies Aimed at Stemming the Tide of Academic and Social Disadvantage for At-Risk Minority Youth

(For workshop description, see page 16)

MAJOR WORKSHOP 23

Success Strategies for AHANA Administrators in Higher Education

(For workshop description, see page 25)

2:00-5:00 p.m.
DENVER MARRIOTT
Colorado Ballroom C
Lower Level 2

Session will be repeated on
Sunday, May 31 2:00-5:00 p.m.

2:00-5:00 p.m.
DENVER MARRIOTT
Matchless
Lower Level 1

2:00-5:00 p.m.
HYATT REGENCY
Royal
Third Floor

MAJOR WORKSHOP 31

Racial Identity Development for Student Life Practitioners

This interactive session focuses on the relationship between racial identity development and various student development issues, examining such topics as student protest and demonstrations, conflicts between and within student organizations, residence life situations related to race, and personal and academic development of students of color and white students. Case analysis, presentation, and discussion will be employed to illustrate the relevance of racial identity development theory to student life practice at all staff levels.

Dr. Jean Kim, Vice Chancellor for Student Affairs, University of Colorado—Boulder, Colorado

Dr. Charmaine Wijeyesinghe, Consultant and Trainer—Delmar, New York

MAJOR WORKSHOP 32

Designing Web Pages that Infuse Ethnic Perspectives

This "hands-on" session—limited to 50 persons admitted on a first-come, first-served basis—features a live and direct Internet connection and is designed for faculty who are interested in learning how to create a Web page that enhances learning for at-risk students and incorporates multicultural images and perspectives in the curriculum. Participants will work in groups with an HTML authoring software to create a Web page with text, graphics, animation, and audio. Participants are urged to bring a class syllabus to use in designing a Web page for their academic disciplines and will receive a disk with an HTML template for a class Web page and a packet of Internet resources.

Ms. Leslie D. Edwards, Multimedia Learning Specialist and Adjunct Biology Faculty, Front Range Community College—Westminster, Colorado

MAJOR WORKSHOP 33

Guerilla Strategies for Bringing the Urban Institution to the Inner City

A panel of faculty and staff from The Metropolitan State College of Denver—the nation's largest baccalaureate college—and a local community business executive will discuss the political ramifications of creating partnerships with constituents of the inner city. They will indicate how the college's African American Leadership Institute has forged strategic alliances and battles on behalf of the African American community in the Denver metropolitan area.

Mr. Walter Jones, Esquire, Director of Corporate Diversity, Hensel Phelps Construction Company—Denver, Colorado

Dr. Ronald M. Knights, Professor of Management and Executive Director, African American Leadership Institute, The Metropolitan State College of Denver—Denver, Colorado

Dr. Ben Monroe III, Associate Professor of Human Services and Director of OMBUDS, The Metropolitan State College of Denver—Denver, Colorado

Ms. Linda J. Williams, Program Coordinator, African American Leadership Institute, The Metropolitan State College of Denver—Denver, Colorado

Part II
2:00-5:00 p.m.
DENVER MARRIOTT
Colorado Ballroom A & B
Lower Level 2

2:00-5:00 p.m.
HYATT REGENCY
Moulin Rouge
Lobby Level

For an overview of sessions
comprising the Institute on
Student Issues and Concerns,
see page 2

FACULTY INSTITUTE FOR CULTURALLY RESPONSIVE TEACHING

Designing an Institutionwide Approach to Implementing Culturally Responsive Teaching

(For institute description, see page 22)

INSTITUTE ON STUDENT ISSUES AND CONCERNS

An eight-part institute designed to address critical student issues and concerns. A Certificate of Participation will be available with documented attendance at any five institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

Cultivating the Student's Voice: From Curriculum to Classroom to Campus

Students from a diversity of racial/ethnic backgrounds—Native American, Chicano, Jewish American, Euro-American and African American—discuss experiences in making their voices heard on a predominantly white campus. These students, who have studied in the Academic Access Institute—a multicultural writing program that has as its curricular focus the cultivation of the student's voice—will discuss how their classroom experience has led to voicing their concerns about diversity and multiculturalism on campus. They will share their experiences of participating in a number of different campus forums—both traditional administrative forums and groups they themselves have created. This session should particularly benefit students who want to know how to get their voices heard on campus, instructors who are developing student-centered multicultural classes, and campus policy makers who want to insure student input in decision-making processes.

Ms. Xochilt Consuela Chávez, Undergraduate Student, Latin American Studies, University of Colorado—Boulder, Colorado

Ms. Teresa Estrada, Undergraduate Student, Open Option Major, University of Colorado—Boulder, Colorado

Mr. Robert L. Hernandez III, Undergraduate Student, Pre-Journalism, University of Colorado—Boulder, Colorado

Ms. Heather Larrabee, Undergraduate Student, Ethnic Studies, University of Colorado—Boulder, Colorado

Mr. Jason Page, Undergraduate Student, Ethnic Studies and English Literature, University of Colorado—Boulder, Colorado

Mr. Scott Sillber, Undergraduate Student, International Affairs, University of Colorado—Boulder, Colorado

2:00-5:00 p.m.

Part IV
2:00-5:00 p.m.
HYATT REGENCY
State Room
Second Floor

For other sessions in this series,
see pages 10, 19, and 28

3-HOUR CONCURRENT SESSIONS

Creating New Partnerships: A National Model Viewed Close Up

◆◆ Case Studies/Model Programs ◆◆

This session is Part IV of a four-part series by the Association of American Colleges and Universities and the University of Maryland. It focuses on the Diversity Initiative at the University of Maryland as an example of programs that make use of the tools and instructions provided in Part III of this series. Presenters will discuss how to improve the campus climate and educate the community on multicultural issues and will indicate methods and strategies for sustaining such programs. This session should particularly benefit those who seek to create campuswide interest and education about diversity and to develop spin-off projects resulting from such efforts.

Ms. Gloria Bouis, Associate Director, Office of Human Relations Programs, University of Maryland—College Park, Maryland

Dr. Gladys Brown, Director, Office of Human Relations Programs, University of Maryland—College Park, Maryland
Dr. William E. Sedlacek, Professor of Education and Assistant Director, Counseling Center, University of Maryland—College Park, Maryland
Dr. Gabriele L. Strauch, Associate Dean, University of Maryland—College Park, Maryland
Ms. Beth Gcubtner Workman, Media Relations Specialist, Office of University Relations, University of Maryland - College Park, Maryland

2:00-5:00 p.m.
HYATT REGENCY
Florentine
Third Floor

For a related workshop,
see page 19

"Walking Each Other Home"

◆◆ Interactive Training ◆◆

This interactive session—limited to persons who are willing to make a three-hour commitment—features "Walking Each Other Home," a 60-minute sequel to the award-winning film, "The Color of Fear." 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—San Diego, California

2:00-5:00 p.m.
DENVER MARRIOTT
Penrose
Third Floor

Managing Social and Cultural Diversity in the Schools

◆◆ Interactive Training ◆◆

This session examines cross-cultural communication breakdowns in schools, with the goal of helping educators meet the needs of diverse student populations. The interactive program is organized around brief video scenarios that illustrate common areas of cross-cultural miscommunication between administrators, teachers, parents, and students. Vignettes may be selected from several cultural modules, including mainstream Anglo, African American, Hispanic, Asian American, and American Indian. The session will include skills-building strategies and should particularly benefit those who work in departments of secondary and elementary education.

Ms. Gudy Grewal, Clinical Social Worker, Cherry Creek Schools in Colorado, and member, School District's Multicultural Advisory Board—Denver, Colorado
Ms. Jean Mavrelis, President, Jean Mavrelis Associates Inc.—Oak Park, Illinois

2:00-5:30 p.m.
DENVER MARRIOTT
Colorado Ballroom G & H
Lower Level 2

For an overview of sessions
comprising the Institute on
Social Justice Education, see
page 2

INSTITUTE ON SOCIAL JUSTICE EDUCATION

A four-part institute designed for faculty and staff who teach in higher education and secondary settings, as well as for those who engage in staff, student, and/or faculty development focusing on diversity and social justice issues. A Certificate of Participation will be available with documented attendance at all four institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

From Apathy to Alliance: Motivating People from Dominant Groups to Support Social Justice Efforts

Drawing upon participants' own experiences and research findings, this session examines factors that motivate people from dominant groups to become allies in support of social change efforts. Areas of particular focus will include self-interest, empathy, and moral values. The implications of these factors for classroom practice and curriculum development will be explored, and concrete strategies and specific activities to raise awareness and foster commitment to social action will be shared.

Dr. Lee Anne Bell, Associate Professor, Educational Studies, State University of New York—New Paltz, New York

Dr. Diane Goodman, Assistant Professor, Educational Studies, State University of New York—New Paltz, New York

2:00-6:00 p.m.
DENVER MARRIOTT
Gold Coin
Lower Level 1

MAJOR WORKSHOP 15

Enhancing the Retention of American Indian Students
(For workshop description, see page 20)

Part II
2:00-6:00 p.m.
DENVER MARRIOTT
Denver Ballroom V
Lower Level 2

MAJOR WORKSHOP 18

Day of Dialogue on Race
(For workshop description, see page 23)

Session will be repeated on
Sunday, May 31—9:00 a.m.,
noon and 1:00-5:00 p.m.

Part II
2:00-6:00 p.m.
DENVER MARRIOTT
Denver Ballroom III
Lower Level 2

INSTITUTE ON WHITE PRIVILEGE AND RESPONSIBILITY

Moving to a Deeper Understanding of White Privilege
(For institute description, see page 9)

2:00-6:00 p.m.
DENVER MARRIOTT
Colorado Ballroom I & J
Lower Level 2

INSTITUTE FOR DIVERSITY TRAINERS

A five-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. To earn a Certificate of Participation, documented attendance at four sessions is required—the first, second, third, and fifth sessions or the first, third, fourth, and fifth. Admission priority will be given to those who are pursuing a Certificate of Participation.

For an overview of sessions
comprising the Institute for
Diversity Trainers, see page 3

The Art of Changing Paradigms: Beyond Basic Curriculum Design

This session will help participants design diversity training or evaluate existing training designs based on the educational goals of their training programs. The session will analyze several difficult training design problems and will discuss the advantages and disadvantages of various solutions to these problems. The last hour will create a space for those of us involved in curriculum design to learn from one another by sharing stories of success and challenge. Participants are encouraged to bring copies of diversity training designs for use in discussions.

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

5:30-7:30 p.m.

Tour cost is \$5 per person. Make payment at conference registration desk.

Tour will be repeated on Saturday, May 30—5:30-7:30 p.m.

For departure information, check with the conference headquarters office in the Denver Marriott.

DOWNTOWN DENVER URBAN WALKING TOUR

This educational and lively two-hour walking tour—limited to 30 persons—emphasizes the retail and commercial renewal and revitalization of Denver's urban core. The role of historic and open-space preservation, urban renewal, transportation, and private investment in shaping Denver's downtown will be highlighted. Discussions with city and civic leaders who have helped shape Denver's distinctive skyline will be included, and participants will receive an annotated tour map/notebook and resource information. Refreshing stops at several of Denver's newest downtown attractions will be included.

Dr. Robert Wright, who is a resident of Denver for over twenty-five years and a faculty member in the Urban Studies program at Metropolitan State College since 1973, where he teaches courses and conducts research on the political geography of Denver and urban development in the region. He has served on boards of several community organizations and the Denver Planning Board.

Dr. Cedric D. Page, who is a consultant on ethnic diversity, strategic planning, and teambuilding, was a resident of Denver for over fourteen years. As a former faculty member and director of the Urban Studies Program at the University of Colorado-Denver, Dr. Page has extensive knowledge of ethnic communities and urban development in Denver. He has served on the boards of several community-based organizations and the Denver Urban Renewal Authority.

6:00-7:30 p.m.

HYATT REGENCY
Imperial Ballroom
Second Floor

NETWORKING RECEPTION

Enjoy light appetizers and good company before having dinner later on your own. No-host bar service provided.

8:00-10:00 p.m.

For description, see page 22

INFORMAL MEETINGS AND ETHNIC GROUP NETWORKING SESSIONS

8:00-10:30 p.m.

DENVER MARRIOTT
Colorado Ballroom
Lower Level 2

PERFORMANCE BY DENVER-BASED CULTURAL ARTS INSTITUTIONS AND GROUPS

Program highlights include "Sharing Our Legacy," contemporary Native American stories by Mary Wolf, a member of the Santee Sioux and Pawnee tribes; Making Waves: Asians-in-Action; El Centro Su Teatro; and a performance of "Shakin' the Mess Outta Misery" by the Eulipions Cultural Arts Center.

SATURDAY, MAY 30, 1998

CONTINENTAL BREAKFAST

7:30-8:45 a.m.
DENVER MARRIOTT
Denver Ballroom
Lower Level 2

8:45-10:15 a.m.
DENVER MARRIOTT
Colorado Ballroom
Lower Level 2

For a dialogue with Angela E. Oh, see below

MORNING PLENARY SESSION

Welcoming Remarks:

Mr. Melvin C. Hall, Chair, The University of Oklahoma Board of Regents; member, Executive Committee, Southwest Center for Human Relations Studies; and partner, Riggs, Abney, Neal, Turpen, Orbison & Lewis—Oklahoma City, Oklahoma

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:

"Moving Toward the Promise of a Multicultural Nation: Update on the Work of the President's Commission on Race Reconciliation"



Angela E. Oh, partner with the Los Angeles law firm of Beck, De Corso, Daly, Barrera & Oh, has developed a state and federal criminal defense practice and has a distinguished record of leadership in organized bar and civic organizations. Following the '92 Los Angeles riot, Oh served as co-chair of Asian Pacific Americans for a New Los Angeles and was appointed to serve as Special Counsel to the California Assembly Special Committee on the Los Angeles Crisis. Currently Oh serves as Commissioner on President Clinton's Commission on Race Reconciliation. Her

community and professional involvements include serving as commissioner to the Los Angeles City Human Relations Commission, president of the Korean American Bar Association of Southern California, board member of the California Women's Law Center, lawyer representative to the Ninth Circuit Judicial Conference, and board chair for the Korean American Family Service Center. Oh frequently contributes to such publications as the *Los Angeles Times*, *Los Angeles Sentinel*, *Rafu Shimpo*, *California Minority Attorney Report*, *KoreAm Journal*, *Yisei*, and various law school journals and is the 1996 recipient of the Distinguished Alumni Award by the University of California at Davis School of Law.

10:00 a.m.-7:00 p.m.

EXHIBITOR SHOWCASE AND RESOURCE CENTER

(The Exhibitor Showcase is located in the ballroom foyer areas of the two conference co-headquarters hotels. It is open daily from 10:00 a.m.-7:00 p.m. through Monday, June 1st)

11:00 a.m.-noon
DENVER MARRIOTT
Denver Ballroom III
Lower Level 2

DIALOGUE WITH ANGELA E. OH

11:00 a.m.-noon
DENVER MARRIOTT
Mattie Silks
Lower Level 1

MAJOR WORKSHOP 17

Overview of Multimedia in the Multicultural Classroom
(For workshop description, see page 21)

11:00 a.m.-noon
DENVER MARRIOTT
Denver Ballroom IV
Lower Level 2

For an overview of sessions comprising the Institute on Student Issues and Concerns, see page 2

INSTITUTE ON STUDENT ISSUES AND CONCERNS

An eight-part institute designed to address critical student issues and concerns. A Certificate of Participation will be available with documented attendance at any five institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

Raising Standardized Admission Test Scores of Underrepresented Minorities

This session focuses on how to improve the MCAT, LSAT, GRE, GMAT, SAT, and other admission tests scores of students of color. It will address a broad range of issues and factors impacting upon minority students and admission tests and is based upon the Thurgood Marshall Scholarship Fund's test preparation courses and the Princeton Review Foundation's Early Review Program, an introductory program for standardized testing targeted at minority college freshmen, currently being offered at several Historically Black Colleges and Universities, the University of Pennsylvania, UCLA, and the Claremont Colleges. Presenters' perspectives include extensive experience both in hands-on nonprofit test preparation programs and in relevant academic research. This session should particularly benefit administrators and advisers who seek to implement innovative on-campus programs starting in the freshman year to raise standardized admission test scores of minority undergraduates.

Mr. Joseph Brown, Doctoral Candidate in Social Psychology, Stanford University
Stanford, California

Mr. Jay Rosnet, Executive Director, The Princeton Review Foundation—Santa Barbara,
California

11:00 a.m.-noon

1-HOUR CONCURRENT SESSIONS

11:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom B
Lower Level 2

From Zero to Hero: Creation of a Diversity Seminar and Focused Learning Community for First-Year Students

◆◆Curricular/Pedagogical Models◆◆

This session should particularly benefit those who seek a curricular model that introduces issues of diversity on campus in a setting conducive to both discussion and active learning among first-year students. It treats a two-year effort at Miami University between the arts and sciences faculty and residence life staff to prepare and pilot a seminar on diversity for students in a first-year residence hall. Presenters will examine various stages of the pilot program and will discuss documentation and assessment tools used to develop and evaluate the project. Participants will learn how to develop and administer a diversity seminar that builds coalitions between academic and student affairs and to implement a focused learning community on campus.

Dr. Steven Delue, Associate Dean, College of Arts and Sciences, Miami University—Oxford, Ohio

Dr. Todd Holcomb, Director of Residence Life and New Student Programs, Miami University—Oxford, Ohio

Dr. Karl Mattox, Dean, College of Arts and Sciences, Miami University—Oxford, Ohio

Dr. Ronald B. Scott, Associate Professor of Communication, Affiliate Professor in Black World Studies, and Director of Diversity Seminars for the College of Arts and Sciences, Miami University—Oxford, Ohio

11:00 a.m.-noon
HYATT REGENCY
Vista
Third Floor

Learning the FACTS: Future Administrators' Cultural Training Seminars

◆◆ Case Studies/Model Programs ◆◆

This session highlights the FACTS Program, an innovative approach to educating future student affairs professionals to work effectively with diverse student populations on predominantly white campuses. The program is a collaborative effort between New York University's Office for African American, Latino, and Asian American Student Services and academic affairs and is designed to provide Student Personnel Administration graduate students with experience in working with diverse students and administrators. Participants will have an opportunity to experience some of the program's curriculum and activities. This session should especially benefit those who seek useful approaches to prepare future higher education professionals for demographic change.

Mr. Erik E. Morales, Assistant Director, Office for African American, Latino, and Asian American Student Services, New York University—New York, New York

Mr. Roger G. Richardson, Director, Office for African American, Latino, and Asian American Student Services, New York University—New York, New York

11:00 a.m.-noon
HYATT REGENCY
Far East Room
Second Floor

It Takes a Village to Raise a Faculty Member

◆◆ Long- and Short-Range Planning ◆◆

This session should particularly benefit those who are seeking employment or are newly employed in higher education. It focuses on developing a team-mentoring approach to assist minority professionals in negotiating the complex systems and procedures necessary to succeed in the academy. As these systems and procedures become more complex, it is important that a team-mentoring process be adapted to provide necessary information to new minority professionals. The perspectives of both a first-year faculty member and two senior mentoring faculty will be shared.

Dr. Margie Cook, Associate Professor, Nursing and Health Care Management Department, The Metropolitan State College of Denver—Denver, Colorado

Dr. Ben Monroe III, Associate Professor, Human Services Department, The Metropolitan State College of Denver—Denver, Colorado

Dr. Shawn C. Worthy, Assistant Professor, Human Services Department, The Metropolitan State College of Denver—Denver, Colorado

11:00 a.m.-noon
HYATT REGENCY
Parisienne
Third Floor

Against All Odds: Factors Behind the Academic Success of High Achieving African American and Latino Students

◆◆ Research/Evaluation/Assessment ◆◆

This session reports on a recent study of African American and Latino students who are high achievers, as defined by completion of at least 30 credits with a grade point average of 3.0 or better. The study of more than 100 undergraduates focused on students' perceptions of those factors that contributed to their academic success. Information on the instrument, composite data addressing issues of campus utilization, family and campus connectedness/support, and the implications for higher education policy and procedures will be addressed. This session should particularly interest those who seek to understand causative factors behind the academic success of high-achieving African American and Latino students.

Dr. Leslie Agard-Jones, Interim Dean, College of Humanities and Social Science, William Paterson University—Wayne, New Jersey

Ms. Aida Ceara, Director, Act 101/PACE Program, Millersville University—Millersville, Pennsylvania

11:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom I
Lower Level 2

A Model for Learning Centers Using the Paradigm of Total Quality Management

◆◆ Research/Evaluation/Assessment ◆◆

This session describes the application of tools of Total Quality Management (TQM) to tutorial services in the Higher Education Opportunity Program to improve the retention and academic performance of students from academically and economically disadvantaged backgrounds at Fordham University. The program has an average retention rate of 80 percent over the last seven years. Presenters will discuss how some TQM "tools of quality" are being used to enhance the characteristics of tutorial services and will indicate how to develop such tools. 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

Ms. Stephanie Mukherjee, Director, Higher Education Opportunity Program, Fordham University—Bronx, New York

11:00 a.m.-noon
DENVER MARRIOTT
Denver Ballroom VI
Lower Level 2

Beyond the Classroom: A Model for Diversity Training in a Community-Based Juvenile Justice Practicum

◆◆ Curricular/Pedagogical Models ◆◆

This session describes a community-university practicum model designed to help students identify and integrate diversity content into a juvenile justice practicum. Presenters will discuss implementation of the intern unit, benefits and challenges presented by culturally diverse students, philosophical issues that impacted integration of multicultural content, and supervisory techniques for assisting students to process personal and professional issues related to diversity. This session should particularly benefit those who are involved in developing and/or enhancing a multicultural curriculum, especially in designing strategies for teaching about diversity in field-based settings.

Dr. Cheryl Evans Green, Assistant Professor, School of Social Work, University of Central Florida—Orlando, Florida

Mr. George Jacinto, Clinical Instructor, School of Social Work, University of Central Florida—Orlando, Florida

Dr. Ana Leon, Assistant Professor, School of Social Work, University of Central Florida—Orlando, Florida

11:00 a.m.-noon
HYATT REGENCY
Slate Room
Second Floor

American Indians into Psychology

◆◆ Long- and Short-Range Planning ◆◆

While Oklahoma State University (OSU) has awarded more doctorates in psychology, science, and engineering to American Indians than any other American university, there remains a disparate ratio (1 to 8,333) of American Indian mental health service providers to American Indian populations in tribal settings. This session examines OSU's American Indians into Psychology Program, designed to increase the number of American Indian students entering the field of psychology. Presenters will discuss outreach and recruitment efforts, tribal relations, and various program initiatives including summer mentorships, financial support, and internships in tribal mental health facilities. This session should particularly benefit those who seek to establish academic programs that promote cultural diversity and increase access by underrepresented populations.

Dr. Wayne B. Powell, Dean of the Graduate College, Oklahoma State University Stillwater, Oklahoma

Dr. Molly Tovar, Director of Student Academic Services, Graduate College, Oklahoma State University—Stillwater, Oklahoma

11:00 a.m.-noon
HYATT REGENCY
Florentine
Third Floor

The Multiracial Majority: Biracial Student Identity Development and the College Experience

◆◆ Research/Evaluation/Assessment ◆◆

This session examines the nature of race in America, offers an overview of the history of biracial people in America, discusses the components of biracial identity development, and explores some of the experiences of biracial students. Examining how the college experience impacts a multiracial student's racial identity development, the presenter indicates ways the practices of the academy currently provide a hostile environment for biracial students and suggests directions for improvement. This session should particularly benefit those who seek to increase their awareness and understanding of the developmental issues biracial students face, as well as those seeking to develop more inclusive policies and programs for all students of color.

Mr. Timothy Wilson, Coordinator, Office of Multicultural Affairs, University of Missouri—Columbia, Missouri

11:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom J
Lower Level 2

Identity and Achievement: The Role of Ethnicity in the Attainment of the Ph.D. by Hispanic American Women from the Southwestern United States

◆◆ Research/Evaluation/Assessment ◆◆

This session reports on a study that examined factors Hispanic American women Ph.D. degree holders from the Southwestern United States perceived to have positively influenced their attainment of the Ph.D. degree. A secondary purpose of the study was to develop a profile of high-achieving Hispanic American women from the Southwest. The study adds a new dimension to the literature on Hispanic Americans in higher education because of its focus on success rather than failure. This session should particularly benefit those who are interested in educational ethnography, recruiting and retaining Hispanic American doctoral students, women's issues, and/or Hispanic female perspectives on American higher education.

Dr. Helen Garcia, Founder and Executive Director, Garcia and Associates/Educational Consultants—Redlands, California

11:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom G
Lower Level 2

A Heuristic Model of Emotion in Race Relations Training

◆◆ Curricular/Pedagogical Models ◆◆

This session reports on a heuristic model of emotional reactions to race relations training. It is based on recent advances in cognition and emotion research, as well as contributions from social cognition. A taxonomy of racial attitudes is presented to describe how variation in emotional reactions is a function of individual differences among participants' entering attitudes, and an instructional model for managing emotion is provided. This session should particularly benefit those who teach cultural diversity and/or conduct scholarly work in the area.

Dr. Billy E. Vaughn, Associate Professor and Director, Culture and Human Behavior Doctoral Program, California School of Professional Psychology—San Diego, California

11:00 a.m.-noon
DENVER MARRIOTT
Gold Coin
Lower Level 1

Creating Inclusion Through Student Peer Diversity Education

◆◆ Case Studies/Model Programs ◆◆

This program focuses on the effectiveness of using student peer educators to provide diversity education opportunities. The presenter will introduce a model peer diversity education program currently in its sixth year at Texas A&M University. Discussion will include the benefits and limitations of using peer educators, student selection and training, and the development of student-led diversity workshops and retreats. This session should particularly benefit those who are thinking about starting or are in need of rejuvenating their own student peer education programs.

Ms. Sheri Lyn Schmidt, Coordinator of Diversity Education, Department of Multicultural Services, Texas A&M University—College Station, Texas

11:00 a.m.-noon
DENVER MARRIOTT
Denver Ballroom II
Lower Level 2

How Faculty Mentoring and Peer Interactions Can Enhance Underrepresented Student Opportunities in Science, Mathematics, and Engineering

◆◆ Research/Evaluation/Assessment ◆◆

During the past six years, the Western Alliance to Expand Student Opportunities—an alliance of colleges and universities in six states in cooperation with professional organizations, government laboratories, educational organizations, and corporations—has worked to increase the number of African American, American Indian, and Hispanic undergraduate degrees in science, mathematics, engineering, and technology. The presenter will examine the interinstitutional cooperation and strategies used to engage science and engineering faculty and students in this effort, documentation of student information and outcomes, and institutionalization of these activities through the Internet and faculty development. This session should particularly benefit those who are involved in science, mathematics, and engineering education and academic program assessment.

Dr. Antonio A. Garcia, Associate Professor, Department of Chemical, Bio, and Materials Engineering, Arizona State University—Tempe, Arizona

11:00 a.m.-noon
DENVER MARRIOTT
Pomeroy
Third Floor

Beyond Invisibility and Stereotype: Understanding South Asian Identity

◆◆ Interactive Training ◆◆

This session highlights unique issues that face South Asian students in higher education. While this population constitutes one of the fastest growing communities in the United States, little is known about South Asian students. Presenters will provide background information on history, demographics, religion, culture, family, acculturation, assimilation, arranged marriage, and interracial unions. They will review information within the context of a didactic model and will discuss their own experiences within the educational system. This session will address ways to respond to and serve the South Asian community more effectively and should particularly enrich those who work with South Asian students or colleagues.

Ms. Luhna H. Somjee, Clinical Psychology Graduate Student, University of South Dakota—Vermillion, South Dakota

Ms. Rina G. Veticad, Clinical Psychology Graduate Student, University of South Dakota—Vermillion, South Dakota

11:00 a.m.-noon
HYATT REGENCY
Royal
Third Floor

Infusing Diversity into the General Education Curriculum at the Community College

◆◆ Curricular/Pedagogical Models ◆◆

Infusing diversity into a broad spectrum of undergraduate general education courses is preferable to requiring a single multicultural class lasting a single quarter or semester. When filtered through a questionnaire designed to tap student interest in race, gender, class, and ethnic issues, a body of knowledge can be assembled and made available for use as a valuable source book for faculty and students. This session will explore the process of creating such a source book and the utility of source book content. It should particularly benefit department chairs, faculty, and other academic leaders who seek ways to transform the curriculum to include race, class, gender, and ethnicity issues but who in the past have encountered bureaucratic malaise and faculty inertia.

Dr. Henry N. Carrier, Professor of Political Science, Brevard Community College—Cocoa, Florida

11:00 a.m.-noon
HYATT REGENCY
Moulin Rouge
Lobby Level

An Affirmative Response to Negative Action: Proposition 209 and the California Community Colleges

◆◆ Policy Issues ◆◆

This workshop will review the deceptively simple language of California's anti-affirmative action initiative—Proposition 209—and the statewide socioeconomic climate that fueled its acceptance. Presenters will examine specific strategies and legal interpretations that the chancellor's office has used to cope with the most pernicious effects of the law and will describe a proposed statewide professional development initiative designed to bring college teams together to develop strategies for continuing affirmative action practices on system campuses. This session should particularly benefit attendees who seek to learn more about various legal and human resource strategies that underlie efforts to resist anti-affirmative action backlash and those who want to develop systemwide or local support for responses that address affirmative action issues.

Dr. Toni M. Forsyth, Executive Director, Center for the Study of Teaching and Learning Diversity in Higher Education, De Anza College—Cupertino, California

Dr. Jose Peralez, Vice Chancellor, Human Resources, The California Community Colleges—Sacramento, California

11:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom D
Lower Level 2

Atmosphere: A Common Sense Approach to Improving Office Climate for Students of Color

◆◆ Case Studies/Model Programs ◆◆

This session focuses on the Office of Academic Multicultural Initiatives (OAMI) at the University of Michigan as a model that provides a strong and innovative academic and student support network. Presenters will highlight aspects of OAMI that contribute to its success, and will demonstrate how OAMI provides an integrated academic and co-curricular experience, student employment, mentorship, involvement in campus culture, and assistance in navigating the campus. This session should particularly benefit those who set the standard for interaction between students, faculty, and administrative staff within social and academic structures.

Dr. John H. Matlock, Assistant Provost and Director, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan

Ms. Marie P. Ting, Program Coordinator, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan

Ms. Tara L. Young, Program Coordinator, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan

11:00 a.m.-noon
DENVER MARRIOTT
Denver Ballroom V
Lower Level 2

Curriculum Revision Projects: Transforming Teachers and Classrooms

◆◆ Curricular/Pedagogical Models ◆◆

This session examines how faculty transformation of courses can alter classrooms and place students at the center of the educational enterprise. Panelists will describe wide-ranging curriculum revision projects on three campuses—a private university, a community college, and a four-year comprehensive university. Presenters will outline the conception, implementation, and assessment of these projects and will identify pitfalls to avoid and promising directions for future curriculum revision projects. This session should particularly benefit those who are planning or implementing curriculum revision or who want to examine other models of curriculum revision and assessment.

Dr. Carmen M. Bárcena, Assistant Dean and Assistant Professor of Business, School of Business Administration, University of San Diego—San Diego, California

Dr. AnnLouise Keating, Director, Presidential Curriculum Revision Project, and Associate Professor of English, Eastern New Mexico University—Portales, New Mexico

Ms. María Cristina López, Instructor of Spanish, Santa Fe Community College—Santa Fe, New Mexico

Dr. Julia Rosa López-Emslie, Director, Bilingual/Multicultural Education Program, and Professor of Bilingual Education, Eastern New Mexico University—Portales, New Mexico

11:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom H
Lower Level 2

This Is How We Do It: Valuing Diversity, Institutional Planning, and Outcome

◆◆ Long- and Short-Range Planning ◆◆

This session addresses how to build diversity into a strategic planning process and the programs and outcomes that result from such planning. It is based on the experience of the Community College of Denver in improving outcomes for students of color over the past 10 years. Major accomplishments will be highlighted, and areas that require further attention will be explored including the development of more sophisticated data relating to multiyear programs, employee training in student assessment and program evaluation methods, and the identification of additional reporting mechanisms to communicate institutional progress.

Mr. Michael Poindexter, Vice President of Student Services, Community College of Denver—Denver, Colorado

11:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom C
Lower Level 2

Situational Characteristics of Positive and Negative Experiences of Same-Race and Different/Race Students

◆◆ Research/Evaluation/Assessment ◆◆

This session examines campus situations and groups in an effort to determine those environments in which students have positive experiences, both with others of the same race and those of a different race. It should particularly benefit those who are interested in creating supportive environments that foster multiracial participation and promote positive experiences among participants.

Ms. Velma J. Cotton, Graduate Assistant and Ph.D. Student, College Student Personnel Program, University of Maryland—College Park, Maryland

Mr. Warren L. Kelley, Executive Assistant to the Vice President and Director of Planning and Research, Division of Student Affairs, University of Maryland—College Park, Maryland

Dr. William E. Sedlacek, Assistant Director, Counseling Center, University of Maryland College Park, Maryland

11:00 a.m.-noon
HYATT REGENCY
Pavilion
Third Floor

Cultural Diversity Course Models: Meeting Educational Outcomes

◆◆ Curricular/Pedagogical Models ◆◆

This session shares two course models inspired by the multiculturalism framework for meeting the educational objectives of attitude/awareness, knowledge, and skills. Presenters will distinguish between cultural diversity as content and cultural awareness as process; identify existing course models; and share various cultural diversity course projects, exercises, and tools for assessing educational outcomes. This session should particularly benefit faculty who teach cultural diversity courses and staff who develop programs with cultural diversity content.

Dr. Carmen I. Aponte, Assistant Professor, Department of Social Work, State University of New York College at Brockport—Brockport, New York

Dr. Ruth L. Harris, Assistant Professor, Department of African and Afro-American Studies, State University of New York College at Brockport—Brockport, New York

11:00 a.m.-noon
DENVER MARRIOTT
Denver Ballroom I
Lower Level 2

The Impact of Race and Gender on Graduate School Socialization, Satisfaction with Graduate Study, and Commitment to Degree Completion Among Black and White Doctoral Students

◆◆ Policy Issues ◆◆

This session reports on a study of the experiences of 67 Black and white doctoral students at a predominantly white research institution, designed to identify any differences these students experienced based on race, gender, or academic field. Study results indicate that doctoral experiences are impacted by race and gender—Black doctoral students appeared to have more difficulties finding mentors within their academic departments, becoming fully integrated into their departments, and forming close friendships with doctoral peers. This session identifies steps to enhance the

doctoral experience and should particularly benefit deans, graduate faculty members, academic staff in graduate departments, and prospective doctoral students.

Dr. Evelyn M. Ellis, Director of Multicultural Programs, Assistant to the Associate Dean for Continuing and Distant Education, and Affiliate Assistant Professor of Music, The Pennsylvania State University—University Park, Pennsylvania

11:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom E
Lower Level 2

The National Multicultural Interpreter Project: Meeting the Sign Language Interpreting Needs of Culturally Diverse Deaf and Hard of Hearing Individuals

◆◆ Case Studies/Model Programs ◆◆

This session provides an overview of the National Multicultural Interpreter Project, funded by the U.S. Department of Education Office of Rehabilitation Services to increase the quality and quantity of sign language interpreters available to meet the growing demand of deaf, hard of hearing, and deaf-blind consumers from culturally diverse backgrounds. The project is a model of collaborative efforts involving leadership, curriculum development, training, and recruitment, with broad-based community and professional participation. This session should particularly benefit those who currently or may potentially use the services of sign language interpreters to interact with faculty, staff, students, and other members of the deaf community and those who seek to enhance their recruitment of students from culturally diverse backgrounds into the field of sign language interpreting.

Mr. Anthony J. Aramburo, Consultant/Team Leader—African American, National Multicultural Interpreter Project, El Paso Community College—El Paso, Texas
Dr. Jeffrey E. Davis, Consultant/Team Leader—Euro American, National Multicultural Interpreter Project, El Paso Community College—El Paso, Texas
Mr. Jonathan P. Hopkins, Consultant/Team Leader—Native American, National Multicultural Interpreter Project, El Paso Community College—El Paso, Texas
Ms. Mary L. Mooney, Project Director, National Multicultural Interpreter Project, El Paso Community College—El Paso, Texas
Ms. Janice Nishimura, Consultant/Team Leader—Asian/Pacific Islander, National Multicultural Interpreter Project, El Paso Community College—El Paso, Texas
Ms. Angela Roth, Consultant/Team Leader—Hispanic, National Multicultural Interpreter Project, El Paso Community College—El Paso, Texas

11:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom A
Lower Level 2

Integrated Housing Developments: Dilemmas for University-Community Partnerships, Community Building, and Service Learning

◆◆ Case Studies/Model Programs ◆◆

This session reports on a planning/human service collaborative project designed to develop a closer relationship between the University of Massachusetts and its most immediate neighbor, the Breeze Point Housing Development. As a yearlong service-learning project, the collaborative aimed at assessing the partnership potential between the university and the community, as well as developing a model to be adopted by the General Education Committee in Educational Reform. This session will highlight the contradictions and challenges that emerged and should particularly benefit those who are interested and/or involved in service-learning and community-university partnership projects, especially those that enhance the urban mission by working with communities of color.

Dr. Joan L. Arches, Assistant Professor, College of Public and Community Service, University of Massachusetts—Boston, Massachusetts
Dr. Luis Aponc-Parés, Associate Professor, College of Public and Community Service, University of Massachusetts—Boston, Massachusetts

11:00 a.m.-noon
HYATT REGENCY
Gold
Third Floor

Creating Multicultural Classrooms for the 21st Century

◆◆ Research/Evaluation/Assessment ◆◆

This session addresses the need to provide faculty members with knowledge and skills for teaching in a multicultural classroom. More than a collection of students who vary according to such variables as age, class, ethnicity, gender, national origin, race, and religion, a multicultural classroom exists when a supportive learning environment is fostered by a teacher who appropriately recognizes and values different cultural styles and perspectives and effectively engages students in the learning process. This session should particularly benefit those who are involved in policy making at the institutional level and teaching faculty in search of effective and appropriate responses to classroom diversity.

Dr. George P. Alexander, Associate Professor of Intercultural Education, Biola University—La Mirada, California

1:00-1:45 p.m.
HYATT REGENCY
Imperial Ballroom
Second Floor

A new conference format that features a different topic each day during the 2-hour lunch break

For other In Context sessions, see pages 13, 31, 66, and 84

IN CONTEXT

Community-Based Cultural Arts Institutions: Culture, Expressive Arts, and Individual and Community Empowerment

Directors of two of Denver's leading community-based cultural arts institutions will discuss the role of their centers in community cultural expression and preservation and in individual and community empowerment.

Mr. Anthony J. Garcia, Director, El Centro Su Teatro—Denver, Colorado
Ms. Jo Bunton Keel, Executive Director, The Eulipions Cultural Center—Denver, Colorado

2:00-4:00 p.m.
DENVER MARRIOTT
Nat Hill
Third Floor

MAJOR WORKSHOP 26

Not Quite White: Race and Identity Issues for Arab Americans

(For workshop description, see page 29)

2:00-4:00 p.m.
DENVER MARRIOTT
Colorado Ballroom C
Lower Level 2

MAJOR WORKSHOP 28

Timely Degree Completion: Connecting the Parts

(For workshop description, see page 32)

Session will be repeated on
Sunday, May 31-
10:00 a.m.-noon

2:00-4:00 p.m.
DENVER MARRIOTT
Colorado Ballroom E
Lower Level 2

MAJOR WORKSHOP 34

Helping Democracy Work for Latinos: A New Strategy for Supporting and Disseminating Faculty Research to Public Policymakers, Community Leaders, and Advocacy Groups

This session describes a strategy for encouraging faculty research that addresses minority community issues and aspirations. Strategies for increasing the public policy influence of faculty research will receive special attention. The session will also feature activities of the new Latino/a Research and Policy Center at the University of Colorado at Denver, focusing on health and education in the Latino community. Panelists who represent the center's Faculty Research Associates, Community Associates, and Advisory Council will share their perspectives.

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

Dr. Mike Cortés, Public Policy Director, Latino/a Research and Policy Center, and Assistant Professor of Public Policy, University of Colorado—Boulder, Colorado
Dr. Ricardo Esparza, Clinical Psychologist and Assistant Clinical Professor of Internal and Preventive Medicine, University of Colorado Health Sciences Center—Denver, Colorado
Dr. Estevan Flores, Research Director, Latino/a Research and Policy Center, and Associate Professor of Ethnic Studies, University of Colorado—Boulder, Colorado
Ms. Rufina Hernández, Executive Director, Latin American Research and Service Agency (LARASA)—Denver, Colorado
The Honorable Gloria Leyba, State Representative, Colorado State Legislature—Denver, Colorado

Part I
2:00-4:00 p.m.
DENVER MARRIOTT
Colorado Ballroom D
Lower Level 2

For Part II, see page 70

MAJOR WORKSHOP 35

Working Together to Solve Common Problems: A Dialogue Across People of Color

This session is designed to help develop, enhance, and foster positive interactions among and between people of color. It offers a framework that allows participants to use the knowledge and comfort of their own culture to help in the development of awareness and sensitivity to other cultures. Participants will be offered exercises and topics to consider outside the workshop and to share during Part II, to be held on Sunday, May 31, from 2:00-5:00 p.m.

Dr. Michael E. Connor, Professor, Psychology Department, California State University—Long Beach, California
Dr. Harold Murai, Professor, Education Department, California State University—Sacramento, California

2:00-4:00 p.m.
HYATT REGENCY
Vista
Third Floor

MAJOR WORKSHOP 36

The American Indian Experience in Higher Education: From Identity Crisis to Self-Empowerment

This session is designed to help participants examine higher education through the eyes of American Indians. Participants will be assisted in appreciating American Indian cultural issues, values, history, and achievements and how these have impacted the experiences of Indian students over the past 50 years. Participants will also engage in activities that illustrate the most typical individual and collective perspectives of Indian students as they progress through a Euro-American-based educational system. This forum will also provide insight into the social, educational, cultural, political, and economic movement currently taking place among Indian people.

Dr. Nate St. Pierre, Director, Office of Tribal Services, and Adjunct Faculty, Center for Native American Studies, Montana State University—Bozeman, Montana
Ms. Franci L. Taylor, Co-Coordinator, American Indians in Mathematics Institute, Montana State University—Bozeman, Montana

2:00-4:00 p.m.
DENVER MARRIOTT
Gold Coin
Lower Level 1

MAJOR WORKSHOP 37

Campus Programs That Address Ethnoviolence Survey Findings

This session features a panel representing universities with different responses to campus ethnoviolence audits. These responses range from denial (and attacks on the messengers) to enthusiastic support for new policies and programs. Panelists will review basic findings of research on campus ethnoviolence and sexual harassment, discuss responses to their data and recommendations, examine policy and program changes that have been implemented, and explore what did and did not happen and what alternatives they might recommend to others. Participants will have an opportunity to share their campus stories.

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

Dr. Susan K. Hippensteele, Sex Equity Specialist, University of Hawai'i at Mānoa—Honolulu, Hawai'i

Dr. Fred L. Pincus, Associate Professor of Sociology, University of Maryland Baltimore County—Baltimore, Maryland

2:00-4:00 p.m.
HYATT REGENCY
Royal
Third Floor

MAJOR WORKSHOP 38

Academic Barriers to Success by Culturally Diverse Students: Unraveling the Complexities and Developing New Strategies that Engage the Mainstream Professoriate

This session presents the outcomes of formal and informal cross-campus efforts to address academic barriers to success for culturally diverse students, particularly American Indian and Latino/a students. Presenters will speak from the perspectives of their range of positions, will share areas of agreement and disagreement, and will indicate strategies that are possible within these constraints. Both traditional strategies that tap into the multiculturally committed faculty and innovative strategies that address the mainstream of the academy will be explored.

Ms. Terra Anderson, Director of Affirmative Action, Fort Lewis College—Durango, Colorado

Mr. Bill Bolden, Director of Housing, Fort Lewis College—Durango, Colorado

Dr. Adrian Bustamante, Assistant Professor, Southwest Studies, Fort Lewis College—Durango, Colorado

Ms. Isabel Cambridge, Personal Services Advisor, Program for Academic Advancement, Fort Lewis College—Durango, Colorado

Dr. Carol Smith, Assistant Professor, Management and Communications, Fort Lewis College—Durango, Colorado

Dr. Richard Wheelock, Assistant Professor, Southwest Studies, Fort Lewis College—Durango, Colorado

2:00-4:00 p.m.
HYATT REGENCY
Pavilion
Third Floor

MAJOR WORKSHOP 39

Strategies for Promoting Bias-Free Communication on Campus

This session describes the development and educational and training uses of a Guide to Bias-Free Communication. The guide 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

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

2:00-4:00 p.m.
DENVER MARRIOTT
Denver Ballroom II
Lower Level 2

MAJOR WORKSHOP 40

World Class Customer Service in Marriott's World of Differences

Marriott International is moving forward in a changing world, with a work force and customers that are increasingly diverse. The challenge is to respond to these changes in ways that will benefit both the company and society as a whole. This session provides an overview of how Marriott trains employees to respond to and meet the needs of diverse customers and employees and should particularly interest those who wish to explore linkages between academia and the business world.

Ms. Linda McGill, Director, Human Resources, Denver Marriott City Center—Denver, Colorado

2:00-4:00 p.m.
HYATT REGENCY
Florentine
Third Floor

MAJOR WORKSHOP 41

Dialogue on Multiracial Student Issues on Campus

This session is designed to facilitate open discussion of campus multiracial issues, including strategies for addressing multiracial student needs, making campuses more inclusive for multiracial students, conflicts between multiracial and monoracial students, and the identity development of multiracial students. Participants are encouraged to bring questions, concerns, ideas, and programmatic information to share.

Dr. Charmaine Wijeyesinghe, Consultant and Trainer—Delmar, New York

2:00-4:00 p.m.
DENVER MARRIOTT
Penrose
Third Floor

MAJOR WORKSHOP 42

Dialogue on Using Theatre and Expressive Arts to Work with Racism

This session is designed to facilitate dialogue and sharing among participants who have used theatre and expressive arts in anti-racism work. It is intended primarily for those who have had considerable involvement in such efforts but may also interest those who would like to explore how to get started.

Dr. Mukti Khanna, Associate Professor, Department of Psychology, Fort Lewis College—Durango, Colorado

Dr. Cecilia Orellana-Rojas, Associate Professor of Sociology and Human Services, Fort Lewis College—Durango, Colorado

For a related session, see Major Workshop 3 on page 6

2:00-4:00 p.m.
HYATT REGENCY
Moulin Rouge
Lobby Level

MAJOR WORKSHOP 43

For African Americans Only! "What Have 'We' Done for 'Us' Lately?"

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

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

2:00-4:00 p.m.
DENVER MARRIOTT
Colorado Ballroom F
Lower Level 2

For an overview of sessions comprising the Institute on Student Issues and Concerns, see page 2

INSTITUTE ON STUDENT ISSUES AND CONCERNS

An eight-part institute designed to address critical student issues and concerns. A Certificate of Participation will be available with documented attendance at any five institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

From Silencing to Empowerment—The Need for Student Coalitions

Latino/a, African American, Asian American, Native American, racially mixed, and other students often feel silenced in campus classrooms, college newspapers, curriculum, and residence halls. The university's failure to legitimize their uniqueness and diversity is a reflection of the postmodern sociocultural condition. Using a critical postmodernist perspective, we will explore how students can create a "pan-multicultural movement" to build racial and ethnic coalitions that legitimize their voices and bring about change. Presenters will use personal experiences, and audience interaction will be essential in developing action plans that participants can take back home. While all participants are welcome, this session should particularly benefit students of color who are seeking ways to establish action plans on their campuses to further legitimize their racial and ethnic existence.

Ms. Diane M. Arzia, Associate Director, Admissions and Orientation, and Doctoral Student, Sociology Department, Western Michigan University—Kalamazoo, Michigan
Dr. Douglas Davidson, Professor, Department of Sociology, Western Michigan University—Kalamazoo, Michigan

2:00-4:00 p.m.
DENVER MARRIOTT
Mattie Silks
Lower Level 1

For an overview of sessions comprising the Advanced Institute for Experienced Professionals, see page 2

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

ADVANCED INSTITUTE FOR EXPERIENCED PROFESSIONALS

A three-part institute designed to provide sessions that are truly advanced and address the interests and needs of persons working in the area of race and ethnicity for eight or more years. A Certificate of Participation will be available with documented attendance at all three institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

Advanced Organizational Change: How Do You Bring About Change When You Don't Have Leadership From the Top

This session is designed for those who have done considerable work on planned organizational change; no time will be devoted to the basics of institutional assessment or analysis. The session will explore a change model that enables movement to come about in spite of lack of leadership from the top. Requiring substantial intentional planning and trust among change agents, this approach utilizes offensive and defensive strategies to circumvent senior gatekeepers. Participants will be assisted in identifying ways the model can be tailored to their institutions.

Dr. Frances E. Kendall, Consultant in Organizational Change—Albany, California

2:00-4:00 p.m.
DENVER MARRIOTT
Denver Ballroom IV
Lower Level 2

For an overview of sessions comprising the Institute for Minority Affairs Professionals, see page 3

2:00-4:00 p.m.
DENVER MARRIOTT
Matchless
Lower Level 1

For an overview of sessions comprising the Institute on Multicultural Technology in Teaching, see page 3

2:00-4:00 p.m.
DENVER MARRIOTT
Colorado Ballroom I & J
Lower Level 2

For an overview of sessions comprising the Institute for Diversity Trainers, see page 3

INSTITUTE FOR MINORITY AFFAIRS PROFESSIONALS

A three-part institute designed for directors, coordinators, and professional staff of Offices of Minority Affairs/Multicultural Services. A Certificate of Participation will be available with documented attendance at all three institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

Institutionalizing Campus Diversity Education Programs

The key to building community on higher education campuses is a strong diversity education program. This session provides tools for creating and/or strengthening such programs, highlighting a useful diversity education model and focusing on a such issues as funding, marketing, and obstacles to success.

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

INSTITUTE ON MULTICULTURAL TECHNOLOGY IN TEACHING

A four-part institute—limited to 50 persons admitted on a first-come, first-served basis—designed to enhance the technology skills of participants and to acquaint them with the potential of multimedia for transforming the multicultural classroom. The first institute session—on proficiency with Windows 95—is a prerequisite for all subsequent sessions. A Certificate of Participation will be available with documented attendance at all four institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

Basics of Multimedia Elements

This "hands-on" session is designed to introduce participants to the elements of multimedia and the basics of using a multimedia authoring program. Participants will work in groups to create their own multimedia programs incorporating text, graphics, and audio where the content focuses on adding an ethnic perspective to traditional curriculum. No prior computer knowledge is required, and participants will receive a disk with a computer program that introduces the basics of multimedia.

Ms. Leslie D. Edwards, Multimedia Learning Specialist and Adjunct Biology Faculty, Front Range Community College—Westminster, Colorado

INSTITUTE FOR DIVERSITY TRAINERS

A five-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. To earn a Certificate of Participation, documented attendance at four sessions is required—the first, second, third, and fifth sessions or the first, third, fourth, and fifth. Admission priority will be given to those who are pursuing a Certificate of Participation.

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

This session provides tools, ideas, and evaluation criteria to ensure that all faculty and staff training gives similar messages about inclusion in such areas as ethnicity, race, gender, socioeconomic class, sexual orientation, age, disabilities, and religion.

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

2:00-4:00 p.m.

2-HOUR CONCURRENT SESSIONS

2:00-4:00 p.m.

DENVER MARRIOTT
Colorado Ballroom G
Lower Level 2

***Universitas* and Underrepresented Populations: Renewing the Path Between University and Community**

◆◆ Interactive Training ◆◆

This interactive session explores the concept of *universitas* in relation to underrepresented populations in colleges and universities. It is intended to enhance participants' ability to increase institutional diversity through the development of specific strategies that strengthen relationships between minority populations and the colleges and universities they attend and to heighten the level of interchange between university and community. Participants will explore how the relationships within the university and between the host community and the university can best complement each other with reference to underrepresented populations. This session should particularly benefit administrators involved in policy making at the institution level, as well as practitioners who provide direct services to underrepresented groups and those who are involved in the recruitment and retention of such groups.

Mr. COUNA Martin, Graduate Assistant, Student Housing and Dining Services, Northern Illinois University—DeKalb, Illinois

Mr. Richard Namme, Graduate Assistant, Student Housing and Dining Services, Northern Illinois University, DeKalb, Illinois

Dr. Lajuana K. Williams, Assistant Director/Area Coordinator, Student Housing and Dining Services, Northern Illinois University—DeKalb, Illinois

2:00-4:00 p.m.

HYATT REGENCY
State Room
Second Floor

The Institutional Change Process as It Relates to Diversity Planning, Assessment, and Institutionalization

◆◆ Long- and Short-Range Planning ◆◆

This session details the four-year planning process of a multicampus community college district to address issues and strategies related to planning, implementing, and assessing institutional change. This process has involved moving from a special-interest committee to incorporating diversity as a strategic priority in all aspects of the institutional environment. Presenters will focus on the processes used to weave diversity throughout the institutional fabric. This session should particularly benefit those who are interested in diversity planning, assessment of institutional environment, and institutionalizing these processes.

Dr. Denise Lloyd-McDowell, Director, Student Support Services, Penn Valley Community College—Kansas City, Missouri

Ms. Karen West, Resource Development Coordinator, The Metropolitan Community Colleges—Kansas City, Missouri

2:00-4:00 p.m.

DENVER MARRIOTT
Denver Ballroom V
Lower Level 2

Empowering Students of Color: A Peer Leadership Training Program

◆◆ Case Studies/Model Programs ◆◆

This session treats programming designed to promote student development and foster a sense of empowerment for all students of color and highlights Asian American student issues, especially with regard to racial identity. The presenter will describe a model program, The Asian American Center's Peer Leader Program; will employ case studies to identify issues affecting students of color, specifically Asian American students; and will outline opportunities for effective programming to empower students of color. This session should particularly benefit those who seek to develop peer leadership training programs, those who work with Asian American students and/or other students of color, and those who seek to deepen their understanding of racial identity issues and/or to increase their effectiveness in working with the diverse Asian American student population.

Ms. Linell E. Yugawa, Director, Asian American Center, Tufts University—Medford, Massachusetts

2:00-4:00 p.m.
HYATT REGENCY
Parisienne
Third Floor

White Men Can Jump: From Power and Privilege to Identity and Alliance

◆◆ Interactive Training ◆◆

This session examines white identity and the difficulty white people have in recognizing themselves as part of a socially constructed culture due to white privilege. Presenters will share some of their experiences as white men exploring their identity and learning about white privilege and will facilitate a discussion about what white people gain and lose from white privilege in terms of their own identity and its impact on people of color. Participants will learn strategies for being an effective ally as well as for supporting white people who are trying to "jump" that is, to define an anti-racist white identity for themselves in a multicultural society. This session should particularly benefit those who seek an open discussion about white identity, culture, and privilege, as well as an opportunity to find support for themselves and/or for white persons in their lives who are in the process of forming a new identity.

Mr. William E. Kratt, Coordinator of Student Development and Volunteer Services,
California State Polytechnic University—Pomona, California

Dr. Kurt M. Saunders, Clinical Professor of Law, Duquesne University—Pittsburgh,
Pennsylvania

2:00-4:00 p.m.
DENVER MARRIOTT
Colorado Ballroom H
Lower Level 2

Success in Grant Writing: The First Step in Successful Programming

◆◆ Interactive Training ◆◆

This session is designed for those who seek additional funding, whether in support of existing operations, program expansion or outreach, innovations in service delivery, or dissemination of model programs. Participants will receive comprehensive information packets and will be taken through the stages of successful grant writing. Administrators, faculty, development officers, students, and community representatives are invited to participate.

Ms. Carol P. Fimmen, Director, Cross-Cultural Educational Program, Western Illinois
University—Macomb, Illinois

Ms. Debi L. Riggins, Research Associate, Cross-Cultural Educational Program, Western
Illinois University—Macomb, Illinois

2:00-4:00 p.m.
DENVER MARRIOTT
Denver Ballroom VI
Lower Level 2

The Impact of Gender and Race on Student Perceptions of Classroom Interactions, Instruction, and Curriculum: Instrument Design and Study Results

◆◆ Curricular/Pedagogical Models ◆◆

This session reports on a campuswide study conducted at Rutgers University over a two-year period to determine student perceptions of college classroom experiences regarding multiculturalism. The inquiry concerned students' perceptions of social interactions among students and faculty, students' perceptions of instruction and curricula, and the ways in which students' views might be influenced by their gender and/or race. Development of instrument design and study methodologies will be presented, followed by a detailed discussion of results and implications for practice. Recommendations and implementation approaches will also be offered. This session should particularly benefit those who are interested in "self-assessment" practices to determine student preferences for learning environments.

Dr. Ian Jacobs, Associate Provost for University Outreach, Rutgers University—Camden,
New Jersey

Dr. Debashis Kushary, Associate Professor of Mathematics, Rutgers University—Camden,
New Jersey

Dr. Phyllis Zofko Latragna, Consultant, Rutgers University—Camden, New Jersey

Dr. Roselle Wilson, Vice President for Student Affairs, Rutgers University—New
Brunswick, New Jersey

For a related workshop,
see page 69

2:00-4:00 p.m.

DENVER MARRIOTT

Denver Ballroom I

Lower Level 2

Assessing the Impact of a Summer Program Using Qualitative Research

◆◆ Research/Evaluation/Assessment ◆◆

This session reports on preliminary results of a qualitative study used to assess the impact of a minority summer undergraduate research program at Mayo Clinic. The interview study of twenty students was designed to investigate whether qualitative research methods could provide a more complete and accurate technique than previous assessment methods to predict the future success and direction of students, assess program impact, improve program quality, and refine the student selection process. Study results suggest that carefully planned interviewing methodologies may be more precise and complete for preliminary program evaluation than other approaches. Participants will be asked to provide samples of evaluation or assessment questions for discussion and refinement. This program should particularly benefit those who are responsible for educational program development and evaluation, including enrichment programs for minority students.

Dr. Jill L. Keller, Associate Learning Specialist (Medical Education), The University of Arizona Health Sciences Center—Tucson, Arizona

Dr. Richard McGee, Director, Office of Minority Student Affairs, Mayo Graduate and Medical Schools, Mayo Foundation—Rochester, Minnesota

2:00-4:00 p.m.

HYATT REGENCY

Far East Room

Second Floor

Strategies for Recruiting Minority Faculty and Professional Applicants

◆◆ Case Studies/Model Programs ◆◆

This session addresses the issue of effective recruitment and candidate-sensitive strategies to achieve a culturally inclusive faculty and staff population. It uses as an example a program that focuses on an external recruitment plan to attract qualified minority faculty and professional applicants at a highly selective, predominantly white, private university. Participants will analyze cases designed to confront the myths that tend to supplant campus efforts to recruit and retain faculty and professionals of color. This session should particularly benefit human resources and administrative personnel, faculty members, department chairs, and deans who are involved in attracting and hiring faculty and professional staff.

Dr. Roland B. Smith Jr., Associate Provost, William Marsh Rice University—Houston, Texas

Ms. Sharon L. Bush, Staff Recruiter, William Marsh Rice University—Houston, Texas

2:00-4:00 p.m.

DENVER MARRIOTT

Denver Ballroom III

Lower Level 2

Latino/a Students' Experiences at Predominantly White Institutions

◆◆ Theoretical Models ◆◆

This interactive session highlights specific issues and struggles that Latino/a students face at predominantly white institutions. It will (1) examine how the four different stages of the Racial Identity Development Model correspond to Latino/a students' experiences in higher education; (2) create a safe space for Latino/a students to interact, share personal experiences, and learn ways to improve their leadership skills and become more effective campus change agents; and (3) provide information on how to develop stronger coalitions with administrators, faculty, students, and the community. This session should especially benefit those who deal extensively with Latino/a students.

Ms. Anna Maria Cobo, Assistant Dean and Director of the Intercultural Center, Swarthmore College—Swarthmore, Pennsylvania

Ms. Susana Pelayo-Woodward, Director of Hispanic, Latino, Chicano Student Services, University of Minnesota—Duluth, Minnesota

4:20-5:30 p.m.
DENVER MARRIOTT
Colorado Ballroom
Lower Level 2

For a dialogue with Dr. Eddie F. Brown, see below

For a major workshop by Dr. Eddie F. Brown, see Major Workshop 46 on page 63

5:30-6:30 p.m.
DENVER MARRIOTT
Denver Ballroom III
Lower Level 2

5:30-7:30 p.m.

For tour description, see page 38

5:30-8:00 p.m.
HYATT REGENCY
Moulin Rouge
Lobby Level

8:00-10:00 p.m.

For description, see page 22

8:00-10:30 p.m.
DENVER MARRIOTT
Colorado Ballroom
Lower Level 2

AFTERNOON PLENARY SESSION

Keynote Address:

"Welfare Reform and Minority Communities: Practices, Insights, and Visions for the 21st Century"



Dr. Eddie F. Brown serves as Associate Dean and Director of the Kathryn M. Buder Center for American Indian Studies at the George Warren Brown School of Social Work, Washington University—St. Louis, Missouri. An enrolled Pascua Yaqui, affiliated with the Tohono O'odham Nation, Brown has served as consultant and executive director of the Tohono O'odham Nation's department of Human Services, where he had administrative responsibility for a broad spectrum of human service programs. From 1989 to 1993 Brown served as Assistant Secretary of the U.S. Department of Interior, Bureau of Indian Affairs. His public service career also includes service as director of the State of Arizona Department of Economic Security and director of Intergovernmental Operations for the Arizona Department of Economic Security, where he facilitated intergovernmental cooperation between federal, state, tribal, and local governments in the planning and implementation of social services. Brown has taught graduate-level courses in social work and Native American Studies at Arizona State University, The University of Arizona, and the University of Utah. In late 1997 he received a multiyear grant from the U.S. Department of Health and Human Services to study the impact of welfare reform in Indian country.

DIALOGUE WITH DR. EDDIE F. BROWN

DOWNTOWN DENVER URBAN WALKING TOUR

SPECIAL FEATURE

The John D. O'Bryant National Think Tank for Black Professionals in Higher Education on Predominantly White Campuses (JDOTT) National Summit Meeting on "Making Our Own Destiny: Black Professionals Working It Out Together."

INFORMAL MEETINGS AND ETHNIC GROUP NETWORKING SESSIONS

CAMP LOGAN PERFORMANCE

A World War I dramatic production written by Celeste Bedford Walker and produced by Mountaintop Productions. Based on the 1917 Courts-martial and execution of 19 Black soldiers of the 24th Infantry, Camp Logan received the NAACP Image Award for best play 1994. It has been described as "...filled with ensemble power" (*The Boston Globe*), "a text book example of how to entertain..." (*Washington Post*), and a "Forceful . . . well crafted . . . timely play" (*The New York Times*).

SUNDAY, MAY 31, 1998

9:00 a.m.-noon
HYATT REGENCY
Pavilion
Third Floor

Session will be repeated from
2:00-5:00 p.m.

Part I
9:00 a.m.-noon
DENVER MARRIOTT
Denver Ballroom V
Lower Level 2

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

9:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom E
Lower Level 2

Part I
9:00 a.m.-noon
HYATT REGENCY
Florentine
Third Floor

For Part II, a follow-up dialogue,
see page 73

Part I
9:00 a.m.-noon
DENVER MARRIOTT
Denver Ballroom VI
Lower Level 2

For Part II, see page 69

9:00 a.m.-noon
HYATT REGENCY
Royal
Third Floor

MAJOR WORKSHOP 4

DiversiTEAM Building on Campus
(For workshop description, see page 6)

MAJOR WORKSHOP 18

Day of Dialogue on Race
(For workshop description, see page 23)

MAJOR WORKSHOP 19

Affirmative Action in Higher Education: Legal Developments, Trends in Admissions, and Promising Practices
(For workshop description, see page 23)

MAJOR WORKSHOP 20

Reclaiming the Power: Empowerment Strategies for African American Women in Higher Education
(For workshop description, see page 24)

MAJOR WORKSHOP 21

Becoming Assessment-Savvy Program Administrators and Staff: Critical Concepts, Perspectives, and Practices
(For workshop description, see page 24)

MAJOR WORKSHOP 22

Understanding Campus Intergroup and Intragroup Conflict Through Racial Identity Development Models
(For workshop description, see page 24)

9:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom A
Lower Level 2

MAJOR WORKSHOP 44

Effective Partnership Models for Minority Recruitment and Placement

This session examines how a small private New England college, a mid-sized public Eastern university, a historically Black Midwestern college, and a large public Midwestern university create effective partnerships that support minority recruitment and placement. The strategies employed are varied and dependent on the type of institution, the relationship with the local school district, and student composition. This session should benefit those who are involved with or who seek partnerships between higher education institutions and public schools, as well as recruitment and retention programs in a variety of disciplines.

Dr. Joan Macala, Co-Director, Future Teachers of Chicago, Chicago Teachers Center, Northeastern Illinois University—Chicago, Illinois
Dr. Joyce Jones, Director, Office of Field Placement, College of Education, Chicago State University—Chicago, Illinois
Dr. Ana Maria Schuhmann, Dean, School of Education, Kean College of New Jersey—Union, New Jersey
Dr. Sharon J. Washington, Associate Professor, Education Department, Springfield College—Springfield, Massachusetts

9:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom B
Lower Level 2

MAJOR WORKSHOP 45

From Apathy to Alliance: Motivating People from Dominant Groups to Support Social Justice Efforts

Drawing upon participants' own experiences and research findings, this session examines factors that motivate people from dominant groups to become allies in support of social change efforts. Areas of particular focus will include self interest, empathy, and moral values. Geared for persons who are involved in social change efforts in university and/or community contexts, this session will explore specific strategies for developing support and commitment.

Dr. Diane Goodman, Assistant Professor, Educational Studies, School of Education, State University of New York—New Paltz, New York

9:00 a.m.-noon
HYATT REGENCY
Moulin Rouge
Lobby Level

For an overview of sessions comprising the Institute on Student Issues and Concerns, see page 2

INSTITUTE ON STUDENT ISSUES AND CONCERNS

An eight-part institute designed to address critical student issues and concerns. A Certificate of Participation will be available with documented attendance at any five institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

Can We Be a Rainbow?

This interactive session is designed to increase interracial understanding between students of color. Students of different racial and ethnic groups are encouraged to share and compare understandings and misunderstandings among their cultures. Commonalities and differences in how white racism impacts each group's experiences will be explored and contemporary challenges faced by people of color will be examined.

Dr. Jean Kim, Vice Chancellor for Students Affairs, University of Colorado—Boulder, Colorado

9:00 a.m.-noon

DENVER MARRIOTT
Colorado Ballroom C & D
Lower Level 2

For an overview of sessions comprising the Faculty Institute on Curriculum Transformation, see page 2

FACULTY INSTITUTE ON CURRICULUM TRANSFORMATION

A three-part institute that focuses on transforming the content of teaching and redefining academic disciplines to include issues of ethnic diversity, gender, and social class. It is designed both for faculty who are eager to begin the process, as well as for those who seek to deepen their ongoing efforts. Exemplary models from a variety of disciplines will be provided, and participants will work collaboratively to reconceptualize a traditional course and will learn how to build campus support networks that allow them to bring their changes back home. A Certificate of Participation will be available with documented attendance at all three institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

The Content of Our Courses: What Changes When We Pay Attention to Diversity

This session introduces key issues in contemporary curriculum transformation debates and presents models of transformation from a variety of disciplines. Through a series of interactive exercises, participants will situate themselves and fellow participants both within the broader national discourse on curriculum change and within the context of their own campus experience.

Ms. Linda Caldwell Epps, Vice President for Student Affairs and Dean of Students, Bloomfield College—Bloomfield, New Jersey

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

Ms. Martha LaBare, Dean of Academic Affairs, Bloomfield College—Bloomfield, New Jersey

Dr. Asgedel Stefanos, Associate Professor of Literature, University of Massachusetts—Boston, Massachusetts

Dr. Costellano Turner, Professor, Department of Psychology, University of Massachusetts—Boston, Massachusetts

9:00 a.m.-noon

DENVER MARRIOTT
Denver Ballroom III & IV
Lower Level 2

For an overview of sessions comprising the Institute on White Privilege and Responsibility, see page 3

INSTITUTE ON WHITE PRIVILEGE AND RESPONSIBILITY

A three-part institute that examines issues of white privilege and explores the challenges of becoming responsible white leaders and building authentic relationships across racial/ethnic lines. A Certificate of Participation will be available with documented attendance at all three institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

Taking Responsibility for White Leadership

This session addresses such questions as: what does it mean to be a visible leader among other white people; do I have to reassess my assumptions about notions of courage and wisdom as I do this work; and how do I keep myself on the journey and not become self-satisfied or discouraged as I assume a leadership role.

Dr. Frances E. Kendall, Consultant in Organizational Change—Albany, California

9:00 a.m.-noon
DENVER MARRIOTT
Matchless
Lower Level 1

For an overview of sessions comprising the Institute on Multicultural Technology in Teaching, see page 3

INSTITUTE ON MULTICULTURAL TECHNOLOGY IN TEACHING

A four-part institute—limited to 50 persons admitted on a first come, first served basis—designed to enhance the technology skills of participants and to acquaint them with the potential of multimedia for transforming the multicultural classroom. The first institute session—on proficiency with Windows 95—is a prerequisite for all subsequent sessions. A Certificate of Participation will be available with documented attendance at all four institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

Using Graphics and Multimedia Images in the Multicultural Classroom and on the Web

This "hands-on" session focuses on the use of images in classroom texts, materials, Web pages, and computer programs. Participants will create different kinds of graphics that communicate positive ethnic characteristics and will receive a disk of multicultural images that can be used in any computer.

Ms. Leslie D. Edwards, Multimedia Learning Specialist and Adjunct Biology Faculty, Front Range Community College—Westminster, Colorado

9:00 a.m.-noon

3-HOUR CONCURRENT SESSIONS

9:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom C
Lower Level 2

Diversity Training Exercises and Strategies for Trainers

◆◆ Training of Trainers ◆◆

This interactive session involves participants in three different experiential education activities that have been used with students, staff, and/or faculty to discuss issues of diversity and race relations. Attendees will participate in the exercises and debriefing, will analyze their experiences using a trainer's lens, and will learn how to facilitate these exercises effectively. This session should particularly benefit those who seek innovative diversity exercises and effective tools and techniques to use in the debriefing process.

Ms. Cristina dela Cruz, Associate Director, Student Affairs/Multicultural Affairs, Columbia Business School—New York, New York

Ms. Linda M. Wolford, Director for Student Development and Educational Training, Multicultural Affairs, University of Minnesota—Minneapolis, Minnesota

9:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom F
Lower Level 2

Power Through Healing: Managing Cross-Cultural Conflict

◆◆ Training of Trainers ◆◆

This session demonstrates a conflict management model for resolving residual toxic discriminatory experiences. It is an adaptation of the Triatic Counseling Model, developed by Paul Pedersen and designed for professionals who have reached an impasse in bridging cross-cultural experiences. Participants will identify and share critical unresolved incidents in small- and large-group work. They will gain insight into the causes of impasse, and effective behaviors, emotional regulation, and assertive communication skills will be taught. Facilitator skills will be identified and practiced, and both procedures for conducting the model and a bibliography will be shared. This session should particularly benefit those who are involved in cross-cultural training, teaching, and counseling.

Dr. Laurene Y. Finley, Professor, Multicultural Training and Research Institute, School of Social Administration, Temple University—Philadelphia, Pennsylvania

Ms. Anita Pernell-Arnold, Professor, Multicultural Training and Research Institute, School of Social Administration, Temple University—Philadelphia, Pennsylvania

9:00 a.m.-noon
DENVER MARRIOTT
Penrose
Third Floor

The Diversity Institute: A Partnership Model Between Campus and Community

◆◆ Case Studies/Model Programs ◆◆

This session reports on the five-year evolution of a collegewide Cultural Diversity Task Force to a collaborative campus-community Diversity Institute with regional impacts. Key decisions and events that significantly influenced the evolution from task force to institute will be highlighted, with an emphasis on identifying organizational and community dynamics that are crucial for developing and sustaining an effective college-community partnership. Concrete strategies for the development of a regional institute will also be discussed. This session should particularly benefit those who seek to facilitate systemic change in their colleges and/or communities in the areas of prejudice reduction and diversity appreciation.

Dr. James M. Calderone, Associate Professor of Social Work, Diversity Institute, College Misericordia—Dallas, Pennsylvania

Dr. Jennie Congleton, Assistant Professor, Fine Arts Program, Diversity Institute, College Misericordia—Dallas, Pennsylvania

Dr. Linda Trompeter, Assistant Academic Dean and Director of the Diversity Institute, College Misericordia—Dallas, Pennsylvania

9:30-10:30 a.m.

1-HOUR CONCURRENT SESSIONS

9:30-10:30 a.m.
HYATT REGENCY
Far East Room
Second Floor

Designing and Implementing Successful Diversity Programs

◆◆ Case Studies/Model Programs ◆◆

This session highlights ongoing diversity efforts, actions, and programs at Sinclair Community College, focusing on a core group of models that provide a practical guide to each phase of diversity program development. Participants will learn how to design programs that promote valuing differences and address dynamics that cause misunderstandings among people. This session should particularly benefit those who seek helpful insights into designing and implementing diversity programs that prepare students for a pluralistic world.

Ms. Tess Little, Associate Professor, Fine Arts, Sinclair Community College—Dayton, Ohio

Ms. Veronica R. Watkins, Director of Student Activities, Sinclair Community College—Dayton, Ohio

9:30-10:30 a.m.
HYATT REGENCY
Vista
Third Floor

Project PEACE: A Model College-Led Tutoring Program for High School Students

◆◆ Case Studies/Model Programs ◆◆

This session highlights Project PEACE (Promoting Education and Community Empowerment), in which college students trained in composition tutoring and conflict resolution work twice weekly in after-school programs at public high schools. Presenters will describe this collaborative effort and will indicate how it has improved the environment at both the college and the high schools. A sample seminar curriculum for participating college students will be available. This session should particularly benefit those who seek to create college-high school partnership programs.

Dr. Melissa A. Leonard, Adjunct Assistant Professor, Psychology Department, and Program Coordinator, Office of Community Service Learning and Center for Diversity and Multicultural Studies, Brooklyn College—Brooklyn, New York

9:30-10:30 a.m.
HYATT REGENCY
Gold
Third Floor

Building Rich Learning Communities Using the Internet in a Multicultural Nonsexist Education Course

◆◆ Research/Evaluation/Assessment ◆◆

This session reports on a study that examined computer-mediated discussions held over the Internet by 70 preservice teachers enrolled in a multicultural, nonsexist education course. These discussions sought to create an environment where preservice teachers would feel comfortable sharing their ideas relating to cultural diversity and would be less likely to exhibit resistant behaviors. Through this forum preservice teachers were empowered to value the sharing of multiple perspectives, as well as to develop an awareness of the important role they play in building a multicultural community. This session should particularly benefit teacher educators and researchers in the field of multicultural education.

Dr. Theresa E. McCormick, Professor, College of Education, Iowa State University—Ames, Iowa

Mr. James C. McShay, Graduate Student, College of Education, Iowa State University—Ames, Iowa

9:30 a.m.-noon
DENVER MARRIOTT
Mattie Silks
Lower Level 1

MAJOR WORKSHOP 25

Ethnic Studies: Colorado Models That Encompass the Range of Institutional Settings

(For workshop description, see page 28)

Part I
10:00 a.m.-noon
DENVER MARRIOTT
Denver Ballroom II
Lower Level 2

MAJOR WORKSHOP 5

Understanding the Dynamics of Class, Race, and Culture in Resolving Campus Conflicts

(For workshop description, see page 6)

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

10:00 a.m.-noon
HYATT REGENCY
State Room
Second Floor

MAJOR WORKSHOP 28

Timely Degree Completion: Connecting the Parts

(For workshop description, see page 32)

10:00 a.m.-noon
HYATT REGENCY
Parisienne
Third Floor

MAJOR WORKSHOP 46

Preparing Communities for the 21st Century: A Path Toward Developing Solutions that Utilize the Strengths of Minority Communities and Families

Using the welfare reform legislation (P.L. 104-193 The Personal Responsibility and Work Opportunity Reconciliation Act of 1996) as a backdrop, this session examines how we have been educated to view minority communities and families from a deficit perspective and how these views have influenced our attempts to address their social and economic problems. The presenter will suggest an alternative approach to community and family intervention that focuses on the capacities, skills, and assets of minority communities and families.

Dr. Eddie F. Brown, Associate Dean and Director of the Kathryn M. Buder Center for American Indian Studies, George Warren Brown School of Social Work, Washington University—St. Louis, Missouri

Dr. Eddie F. Brown also provided the keynote address on Saturday, May 30. See page 57

10:00 a.m.-noon

2-HOUR CONCURRENT SESSIONS

10:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom J
Lower Level 2

Prerequisites for Diversity: Self-Awareness and Cultural Competency

◆◆ Theoretical Models ◆◆

All too often students arrive on campus expected to join the multicultural goals of the institution without having an opportunity to unpack their personal baggage, begin a search for self, or become culturally competent. This interactive, multimedia session presents a unique theoretical model that challenges colleges and universities to strategically plan their diversity initiatives with a primary focus on students' developmental needs. The session allows practitioners to view things through the eyes of students, and developmental theories and practical insights are interwoven with creative presentation methods and strategies for success. This session should particularly benefit those at predominantly white institutions who are involved in policy making at the institutional level and practitioners who provide direct services to students.

Mr. Eric C. Davis, Director, Minority Student Affairs, Seattle University—Seattle, Washington

10:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom H
Lower Level 2

Native American Summer Youth Academy Collegiate Enrichment Program: Konaway Nika Tillicum—A Plan For Survival

◆◆ Case Studies/Model Programs ◆◆

This session examines Konaway Nika Tillicum (meaning "all my relations" in Chinook trade jargon), a one-week residential summer program for Native American students in grades 5 through 8. This program became a reality after Native American educators throughout Oregon were brought together in an educational planning symposium sponsored by three Oregon higher education institutions to address the educational needs of Native students, from preschool to doctorate. The key to the program's success has been to listen, talk, trust, and extend ownership to a time-honored culture and to blend these cultural differences together into one program of educational access. This session should particularly benefit those who are interested in developing community-based ethnic youth programs using a collaborative, innovative, sustainable, and interactive model.

Mr. James Robert Florendo, Assistant Director, Office of Multicultural Affairs, University of Oregon—Eugene, Oregon

Ms. Carol C. Jensen, Director of Youth Programs, Southern Oregon University—Ashland, Oregon

Mr. David West, Native American Academic Coordinator, Southern Oregon University—Ashland, Oregon

10:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom I
Lower Level 2

Valuing Diversity Among Latinos

◆◆ Interactive Training ◆◆

Comprehensive efforts in support of culturally different students require strategies that reach students based upon their individual needs. Recognizing and valuing the differences within the Hispanic/Latino population contributes to this end. This interactive session should particularly benefit those who face the challenge of a diverse student population for the first time. It will enable participants to recognize and appreciate the value of diversity within the U.S. Hispanic/Latino population and to better serve the individual needs of this diverse student group.

Ms. Nereida Avendaño, Assistant Director, Cross-Cultural Educational Programs, Western Illinois University-Regional Center—Moline, Illinois

Mr. Jorge D. Pérez de Jesús, Academic Advisor Cross-Cultural Educational Programs, Western Illinois University-Regional Center—Moline, Illinois

Ms. Maria Temiquel, Program Coordinator, Cross-Cultural Educational Programs, Western Illinois University-Rock Valley College—Rockford, Illinois

10:00 a.m.-noon
DENVER MARRIOTT
Gold Coin
Lower Level 1

Documentary Film: A Tool for Multicultural Awareness

◆◆ Curricular/Pedagogical Models ◆◆

This session explores documentary film as a pedagogical tool for multicultural awareness. The use of film can expedite the process of examining one's own racism and developing empathy for others by mirroring biases and prejudices participants are least willing to admit and freeing them to speak more openly about their racism. The presenter will describe several documentary and educational films, show selected segments, and identify follow-up exercises designed to raise awareness. This session should particularly benefit those who are involved in multicultural competency training for mental health and other professionals, those involved in increasing the understanding of others in a racially diverse society and work force, and educators seeking pedagogical tools to facilitate self-exploration.

Dr. Carmen Braun Williams, Assistant Professor, Counseling Psychology and Counselor Education, University of Colorado—Denver, Colorado

10:00 a.m.-noon
DENVER MARRIOTT
Denver Ballroom I
Lower Level 2

Making Strides: The Role of Circumstantial Serendipity in the Diversity Planning Process

◆◆ Long- and Short-Range Planning ◆◆

This session reports on varying planning approaches used at California State Polytechnic University over a protracted period of time to achieve institutional transformation in enhancing the climate and culture of a campus that has seen a rapid and dramatic growth of diversity within its student body. Progress has resulted partly from these efforts and partly from lessons learned from various long- and short-range plans. Current plans and policies and the formulation of an implementation plan will be presented. This session should particularly benefit both novice and experienced diversity planners who are actively involved in diversity-planning efforts, as well as campus-based policy makers, faculty, administrators, and staff.

Dr. Vinita Dhingra, Professor of Communication and Coordinator for Academic Programs and Faculty Affirmative Action, California State Polytechnic University—Pomona, California

Dr. Laraine Turk, Interim Associate Vice President for Student Support Programs, California State Polytechnic University—Pomona, California

10:00 a.m.-7:00 p.m.

EXHIBITOR SHOWCASE AND RESOURCE CENTER

(The Exhibitor Showcase is located in the ballroom foyer areas of the two conference co-headquarters hotels. It is open daily from 10:00 a.m.-7:00 p.m. through Monday, June 1st)

11:00 a.m.-noon

1-HOUR CONCURRENT SESSIONS

11:00 a.m.-noon
HYATT REGENCY
Far East Room
Second Floor

State Policy Action in a Post-Hopwood Era

◆◆ Policy Issues ◆◆

This session examines a comprehensive K-16 study that identifies multiple barriers to higher education access for students of color and the state policy options available to increase minority enrollment in higher education institutions. Data on Texas population projections and higher education enrollment trends are used to identify expected enrollment changes between now and 2030, as well as to provide a description of the environment in which state higher education policy must be made. This session should particularly benefit those who seek to increase higher education access for students of color and those who work in states or institutional environments that have diminished affirmative action options in a post-Hopwood era.

Mr. Edward J. Fuller, Research Associate, The Charles A. Dana Center, University of Texas—Austin, Texas
Ms. Andrea Venezia, Graduate Research Assistant, The Charles A. Dana Center, University of Texas—Austin, Texas

11:00 a.m.-noon
HYATT REGENCY
Vista
Third Floor

The World Cultures Mural: A Celebration of Cultural Diversity

◆◆ Case Studies/Model Programs ◆◆

This session reports on a project to improve racial and ethnic relations at a predominantly white community college. Sponsored by the Multicultural Center and created by students in collaboration with faculty, staff, and administrators, the project was a tremendous challenge. The presenter will explain the project's evolution, goals, objectives, planning process, barriers, and impact. This session should particularly benefit faculty, program coordinators, student life personnel, and students who are engaged in and/or concerned about enhancing campus diversity through holistic multicultural learning.

Ms. Sylvia M. Solórzano, Executive Director of Community Education, Triton College—River Grove, Illinois

11:00 a.m.-noon
HYATT REGENCY
Gold
Third Floor

The Making of an International and Multicultural Education Department

◆◆ Case Studies/Model Programs ◆◆

This session describes the process, problems, and challenges of developing and maintaining a multicultural education program at the University of San Francisco. The presenter will highlight the program's development from a teacher credentialing program in bilingual cross-cultural education to a department with graduate degree programs in international and multicultural education, teaching English as a second language, second language acquisition, and a continuing teacher preparation program. This session should particularly benefit those who seek to develop higher education multicultural education programs or those who are currently participating in such programs.

Dr. Aida A. Joshi, Associate Professor of International and Multicultural Education, University of San Francisco—San Francisco, California

11:00 a.m.-3:00 p.m.
For tour description, see page 4

DENVER URBAN COMMUNITIES TOUR

1:00-1:45 p.m.
HYATT REGENCY
Imperial Ballroom
Second Floor

IN CONTEXT

How to Submit a Winning NCORE Proposal

Selected members of the Proposal Review Committee and the conference director will provide insights into key elements of a winning NCORE proposal, the proposal submission timeline, and the proposal selection process and will assist participants in examining selected case studies of winning proposals.

A new conference format that features a different topic each day during the 2-hour lunch break

Selected members of the Proposal Review Committee and 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

For other In Context sessions, see pages 13, 31, 48, and 84.

Part II
1:00-5:00 p.m.
DENVER MARRIOTT
Denver Ballroom II
Lower Level 2

MAJOR WORKSHOP 5

Understanding the Dynamics of Class, Race, and Culture in Resolving Campus Conflicts

(For workshop description, see page 6)

1:00-5:00 p.m.
DENVER MARRIOTT
Penrose
Third Floor

MAJOR WORKSHOP 16

Career Path Planning for Minority Higher Education Professionals

(For workshop description, see page 20)

Part II
1:00-5:00 p.m.
DENVER MARRIOTT
Denver Ballroom V
Lower Level 2

MAJOR WORKSHOP 18

Day of Dialogue on Race

(For workshop description, see page 23)

1:00-5:00 p.m.
DENVER MARRIOTT
Colorado Ballroom A
Lower Level 2

MAJOR WORKSHOP 47

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

This session—limited to 40 persons admitted on a first-come, first-served basis—engages 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

2:00-3:00 p.m.

1-HOUR CONCURRENT SESSIONS

2:00-3:00 p.m.
HYATT REGENCY
Parisienne
Third Floor

Recruiting Culturally Diverse Students: A Marketing Approach

◆◆ Case Studies/Model Programs ◆◆

This session describes successful techniques for recruiting culturally diverse students. It is based on a tested model that blends applied commercial marketing approaches with grassroots, collaborative, multicultural, and multiorganizational communication efforts. The marketing analysis consists of five steps: consumer input, product feedback, product distribution, advertising, and selling. This session should particularly benefit those who seek to strengthen their skills in marketing, especially to culturally diverse students.

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

2:00-3:00 p.m.
HYATT REGENCY
Far East Room
Second Floor

Test of Affirmative Action Knowledge: A Tool to Counter Misinformation and Stimulate Dialogue

◆◆ Curricular/Pedagogical Models ◆◆

This session centers on a multiple-choice test about affirmative action that has empirically verifiable correct and incorrect answers. The goal of the test is to teach students, staff, and community members accurate information about a challenging subject in an interesting way. The session will demonstrate how the test can be used to facilitate informed political and philosophical discussions about affirmative action; annotated correct answers and a short bibliography will be supplied. This session should particularly benefit those who teach and/or who offer workshops about affirmative action.

Dr. Fred L. Pincus, Associate Professor, Department of Sociology and Anthropology, University of Maryland Baltimore County—Baltimore, Maryland

2:00-3:00 p.m.
DENVER MARRIOTT
Denver Ballroom VI
Lower Level 2

Strategies to Create Inclusive Post-Secondary Teaching and Learning Environments

◆◆ Curricular/Pedagogical Models ◆◆

This session focuses on key elements of an inclusive learning environment. Particular attention will be paid to the development of a transformative curriculum and experimentation with diversified pedagogy, and a Pro-Diversity Curriculum Audit and Inclusive Learning Environment Checklist will be shared. This session should particularly benefit those who are involved in curriculum transformation, administrators and professional staff in centers of teaching and learning, and faculty experimenting with diversified pedagogy.

Dr. Anver Saloojee, Professor, Department of Politics and School of Public Administration, Ryerson Polytechnic University—Toronto, Ontario, Canada

2:00-3:00 p.m.
DENVER MARRIOTT
Colorado Ballroom E
Lower Level 2

Higher Education: Dream or Reality? An Illustrated Journey of the Latina Experience

◆◆ Policy Issues ◆◆

This session examines the current status of Latinas in higher education; their experiences as scholars, administrators, and students; and the institutional factors that impact their experiences. Presenters—both Latinas—will incorporate anecdotal materials based on their own experiences, and participants will be encouraged to relate their own stories and share resources in making higher education institutions welcoming places for Latinas. Concrete programmatic interventions will be suggested. This session should particularly benefit institutional policy makers; faculty and practitioners who teach and provide services to Latina students; and Latina faculty, staff, and students.

Ms. Aida A. Ceara, Assistant Professor and Director, Act 101/PACF Program, Millersville University—Millersville, Pennsylvania

Ms. Sonia J. Garcia, Academic Adviser, Office of Supportive Services, Michigan State University—East Lansing, Michigan

2:00-3:00 p.m.
DENVER MARRIOTT
Denver Ballroom I
Lower Level 2

Integrating Multicultural Components in an Inquiry-Based Curriculum for Mathematics and Science

◆◆ Curricular/Pedagogical Models ◆◆

This session focuses on providing teachers with strategic planning activities that incorporate the development of mathematics and science in minority cultures. Key components in reaching the program's objectives include inquiry-based experiences, computer technology, field-trip experiences, and historical integration of the rich heritage of these disciplines within minority cultures. This session should particularly benefit those who are responsible for initial teacher preparation at elementary and secondary levels and those who seek to encourage K-12 minority students to pursue higher education in the fields of math and science.

Dr. Wayne B. Powell, Dean of the Graduate College, Oklahoma State University—Stillwater, Oklahoma
Dr. Molly Tovar, Director of Student Academic Services, Graduate College, Oklahoma State University—Stillwater, Oklahoma

2:00-4:00 p.m.

2-HOUR CONCURRENT SESSIONS

2:00-4:00 p.m.
DENVER MARRIOTT
Colorado Ballroom J
Lower Level 2

For a related workshop,
see page 55

The Impact of Gender and Race on Student Perceptions of Classroom Interactions, Instruction, and Curriculum: Implementing Research-Based Recommendations

◆◆ Curricular/Pedagogical Models ◆◆

This session reports on an implementation approach by Rutgers University-Camden resulting from a study conducted on that campus to determine student perceptions of instruction, curricula, and social interactions among students and faculty, and how these might be influenced by students' gender and/or race. A secondary focus attempted to examine whether students perceived discriminatory environments in the classroom. This session explores the process of implementing recommendations based on the study and should particularly benefit those who are interested in a self-assessment approach to determine student preferences for learning environments related to the social interactions, instruction, and curriculum framed from a multicultural perspective.

Dr. Ian Jacobs, Associate Provost for University Outreach, Rutgers University—Camden, New Jersey

Dr. Phyllis Zofko Latragna, Consultant, Rutgers University—Camden, New Jersey

2:00-5:00 p.m.
HYATT REGENCY
Pavilion
Third Floor

MAJOR WORKSHOP 4

DiversiTEAM Building on Campus (For workshop description, see page 6)

Part II
2:00-5:00 p.m.
DENVER MARRIOTT
Colorado Ballroom H & I
Lower Level 2

MAJOR WORKSHOP 21

Becoming Assessment-Savvy Program Administrators and Staff: Doing the Right Thing Right

This session is designed as an intensive, interactive, skills-building working session. Participation in Part I or a working knowledge of program assessment and evaluation is a prerequisite. Through small- and large-group work—stimulated by probing assessment savvy questions and worksheets—participants will apply student-centered concepts and models. Focusing on student recruitment and retention programs, participants will explore ways to envision in concrete terms what they expect program success to look like and to specify what evidence they must compile to convince reasonable persons among key stakeholders that their program's success claims are accurate.

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

2:00-5:00 p.m.
HYATT REGENCY
Moulin Rouge
Lobby Level

MAJOR WORKSHOP 24

ACTION! A Common Sense Approach to Improving Your Campus Climate (For workshop description, see page 25)

2:00-5:00 p.m.
HYATT REGENCY
Royal
Third Floor

MAJOR WORKSHOP 31

Racial Identity Development for Student Life Practitioners
(For workshop description, see page 34)

Part II
2:00-5:00 p.m.
DENVER MARRIOTT
Colorado Ballroom B
Lower Level 2

MAJOR WORKSHOP 35

Working Together to Solve Common Problems: A Dialogue Across People of Color

This interactive session allows participants to share their experiences and reactions to Part I exercises and topics. Perceptions, experiences, and realities related to working and interacting with persons of color from different cultures will be discussed. Ideas and suggestions will be generated that each participant can take to his/her own campus/community in an effort to begin working toward problem solving from a pluralistic perspective.

Dr. Michael E. Connor, Professor, Psychology Department, California State University—Long Beach, California

Dr. Harold Murai, Professor, Education Department, California State University—Sacramento, California

For Part I, see page 49

2:00-5:00 p.m.
DENVER MARRIOTT
Gold Coin
Lower Level 1

MAJOR WORKSHOP 48

Making American Indians Visible Again: Proactive Strategies for Success

Why are there persistent barriers that inhibit American Indian postsecondary achievement? How can American Indians embrace higher education opportunity and retain cultural integrity at the same time? This session is designed to assist participants in building an action plan to promote the success of American Indian students. Drawing on the expertise of participant-practitioners and the strengths of their institutions, facilitators will discuss issues of learning, teaching, and research; critique the model with respect to participants' home institutions; and apply strategies for change.

Dr. Nate St. Pierre, Director, Office of Tribal Services, and Adjunct Faculty, Center for Native American Studies, Montana State University—Bozeman, Montana

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

2:00-5:00 p.m.
HYATT REGENCY
Grand Ballroom
Second Floor

For an overview of sessions comprising the Institute on Student Issues and Concerns, see page 2.

INSTITUTE ON STUDENT ISSUES AND CONCERNS

An eight-part institute designed to address critical student issues and concerns. A Certificate of Participation will be available with documented attendance at any five institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

Students Organizing for Action: Preparation for the New Millennium

This session explores proven strategies that engage students of color and their organizations in campus activism. It is designed to address: (1) internal group dynamics—overcoming apathy, managing workloads, membership wellness, intragroup diversity, and consensus building; (2) external (campus) concerns—coalition building, working with administration, utilizing key faculty members, creating action plans, and developing movements; and (3) the process of creating action plans reflective of various groups' needs. This session will provide students with the opportunity to learn to build coalitions, run effective student organizations, and respond to engage with campus administrators and will benefit those students and administrators who seek higher levels of activism on their campuses.

Ms. Anna Maria Cobo, Assistant Dean and Director of the Intercultural Center, Swarthmore College—Swarthmore, Pennsylvania
Mr. Timothy E. Sams, Assistant Dean and Director of the Black Cultural Center, Swarthmore College—Swarthmore, Pennsylvania

2:00-5:00 p.m.
HYATT REGENCY
Florentine
Third Floor

For an overview of sessions comprising the Advanced Institute for Experienced Professionals, see page 2.

ADVANCED INSTITUTE FOR EXPERIENCED PROFESSIONALS

A three-part institute designed to provide sessions that are truly advanced and address the interests and needs of persons working in the area of race and ethnicity for eight or more years. A Certificate of Participation will be available with documented attendance at all three institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

Been There, Done That . . . Keeping a Fresh Outlook After 10 Years of Service

This interactive session challenges seasoned professionals to reexamine their experiences in higher education. Participants will complete a personal/career audit to identify areas of strength and areas needing improvement and will work in pairs to gain feedback and design an action plan. We will also discuss reasons for leaving the field, such as burnout and lack of advancement. This session should particularly benefit those who are at a stage in their careers where they desire ideas and support to reassess career objectives and to determine the need to make changes.

Ms. Paulette Durrett, Assistant Dean, Office of Student Development, Boston College—Chestnut Hill, Massachusetts
Dr. Sheilah Shaw Horton, Associate Director, Office of AHA/NA Student Programs, Boston College—Chestnut Hill, Massachusetts
Ms. Joana Andrea Maynard, Assistant Director, Office of AHA/NA Student Programs, Boston College—Chestnut Hill, Massachusetts

2:00-5:00 p.m.
DENVER MARRIOTT
Colorado Ballroom C & D
Lower Level 2

For an overview of sessions comprising the Faculty Institute on Curriculum Transformation, see page 2.

FACULTY INSTITUTE ON CURRICULUM TRANSFORMATION

A three-part institute that focuses on transforming the content of teaching and redefining academic disciplines to include issues of ethnic diversity, gender, and social class. It is designed both for faculty who are eager to begin the process, as well as for those who seek to deepen their ongoing efforts. Exemplary models from a variety of disciplines will be provided, and participants will work collaboratively to reconceptualize a traditional course and will learn how to build campus support networks that allow them to bring their changes back home. A Certificate of Participation will be available with documented attendance at all three institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

How to Transform Our Own Courses

This session explores the relationship between academic assumptions and goals and the challenge of teaching students to learn content that may differ from their expectations. Participants are encouraged to bring syllabi and course materials they wish to change or to share with others and will be assisted in developing practical strategies that apply to their own courses.

Ms. Linda Caldwell Epps, Vice President for Student Affairs and Dean of Students, Bloomfield College—Bloomfield, New Jersey

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

Ms. Martha LaBare, Dean of Academic Affairs, Bloomfield College—Bloomfield, New Jersey

Dr. Asgedor Stefanos, Associate Professor of Literature, University of Massachusetts—Boston, Massachusetts

Dr. Costellano Turner, Professor, Department of Psychology, University of Massachusetts—Boston, Massachusetts

2:00-5:00 p.m.
DENVER MARRIOTT
Denver Ballroom III & IV
Lower Level 2

For an overview of sessions comprising the Institute on White Privilege and Responsibility, see page 3.

INSTITUTE ON WHITE PRIVILEGE AND RESPONSIBILITY

A three-part institute that examines issues of white privilege and explores the challenges of becoming responsible white leaders and building authentic relationships across racial/ethnic lines. A Certificate of Participation will be available with documented attendance at all three institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

The Work of Creating Authentic Relationships Across Racial Lines

This session explores the meaning of authentic relationships from the perspectives of people of color and white people. Participants will leave with a clearer picture of the risks and rewards of such relationships as well as a fuller understanding of what is required for trust and mutuality to grow.

Dr. Frances E. Kendall, Consultant in Organizational Change—Albany, California

Dr. Roselle Wilson, Vice President for Student Affairs, Rutgers University—New Brunswick, New Jersey

2:00-5:00 p.m.
DENVER MARRIOTT
Matchless
Lower Level 1

For an overview of sessions comprising the Institute on Multicultural Technology in Teaching, see page 3

INSTITUTE ON MULTICULTURAL TECHNOLOGY IN TEACHING

A four-part institute—limited to 50 persons admitted on a first-come, first-served basis—designed to enhance the technology skills of participants and to acquaint them with the potential of multimedia for transforming the multicultural classroom. The first institute session—on proficiency with Windows 95—is a prerequisite for all subsequent sessions. A Certificate of Participation will be available with documented attendance at all four institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

Using Animation to Create Multicultural Curriculum

This "hands-on" session introduces participants to the basics of animation. Participants will create computer animations for the PC and for Web pages, will learn ways multimedia can be used to infuse ethnic perspectives and enhance learning for students from diverse academic backgrounds, and will receive a disk with a sample animation and a packet of multicultural educational technology resources.

Ms. Leslie D. Edwards, Multimedia Learning Specialist and Adjunct Biology Faculty, Front Range Community College—Westminster, Colorado

2:00-5:00 p.m.

3-HOUR CONCURRENT SESSIONS

2:00-5:00 p.m.
HYATT REGENCY
State Room
Second Floor

Building Communities of Learning and Commitment in a Pluralist University

◆◆ Theoretical Models ◆◆

This session explores the history of diversity efforts in higher education as a foundation for understanding their current reality. Three paradigms will be presented for understanding past, present, and future conditions, and participants will be introduced to a new paradigm for creating diverse, enduring, and truly integrated communities of learning and commitment. Discussion will be based on an emerging model from the University of South Florida, and participants will be introduced to new ideas and tools from a variety of disciplines—Eastern mysticism; philosophy; psychology; and quantum, chaos, complexity, and systems theories. This session should particularly benefit those involved in policy making at the institutional level; practitioners who provide direct service to students, particularly students of color; and professionals who seek to improve campus climate.

Mr. Denys Blell, Associate Vice President for Diversity Initiatives, University of South Florida—Tampa, Florida

Part II
3:00-5:00 p.m.
DENVER MARRIOTT
Colorado Ballroom F
Lower Level 2

MAJOR WORKSHOP 20

Reclaiming the Power: A Dialogue on Synthesis and Strategies

This session is limited to participants who attended "Reclaiming the Power," Part I. Participants will have an opportunity to engage in both synthesis and strategizing, as well as to participate in a healing exercise.

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

Ms. Deatra Hull Sullivan, Assistant Professor, Department of Communications, Northern Kentucky University—Highland Heights, Kentucky

For Part I, see pages 24 and 58

3:30-4:30 p.m.

1-HOUR CONCURRENT SESSIONS

3:30-4:30 p.m.

DENVER MARRIOTT

Denver Ballroom I

Lower Level 2

Factors Contributing to the Success and Retention of African American Students

◆◆ Long- and Short-Range Planning ◆◆

This session examines key factors that impact African American students' adjustment and decisions to leave predominantly white universities, and discusses implications for developing effective support programs. It should particularly benefit those who are involved in policy making for recruiting and retaining culturally diverse students and practitioners who provide services to enhance the quality of life for culturally diverse students on predominantly white campuses.

Dr. Gisela Ghaemi, Counselor, Center for Counseling and Psychological Services—
Yankton, South Dakota

Dr. Shahrokh M. Shafaie, Professor, Department of Human Environmental Studies, Cape
Girardeau, Missouri

3:30-4:30 p.m.

HYATT REGENCY

Vista

Third Floor

The Denver Network: A Community Learning Experience

◆◆ Case Studies/Model Programs ◆◆

This session highlights the Denver Education Network, a decade-long collaborative partnership in which identified neighborhood communities and elementary, secondary, and higher education institutions work together to promote education and to retain communities in the education process. The goal of the network is to provide a seamless web of services to Denver students—especially those most at risk of academic failure—spanning kindergarten through post-secondary education. This session should particularly benefit those who seek an effective partnership approach designed to insure the educational success of targeted populations.

Mr. Michael Poindexter, Vice President of Student Services, Community College of
Denver—Denver, Colorado

3:30-4:30 p.m.

DENVER MARRIOTT

Mattie Silks

Lower Level 1

Dialogues on Diversity; Talk to Me, Learn About Me, Learn About You

◆◆ Interactive Training ◆◆

This session reports on a diversity training model that both educates and gives individuals a safe place to explore and learn about different cultures, backgrounds, and lifestyles. Participants will have an opportunity to participate in interactive games and reflection, allowing them to examine their own socially and environmentally constructed notions on diversity as related to issues of ethnicity, race, gender, sex roles, and sexual orientation. This session should particularly benefit those who are involved in student programming efforts, as well as diversity managers and trainers and campus affirmative action/EEO coordinators.

Ms. Kimberly F. Mitchell, Assistant Director of Residence Life and Resident Director,
College Park Apartments, Ramapo College of New Jersey—Mahwah, New Jersey

5:00-7:00 p.m.
HYATT REGENCY
Imperial Ballroom
Second Floor

Ed Dwight's slide-lecture presentation is scheduled from 5:30-6:30 p.m.

LATE SUNDAY AFTERNOON RECEPTION

"Outer Space, Inner Space, and Public Space: Reflections of a Space Pioneer and Public Sculptor"



A slide-lecture presentation by renowned sculptor Ed Dwight. A man whose resume reads real estate and construction entrepreneur (once the largest Black land developer in the West), restaurateur, former Air Force test pilot, and America's first Black astronaut trainee, Dwight is a true renaissance man, who has become one of the most prolific and insightful artists and one of the most significant public sculptors in America. Commissioned by the State of Colorado's Centennial Commission, Dwight's series of bronzes titled "Black Frontier Spirit in the American West" depicts the contribution and importance of Blacks in settling the American frontier. His next major series of bronzes titled "Jazz: An American Art Form" depicts the evolution of jazz from its roots in Africa through the contemporary jazz superstars of the jazz era. It is on display at major galleries and museums throughout the United States and has received critical international acclaim. This series of over 70 bronzes features such stars as Miles Davis, Charlie Parker, Louis "Satchmo" Armstrong, Duke Ellington, Ella Fitzgerald, and Benny Goodman—each reflecting Dwight's innate ability to create life and breathe soul and mobility into spectacular and monumental works. Dwight's company, Ed Dwight Studios, Inc.—located in Denver—has developed into one of the largest single artist production and marketing facilities in the western United States. One of the premier figurative artists in the world, Dwight has works on permanent display in the Smithsonian Institution, retains an extensive collector base, and has created more than 55 monuments and major memorials nationwide, depicting such important African Americans as A. Phillip Randolph, Dr. Martin Luther King, Jr., George Washington Carver, Frederick Douglass, Harriett Tubman, Hank Aaron, and Dr. Benjamin Mays. His latest and largest memorial to-date—a tribute to the Underground Railroad—is installed on the grounds of the Kellogg Foundation in Battle Creek, Michigan. Dwight is currently creating the only tribute to African Americans on federal land, The Black Revolutionary War Patriots Memorial, a 90-foot long sculpture that will sit between the Washington Monument and Lincoln Memorial on the National Mall in Washington, D.C.

8:00-10:00 p.m.

For description, see page 22

INFORMAL MEETINGS AND ETHNIC GROUP NETWORKING SESSIONS

8:30-10:30 p.m.
HYATT REGENCY
Moulin Rouge
Lobby Level

ENTERTAINMENT SHOWCASE

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.

MONDAY, JUNE 1, 1998

7:30-8:45 a.m.

DENVER MARRIOTT
Denver Ballroom
Lower Level 2

CONTINENTAL BREAKFAST

8:45-10:15 a.m.

DENVER MARRIOTT
Colorado Ballroom
Lower Level 2

MORNING PLENARY SESSION

Keynote Address:

"Accessing the Sciences: Critical Issues Toward a New Millennium"



Dr. Lydia Villa-Komaroff is an internationally recognized molecular biologist. She was a key member of the team (directed by Dr. Walter Gilbert) that first demonstrated that bacterial cells could produce insulin. Dr. Villa-Komaroff currently serves as Vice President for Research at Northwestern University and Professor of Neurology at Northwestern Medical School, where she is responsible for the institution's research infrastructure and participates in research policy decisions. Prior to her appointment at Northwestern, Dr. Villa-Komaroff was an Associate Professor of Neurology at

Harvard Medical School and Children's Hospital and Associate Director of the Division of Neuroscience at Children's Hospital in Boston. Her research has covered a wide spectrum of topics in cell and developmental molecular biology and she has published over 60 articles and reviews. She has served on a number of review committees for the National Institutes of Health and chaired the reviews of the first human brain transplant studies submitted for federal support. Dr. Villa-Komaroff is a member of the Advisory Committee for the Biology Directorate of the National Science Foundation (NSF), the congressionally mandated NSF committee on Equal Opportunity in Science and Engineering, and was an invited participant in the Forum on Science in the National Interest, sponsored by the White House Office of Science and Technology Policy. She is deeply committed to the recruitment and retention of minorities in science and is a founding member of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) and has served as a board member and vice-president. She is one of six scientists profiled in a PBS series called *Discovering Women*. The Villa-Komaroff profile titled *DNA Detective* was first broadcast in April 1995.

For a dialogue with Dr. Lydia Villa-Komaroff, see page 77

10:00 a.m.-7:00 p.m.

EXHIBITOR SHOWCASE AND RESOURCE CENTER

(The Exhibitor Showcase is located in the ballroom foyer areas of the two conference co-headquarters hotels. It is open daily from 10:00 a.m.-7:00 p.m. through Monday, June 1st)

10:30 a.m.-1:30 p.m.

AURARIA CAMPUS TOUR

For departure information, check with the conference headquarters office in the Denver Marriott

Take the light rail or a 10-minute walk to the country's only campus that includes three distinctly different and nationally recognized institutions of higher education—the Community College of Denver, the Metropolitan State College of Denver, and the University of Colorado at Denver. The tour will begin with a no-host lunch with other tour participants enroute at a restaurant of your choice or at the Tivoli Student Union. It will highlight unique programs at the three institutions and the interrelation of Denver's native and immigrant history, neighborhoods, and business community with the development of the Auraria campus.

11:00 a.m.-noon
DENVER MARRIOTT
Denver Ballroom III
Lower Level 2

11:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom E
Lower Level 2

For an overview of sessions
comprising the Institute on
Student Issues and Concerns,
see page 2

11:00 a.m.-noon

11:00 a.m.-noon
DENVER MARRIOTT
Denver Ballroom IV
Lower Level 2

DIALOGUE WITH DR. LYDIA VILLA-KOMAROFF

INSTITUTE ON STUDENT ISSUES AND CONCERNS

An eight-part institute designed to address critical student issues and concerns. A Certificate of Participation will be available with documented attendance at any five institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

Who's in the Mirror? Finding an Identity for African Americans at Predominantly White Institutions

This interactive session offers an opportunity for dialogue on how to develop an identity for African American students at predominantly white institutions. Participants will discuss characteristics that make up one's identity and what is needed for successful identity development. Students from predominantly white institutions will have an opportunity to share their individual experiences, discuss the extent to which their institutions have the necessary tools they need to develop their identities, and formulate action plans for success. This session should particularly benefit students, faculty, and administrators at predominantly white institutions.

Ms. Tysius D. Jackson, Undergraduate Student, Political Science and Sociology,
Saint Mary's College—Notre Dame, Indiana

Ms. Marshawna T. Moore, Undergraduate Student, Sociology, Saint Mary's College—
Notre Dame, Indiana

1-HOUR CONCURRENT SESSIONS

A Program to Combat Racism and Racial Harassment and to Enhance Cultural Diversity

◆◆ Case Studies/Model Programs ◆◆

This session reports on a 1997 action plan to set strong objectives in meeting the goals of diversity and social justice at St. Cloud State University. Spurred by three deplorable racist acts that occurred within two weeks, the university undertook an extensive examination and evaluation of its programs and policies, making immediate adjustments and establishing new initiatives in five areas—rededication of the university's commitment; education, training, and prevention; intervention, mediation, and sanctions; establishing a more diverse community; and defining the university's commitment and role in the region. This session should particularly benefit those who are involved in establishing policies and programs that support racial and cultural diversity.

Dr. Bruce F. Grube, President, St. Cloud State University—St. Cloud, Minnesota

11:00 a.m.-noon
HYATT REGENCY
Moulin Rouge
Lobby Level 1

Prospects for Using Disparity Studies in Higher Education to Provide Evidence to Support Preference Policies

◆◆ Policy Issues ◆◆

Since the *Crosby* decision in 1989, disparity studies have been conducted nationwide to provide the type of justification required by the courts to continue to operate preference programs for minority businesses. This session outlines prospects for applying a similar disparity-study approach to higher education and includes a step-by-step process for conducting the kind of analyses that meet the requirements of current law. It should particularly benefit those who are responsible for preference programs and are faced with the challenge of maintaining diversity within the constraints of current case law.

Ms. Dierdre Kyle, Principal, MGT of America Inc.—Tallahassee, Florida
Dr. Fred Seamon, Principal, MGT of America Inc.—Tallahassee, Florida

11:00 a.m.-noon
HYATT REGENCY
Far East Room
Second Floor

An Empowerment College-Readiness Conference Model for Predominantly White Universities Seeking to Recruit and Retain Underrepresented Students

◆◆ Case Studies/Model Programs ◆◆

This session addresses the successful design and implementation of a comprehensive universitywide approach to the recruitment and retention of African American and other underrepresented students at a large, predominantly white public urban campus. Presenters will recommend strategies for facilitating faculty, staff, student, and alumni participation in the cultivation of the high school target market through the design of a college-readiness education conference that addresses socioeconomic and cultural issues specific to this population. Of special note are the creative strategies used to overcome challenges presented by a limited budget and the *Hopwood* ruling. This session should particularly benefit administrators seeking an effective recruitment and retention programming model that targets various university constituencies to enhance diversity.

Ms. Tyene Houston, Assistant Director, Office of Admissions, University of Houston-Houston, Texas

Ms. Kenya L. Newhouse, Director, Urban Experience and Community Initiative Programs, University of Houston—Houston, Texas

11:00 a.m.-noon
HYATT REGENCY
Parisienne
Third Floor

Retaining Students of Color Through Multicultural Centers

◆◆ Case Studies/Model Programs ◆◆

This session reports on two model programs designed to retain students of color and provide avenues for multicultural programming: (1) the United Front Multicultural Center at the University of San Diego and (2) the Cross Cultural Center at the University of California at San Diego. Presenters will discuss key elements of the two multicultural centers and will highlight a broad range of programmatic initiatives that have been implemented. This session should particularly benefit those who work with multicultural groups and those who seek to institutionalize diversity in campus programming.

Mr. Juan Carlos Astorga, Program Coordinator, Cross Cultural Center, University of California—San Diego, California

Ms. Guadalupe Rodriguez Corona, Assistant Director of Student Activities, United Front Multicultural Center, University of San Diego—San Diego, California

Ms. Andrea Muñoz, Spokesperson, United Front Multicultural Center, University of San Diego—San Diego, California

11:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom B
Lower Level 2

Shaping Institutional Mission to Meet the Unique Legal, Cultural, and Educational Status of Native American Students in Large Indian Country States

◆◆ Policy Issues ◆◆

This session reports on the University of Montana's institutional response to the unique legal, educational, and cultural status of Native American students in a large Indian country state. The presenter will discuss specific programs and strategies that have been developed to recruit, retain, and graduate Native American students, including a Native American fee-waiver program, a diversity action plan that commits the university to establishing a multicultural environment designed to attract and retain Native American and other minority students, and strategic relationships with the state's seven tribal colleges. This session should particularly benefit administrators and policy makers who want to shape their Native American programs consistent with governing federal law and educational policy affecting Native Americans.

Mr. Raymond Cross, Associate Professor, School of Law, University of Montana—Missoula, Montana

11:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom D
Lower Level 2

The Culture-Conscious Group: A Model for Helping Asian American College Students Explore Identity Issues

◆◆ Case Studies/Model Programs ◆◆

This session describes a four-week support group designed to address identity issues particular to Asian American college students. Presenters will discuss their experiences in establishing and adapting the model over a two-year period at Brown University. Program development and implementation will be discussed, addressing such issues as outreach concerns and group screening, discussion tools and strategies, format considerations, and follow-up protocol. This session should particularly benefit those who are interested and/or involved in providing programs that address the cultural, developmental, and psychological needs and concerns of Asian American college students and those who counsel this population.

Ms. Aleta Bok Johnson, Clinical Psychotherapist, Psychological Services Department, Brown University—Providence, Rhode Island

Ms. Kisa J. Takesue, Assistant Dean of Student Life, Brown University—Providence, Rhode Island

11:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom A
Lower Level 2

The Social and Political Impact on Professors Involved in the Process of Developing and Implementing Inclusive Curricula in Higher Education

◆◆ Curricular/Pedagogical Models ◆◆

This session reports on a series of summer seminars sponsored since 1993 by the Office of the Chancellor and designed to assist faculty at the University of Pittsburgh to evaluate their traditional courses and develop courses more inclusive of gender, race, culture, and other diversity issues. Diversity initiatives that emerged from the transformation of forty traditional courses and sample before-and-after curricula will be presented. This session should particularly benefit those who are interested in the transformation of curricula to help generate a student-friendly campus and prepare students to perceive a global community.

Dr. Ogle Burks Duff, Associate Professor of Instruction and Learning, University of Pittsburgh—Pittsburgh, Pennsylvania

Ms. Clea Patrick Hollis, Director of Affirmative Action, University of Pittsburgh—Johnstown, Pennsylvania

11:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom C
Lower Level 2

Diversity Training for Student Leaders at the Nation's "Most Diverse" University

◆◆ Case Studies/Model Programs ◆◆

This session reports on successful efforts to enhance the quality of campus life at Rutgers University-Newark—ranked in 1997 by *U.S. News and World Report* as the most diversified national university in the United States. Presenters will highlight a model diversity training program designed for teaching assistants, residence counselors, and graduate student leaders who are committed to working with undergraduates in both classroom and residence settings. The role of a newly established Institute on Ethnicity, Culture, and the Modern Experience will be discussed, and participants will have an opportunity to interact around successful efforts at their home institutions. This session should particularly benefit those who seek to enhance diversity training and campus life support for increased diversity.

Dr. Sunday DiPalma, Assistant Professor, Department of Social Work, Rutgers University—Newark, New Jersey

Dr. Phylis Peterman, Chairperson, Department of Social Work, Rutgers University—Newark, New Jersey

Dr. Clement Alexander Price, Professor, Department of History, Rutgers University Newark, New Jersey

Dr. Marcia Whicker, Professor, Department of Public Administration, Rutgers University—Newark, New Jersey

11:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom G
Lower Level 2

Understanding Diversity Within Same-Race Minority Groups and Utilizing Diversity of Communication Styles for Productive Team Building

◆◆ Research/Evaluation/Assessment ◆◆

This session reports on an appreciative inquiry approach to the understanding, development, and utilization of alternative communication styles within same-race minority groups as a productive step in long-range team building and the development of interpersonal leadership skills. Same-race participants in four different communication style groups learned to analyze their own communication styles and those of others and to interact in a complimentary and appreciative manner such that team communication increased and negative stereotypic diversity issues about communication styles decreased. This session should particularly benefit administrators, faculty, staff, and students who would like to gain a greater understanding of the importance of interpersonal communication skills in leadership and team building within same-race groups and in multicultural organizations.

Dr. Madison W. Holloway, Assistant Professor, Management Department, Metropolitan State College of Denver—Denver, Colorado

11:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom H
Lower Level 2

From "Doing Good" to Engagement: The Next Phase of Higher Education—Community Partnerships

◆◆ Case Studies/Model Programs ◆◆

Just as communities increasingly recognize that narrowly targeted initiatives often fail to address complex issues involved in improving the quality of life, higher education institutions must likewise move beyond comfortably contained programs that frequently involve unintended consequences for the communities and individuals these programs are designed to serve. This session offers a model of second-generation higher education-community partnerships that integrate individual activities with each other and with traditional academic missions, lessening potential conflicts between community engagement, revitalization, access to success, and academic excellence. It should particularly benefit those who are involved in mature programs and are contemplating an integration of efforts designed to create a comprehensive approach to promoting community engagement, revitalization, access to success, and academic excellence.

Dr. A. Patricia Jaysane, Executive Director, Merrimack College Urban Resource Institute—Lawrence, Massachusetts

11:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom I
Lower Level 2

Oklahoma State University's Graduate Plan to Enhance Diversity

◆◆ Long- and Short-Range Planning ◆◆

This session focuses on the process of completing an institutional audit, assembling a targeted task force, developing strategies to implement goals, and consolidating this material into a comprehensive plan. It is based on Oklahoma State University's Graduate Plan to Enhance Diversity, a comprehensive plan developed after an institutional audit showed that the number of doctorate degrees conferred to minorities had dropped from 6.3 percent of all doctorates granted in 1984-85 to only 5 percent ten years later and that Master's degrees had suffered from the same trend. This session should particularly benefit those who are seeking to develop plans to enhance diversity at the campuswide or collegewide level at predominantly white institutions.

Dr. Wayne B. Powell, Dean of the Graduate College, Oklahoma State University—Stillwater, Oklahoma

Dr. Molly Tovar, Director of Student Academic Services, Oklahoma State University Graduate College—Stillwater, Oklahoma

11:00 a.m.-noon
DENVER MARRIOTT
Mattie Silks
Lower Level 1

Bringing Together Undergraduates, Graduate Students, Faculty, and Administrators of Color in a Mentorship Triad

◆◆ Case Studies/Model Programs ◆◆

This session examines the OASIS Three-Tiered Mentorship Program of New York University's Office for African American, Latino, and Asian American Student Services, which uses an innovative three-pronged approach—faculty and administrators mentoring graduate students and these three, in turn, mentoring undergraduates. All participants are self-identified as ethnic minorities and come from a wide range of university areas. This session should particularly benefit those who are interested in minority student retention and achievement, as well as student affairs professionals who are interested in ways to involve graduate students in university programming.

Mr. Erik E. Morales, Assistant Director, Office for African American, Latino, and Asian American Student Services, New York University—New York, New York

Mr. Roger G. Richardson, Director, Office for African American, Latino, and Asian American Student Services, New York University—New York, New York

11:00 a.m.-noon
DENVER MARRIOTT
Denver Ballroom I
Lower Level 2

Being a Flea for Justice: Maintaining Momentum and Morale in Diversity Efforts

◆◆ Case Studies/Model Programs ◆◆

This session introduces ways to maintain individual momentum and morale when developing and implementing diversity strategies for institutional change. Concepts to be explored include sources and types of resistance and the morale advantages and disadvantages of different types of diversity initiatives. Case studies and effective strategies will be shared. This session should particularly benefit those who seek ways to maintain momentum and morale during the inevitable low points of working toward institutional change.

Dr. Barbara J. Heuberger, Assistant Professor, Department of Teacher Education, Miami University—Oxford, Ohio

Dr. Sally A. Lloyd, Professor, Department of Educational Leadership, Miami University—Oxford, Ohio

11:00 a.m.-noon
DENVER MARRIOTT
Denver Ballroom II
Lower Level 2

Empowering a College Campus to Work Toward Ethnic Diversity

◆◆ Research/Evaluation/Assessment ◆◆

This session focuses on the assessment of campus racial climate and examines a study that explored the role of focus groups in empowering students, faculty, and staff to participate in creating a climate that is open to diversity. All focus groups and surveys were conducted at La Verne, a small private liberal arts university. Presenters will discuss study rationale and data; implications of study findings for programs, evaluations, and policies; and student-generated strategies and interventions. This session should particularly benefit those who are involved in enhancing campus ethnic diversity.

Dr. Deborah Burris-Kitchen, Assistant Professor of Sociology, University of La Verne—La Verne, California

Dr. Aghop Der-Karabetian, Assistant Dean of Arts and Sciences, University of La Verne—La Verne, California

Dr. Gloria Morrow, Assistant Professor of Psychology, University of La Verne—La Verne, California

11:00 a.m.-noon
HYATT REGENCY
Florentine
Third Floor

Retaining Students from Underrepresented Groups Through Early Academic Successes

◆◆ Theoretical Models ◆◆

This session describes both theoretical and pragmatic approaches to academic counseling with students from underrepresented groups, as well as critical programmatic components designed to increase students' potential for early success. It emphasizes the notion that success builds success—the student who completes a degree is likely to be the student who successfully negotiated the transition from high school to college and was encouraged by early positive experiences within the university setting. This session should particularly benefit counselors in student support services, as well as those involved in universitywide retention efforts.

Ms. Marsha C. Senior, Academic Counselor, Office of Supportive Services, Syracuse University—Syracuse, New York

Ms. Denise Vona Trionfero, Assistant Director, Office of Supportive Services, Syracuse University—Syracuse, New York

Mr. Christopher J. Weiss, Academic Counselor, Office of Supportive Services, Syracuse University—Syracuse, New York

11:00 a.m.-noon
HYATT REGENCY
Pavilion
Third Floor

Immigrant, Migrant, Foreign-Born, and Minority Students: Factors That Contribute to Academic Success

◆◆ Long- and Short-Range Planning ◆◆

This session is based on two studies—one that analyzed the composition, needs, and profiles of 11,500 first-time freshmen in 17 colleges and universities in New York City, representing well over 100 ethnic groups, and a 1997 three-year longitudinal study identifying several factors that improved learning outcomes for at-risk cross-cultural students. The presenter will discuss factors that contribute to the improvement and long-term academic success of this growing population. A set of specific recommendations to improve the academic performance of these students and a 16-step guide for developing a program designed to improve learning outcomes for all students will be provided. This session should particularly benefit faculty, student affairs professionals, and others who seek accurate data on the status and needs of culturally diverse students and seek strategies to improve academic success.

Dr. Sheila Therese Gregory, Assistant Professor of Higher Education, University of Nevada—Las Vegas, Nevada

11:00 a.m.-noon
DENVER MARRIOTT
Denver Ballroom V
Lower Level 2

When the Minority Becomes the Majority: Growing Our Own Teachers

◆◆ Case Studies/Model Programs ◆◆

By the year 2010, the minority populations in our nation's schools will exceed 50 percent, while the number of minority teachers has decreased sharply over the past 30 years. This presentation discusses Minority Programs in Education, established to recruit, retain, and induct students of color into teacher education, thereby addressing a shortage of minority teachers that has reached critical proportions. It should particularly benefit those who are administering or plan to implement a minority recruitment and/or retention program.

Dr. Rebekah McCloud, Director, Minority Programs in Education, College of Education, University of Central Florida—Orlando, Florida

11:00 a.m.-noon
DENVER MARRIOTT
Colorado Ballroom F
Lower Level 2

Increasing Minority Staff and The Minority Applicant Pool

◆◆ Case Studies/Model Programs ◆◆

This session describes a process for developing a "grow your own" program to increase minority staff and the minority applicant pool. Participants will learn how a technical college creatively developed and funded three new minority training/scholarship positions. This session should particularly benefit deans, associate deans, human resource directors, affirmative action officers, professional development staff, and others in positions of hiring new campus employees.

Mr. Charlie Hornett, Minority Affairs Specialist/Counselor, Northeast Wisconsin Technical College—Green Bay, Wisconsin

11:00 a.m.-noon
HYATT REGENCY
Royal
Third Floor

Mixing Technology and Culture for Survival: Retaining Our Young Teachers of Color in Urban Classrooms

◆◆ Case Studies/Model Programs ◆◆

This session focuses on the development of a successful project that combines culturally engaged educational support with current computerized telecommunication techniques to identify and overcome the frustration and feelings of isolation among persons of color who teach in inner-city urban schools. Participants will learn about culturally based methods designed to support these teachers and an innovative private communication system that has enabled 18 entry-level teachers of color to build successful communities of support for their survival. This session should particularly benefit those who seek to become classroom teachers, college professors and administrators, trainers of teachers of color, and developers of effective intervention programs that employ a culturally engaged pedagogy.

Dr. Cynthia B. Dillard, Assistant Dean, Diversity and Outreach, and Assistant Professor, School of Teaching and Learning, The Ohio State University—Columbus, Ohio
Dr. Robert M. Ransom, Associate Director, Diversity and Outreach, College of Education, The Ohio State University—Columbus, Ohio

11:00 a.m.-noon
DENVER MARRIOTT
Denver Ballroom VI
Lower Level 2

Teaching Racism and Oppression with International Students

◆◆ Curricular/Pedagogical Models ◆◆

This session presents conceptual frameworks, strategies, and resources for teaching oppression theory from both a U.S. and an international perspective, allowing both U.S. and international students to understand the oppression within their own countries and the similarities and differences across countries. It should particularly benefit those who work with international students in classroom and campus community settings.

Dr. Claire B. Halverson, Professor, School for International Training—Brattleboro, Vermont

12:30-1:45 p.m.
HYATT REGENCY
Imperial Ballroom
Second Floor

A new conference format that features a different topic each day during the 2-hour lunch break.

For other In Context sessions, see pages 13, 31, 48, and 66

IN CONTEXT

Civil Rights Enforcement: Desegregation and Affirmative Action in Light of U.S. & *Ayers vs. Fordice*

The lead counsel in the *Fordice* case and a nationally recognized policy researcher and advocate for African American higher education access and success will provide an overview of desegregation and affirmative action in higher education, focusing on the implications of key cases; state law enforcement and the effects of remedial plans in the *Adams* states; current activity in the U.S. Office for Civil Rights; current litigation in five states; the unique role and accomplishments of Historically Black Colleges and Universities; and trends in access, graduation, and degree attainment.

Dr. Elias Blake Jr., President, Benjamin F. Mays Institute—Washington D.C.
Dr. Alvin O. Chambliss Jr., Director, Street Law, Thurgood Marshall School of Law, Texas Southern University—Houston, Texas

2:00-2:55 p.m.

55-MINUTE CONCURRENT SESSIONS

2:00-2:55 p.m.
DENVER MARRIOTT
Denver Ballroom I
Lower Level 2

Native Americans Within U.S. Higher Education: A Case of Cultural Displacement

◆◆ Research/Evaluation/Assessment ◆◆

This session provides a cultural displacement model of American Indian transition to U.S. college and university culture and is based on research on five higher education institutions. Cultural displacement operates to deprive American Indian students of supports and services necessary for successful transition to non-Indian cultures and systems; conversely, culturally efficacious models of ethnic student recruitment and retention will be presented. This session should particularly benefit those who seek to understand stress and coping mechanisms for situations/issues that result from sociocultural and sociohistorical stressors involved in the transition to higher education systems.

Dr. Steven R. Byers, Assistant Professor, Department of Human and Family Studies, Colorado State University—Fort Collins, Colorado

2:00-2:55 p.m.
DENVER MARRIOTT
Colorado Ballroom H
Lower Level 2

North Carolina Students Teach and Reach (NC STAR): A University-Community Partnership to Improve Race Relations Among Secondary School Youth

◆◆ Case Studies/Model Programs ◆◆

This session reports on the effectiveness of the NC STAR model and how communities can replicate it to build higher education-community collaborations that train college students to serve as high school classroom facilitators to improve race relations among secondary school youth. Participants will gain insight into youth perceptions concerning the state of race relations in America, the role of higher education in addressing this critical issue, and strategies for building successful university-community partnerships. This session should particularly benefit those who are involved in developing university-community partnerships, practitioners interested in providing a comprehensive and ongoing dialogue with youth, and those who have an interest in examining the historical context from which prejudice and discrimination develop.

Mr. John Robert Seay Jr., Director, North Carolina Students Teach and Reach—Raleigh, North Carolina

2:00-2:55 p.m.

DENVER MARRIOTT
Colorado Ballroom G
Lower Level 2

University Outreach: Developing the Future of the 21st Century

◆◆ Case Studies/Model Programs ◆◆

This session reports on a successful statewide college preparatory program titled University Outreach, a joint project between Texas A & M University and the University of Texas at Austin. Designed to help underrepresented students prepare for university-level academic work, University Outreach Centers are operational in six Texas cities, providing participants with counseling and goal setting, career choices and college preparation, and materials about higher education. Programs and activities are also available to the community at large. This session should particularly benefit institutional policy makers, practitioners who provide direct services to underrepresented students, and those who are interested in the success of underrepresented students.

Ms. Bernadina Gonzales-Strector, Director, University Outreach—Houston, Texas

Ms. Antoinette Morrell, Director, University Outreach—San Antonio, Texas

Dr. Karon A. Sturdivant, Executive Director, University Outreach, and Director, Center for Academic Enhancement, Texas A & M University—College Station, Texas

Ms. Linda A. Vasquez, Director, University Outreach—Corpus Christi, Texas

2:00-2:55 p.m.

DENVER MARRIOTT
Colorado Ballroom B
Lower Level 2

Assessment of Multicultural/Diversity Outcomes

◆◆ Research/Evaluation/Assessment ◆◆

This session reports on the first year of a multicultural/diversity assessment project undertaken by Emporia State University and funded in part by a grant from the U.S. Office of Education. This collaborative effort between the College of Liberal Arts and Sciences and the Teachers College has resulted in the development of eight performance-based outcomes and is designed to assess all incoming freshmen, all students prior to entry into teacher education, and all graduating students. This session should particularly benefit persons seeking to assess their general education and teacher preparation programs who would like to review our assessment instruments and results to date.

Dr. Anthony L. Ambrosio, Project Director, Multicultural/Diversity Assessment, Emporia State University—Emporia, Kansas

Dr. Jerry C. Long, Associate Dean, The Teachers College, Emporia State University—Emporia, Kansas

2:00-2:55 p.m.

DENVER MARRIOTT
Denver Ballroom VI
Lower Level 2

Overcoming the Odds: Conflicts of Western Teaching Methods with Cultural Values and Learning Styles of Pacific Island Students in Hawai'i

◆◆ Case Studies/Model Programs ◆◆

While Hawai'i is a state known for its culturally diverse population, Hawaiians, Filipinos, Samoans, and Micronesians are underrepresented in both higher education and professional careers. This session profiles these groups and provides an overview of issues and obstacles students from these groups face. The presenter will suggest ways higher education institutions can respond to the cultural values, learning styles, and needs of these students and will highlight model programs and activities. This session should particularly benefit those who are interested in the retention of minority students, particularly those with Pacific Island backgrounds.

Ms. Ginger Leialoha Hamilton, Coordinator, Minority Access and Achievement Program, University of Hawai'i—Hilo, Hawai'i

2:00-2:55 p.m.
HYATT REGENCY
Far East Room
Second Floor

A Campus Climate Survey on Race Relations: More Than a Set of Numbers

◆◆ Research/Evaluation/Assessment ◆◆

This session describes the process and results of a campus climate survey initiated by the Office of Minority Affairs and Community Relations at Cleveland State University. Special issues related to the complexity of the data and its use in program planning will be discussed. This session should particularly benefit those who are interested in assessing campus race relations and/or in utilizing race relations assessment information as a tool in the administrative planning process.

Dr. Njeri Nuru-Holm, Vice President for Minority Affairs and Community Relations, Cleveland State University - Cleveland, Ohio

Dr. Melodie S. Yates, Director, Training and Student Development, Office of Minority Affairs and Community Relations, Cleveland State University -Cleveland, Ohio

2:00-4:00 p.m.
DENVER MARRIOTT
Gold Coin
Lower Level 1

MAJOR WORKSHOP 27

Patterns of Corporate Grantmaking to Communities of Color

(For workshop description, see page 31)

2:00-4:00 p.m.
DENVER MARRIOTT
Denver Ballroom III
Lower Level 2

MAJOR WORKSHOP 34

Helping Democracy Work for Latinos: A New Strategy for Supporting and Disseminating Faculty Research to Public Policymakers, Community Leaders, and Advocacy Groups

(For workshop description, see page 48)

2:00-4:00 p.m.
DENVER MARRIOTT
Denver Ballroom V
Lower Level 2

MAJOR WORKSHOP 38

Academic Barriers to Success by Culturally Diverse Students: Unraveling the Complexities and Developing New Strategies that Engage the Mainstream Professoriate

(For workshop description, see page 50)

2:00-4:00 p.m.
HYATT REGENCY
Pavilion
Third Floor

MAJOR WORKSHOP 39

Strategies for Promoting Bias-Free Communication on Campus

(For workshop description, see page 50)

2:00-4:00 p.m.
HYATT REGENCY
Moulin Rouge
Lobby Level

MAJOR WORKSHOP 43

For African Americans Only! "What Have 'We' Done for 'Us' Lately?"

(For workshop description, see page 51)

2:00-4:00 p.m.
HYATT REGENCY
State Room
Second Floor

MAJOR WORKSHOP 49

Myths of Prejudice—Obstacles to Research and Teaching

This session—designed for teachers and those who conduct workshops on prejudice and related subjects—focuses on the major myths of prejudice and their implications for teaching, research, and social policy. Among the major erroneous theories to be examined are instinct, universality of slavery; personality theories of prejudice; frustration, aggression, and scapegoating; capitalism as cause; and the idea of prejudice as difficult to change. The presenter will also explore current arguments regarding the ideas of racism and various attempts at redefining prejudice—modern prejudice, new prejudice, symbolic racism, and laissez-faire racism—and will discuss the social consequences and political implications of these ideas.

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

2:00-4:00 p.m.
DENVER MARRIOTT
Colorado Ballroom F
Lower Level 2

ADVANCED INSTITUTE FOR EXPERIENCED PROFESSIONALS

Advanced Organizational Change: How Do You Bring About Change When You Don't Have Leadership From the Top

(For institute description, see page 52)

2:00-4:00 p.m.
DENVER MARRIOTT
Colorado Ballroom C & D
Lower Level 2

FACULTY INSTITUTE ON CURRICULUM TRANSFORMATION

A three-part institute that focuses on transforming the content of teaching and redefining academic disciplines to include issues of ethnic diversity, gender, and social class. It is designed both for faculty who are eager to begin the process, as well as for those who seek to deepen their ongoing efforts. Exemplary models from a variety of disciplines will be provided, and participants will work collaboratively to reconceptualize a traditional course and will learn how to build campus support networks that allow them to bring their changes back home. A Certificate of Participation will be available with documented attendance at all three institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

For an overview of sessions comprising the Faculty Institute on Curriculum Transformation, see page 2

Bringing It Back Home

This session examines strategies for identifying and building campus support networks for multicultural curriculum transformation. Presenters will discuss successful models for faculty development and curriculum change and will facilitate a discussion on how to translate these models into practice.

Ms. Linda Caldwell-Epps, Vice President for Student Affairs and Dean of Students, Bloomfield College—Bloomfield, New Jersey

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

Ms. Martha LaBare, Dean of Academic Affairs, Bloomfield College—Bloomfield, New Jersey

Dr. Asgedor Stefanos, Associate Professor of Literature, University of Massachusetts—Boston, Massachusetts

Dr. Castellano Turner, Professor, Department of Psychology, University of Massachusetts—Boston, Massachusetts

2:00-4:00 p.m.
DENVER MARRIOTT
Denver Ballroom IV
Lower Level 2

For an overview of sessions comprising the Institute for Minority Affairs Professionals, see page 3

INSTITUTE FOR MINORITY AFFAIRS PROFESSIONALS

A three-part institute designed for directors, coordinators, and professional staff of Offices of Minority Affairs/Multicultural Services. A Certificate of Participation will be available with documented attendance at all three institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

Assessment and Evaluation of Campus Diversity Initiatives

Diversity initiatives may take many forms including inclusive leadership programs, diversity education workshops, and cultural awareness retreats. How do we know they really make a difference? This session provides critical information and useful tools for assessing and evaluating campus diversity initiatives.

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

2:00-4:00 p.m.
DENVER MARRIOTT
Matchless
Lower Level 1

For an overview of sessions comprising the Institute on Multicultural Technology in Teaching, see page 3

INSTITUTE ON MULTICULTURAL TECHNOLOGY IN TEACHING

A four-part institute—limited to 50 persons admitted on a first-come, first-served basis—designed to enhance the technology skills of participants and to acquaint them with the potential of multimedia for transforming the multicultural classroom. The first institute session—on proficiency with Windows 95—is a prerequisite for all subsequent sessions. A Certificate of Participation will be available with documented attendance at all four institute sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

Designing Multicultural Technology Support and Training Programs for Faculty

This "hands-on" session provides a framework for establishing faculty support and training programs that use technology—especially multimedia and Web authoring—as a means to infuse ethnic perspectives in the classroom and to empower students through various "stages of ethnicity." Participants will use templates to experience training that includes multicultural aspects, will examine different models of support, and will receive a sample training program and a disk with a training template.

Dr. Nancy H. Omaha Boy, Director, Teaching Excellence Center, Rutgers University Camden, New Jersey

Ms. Leslie D. Edwards, Multimedia Learning Specialist and Adjunct Biology Faculty, Front Range Community College—Westminster, Colorado

2:00-4:00 p.m.

2-HOUR CONCURRENT SESSIONS

2:00-4:00 p.m.
HYATT REGENCY
Florentine
Third Floor

Building a Diverse Campus in the Post-Affirmative Action Era Through an Outcomes-Based Curriculum

◆◆ Curricular/Pedagogical Models ◆◆

This session describes how a start-up state university is building an interdisciplinary, outcomes-based curriculum designed to support the needs of a diverse student body and presents strategies for establishing innovative curricula within the requirements of the current California educational code. Active learning strategies will be incorporated, and participants will be engaged in formulating model curricula. This session will include a demonstration of flexible electronic assessment approaches that are consistent with the university's respect for student diversity and should particularly benefit faculty, administrators, and students involved in curriculum planning and interested in ways curriculum design can support innovative pedagogies and the assessment of student outcomes.

Mr. Greg Balza, Graduate Student and Teaching Assistant, Social and Behavioral Sciences Center, California State University-Monterey Bay—Seaside, California
Dr. Juan Gutierrez, Electronic Assessment Specialist and Instructor in Anthropology, Social and Behavioral Sciences Center, California State University-Monterey Bay—Seaside, California
Dr. Gerald E. Shenk, Director of the Institute for Social History and Assistant Professor, Social and Behavioral Sciences Center, California State University-Monterey Bay—Seaside, California

2:00-4:00 p.m.
DENVER MARRIOTT
Colorado Ballroom 1
Lower Level 2

Meeting the Needs of Students of Color: A Collaborative Service Delivery Model

◆◆ Case Studies/Model Programs ◆◆

Students of color comprise nearly 50 percent of the student population at New York University, where issues of recruitment, orientation, and retention constitute a strong concern. This session addresses collaborative efforts between the Office for African American, Latino, and Asian American Student Services and the Office of Admissions to create innovative orientation programs that address the needs of students of color and keep them connected to NYU. It should particularly benefit those who seek a collaborative service delivery model that facilitates students' connections and those who seek to redefine orientation so that it incorporates the ongoing identity process experienced by students of color.

Ms. Sheelagh Cabalda, Assistant Director, Office for African American, Latino, and Asian American Student Services, New York University—New York, New York
Ms. Marie Laguerre-Lewis, Assistant Director, Office for African American, Latino, and Asian American Student Services, New York University—New York, New York
Ms. Lavern McDonald, Assistant Director, Office for African American, Latino, and Asian American Student Services, New York University—New York, New York
Mr. Erik Morales, Assistant Director, Office for African American, Latino, and Asian American Student Services, New York University—New York, New York
Mr. Roger Richardson, Director, Office for African American, Latino, and Asian American Student Services, New York University—New York, New York

2:00-4:00 p.m.
HYATT REGENCY
Parisienne
Third Floor

Coalition Building Between the University, the High School, and the Community to Involve Youth in Improving Intergroup Relations

◆◆ Case Studies/Model Programs ◆◆

This session presents a model program involving university, high school, and community group collaboration to create youth ambassadors of racial harmony and prejudice reduction. Presenters will describe the Senator Matty Feldman Multicultural Camp, which provides an annual opportunity for 35-45 high school sophomores of diverse backgrounds and schools to interact with each other in a weeklong, residential environment while obtaining skills in conflict resolution, cross-cultural relations, and organizational leadership. This interactive session will demonstrate how to organize and fund such an initiative; how to organize cooperation between the high school, the university, and community groups; how to train students to live together in a diverse community; and how to facilitate a process for students to take leadership in creating racial, ethnic, and religious harmony. It should particularly benefit those who seek to establish similar projects in their communities.

Dr. Rendell N. Mabey, Professor of Philosophy and Coordinator of the Senator Matty Feldman Multicultural Camp, Fairleigh Dickinson University—Teaneck, New Jersey
Dr. Leo S. Thorne, Director of Multicultural Affairs/Affirmative Action, Fairleigh Dickinson University—Teaneck, New Jersey

2:00-4:00 p.m.
DENVER MARRIOTT
Colorado Ballroom J
Lower Level 2

Collision Course II: A Race Relations Simulation

◆◆ Interactive Training ◆◆

This session engages participants in Collision Course II, an exciting and non-threatening educational and training simulation based on sound intergroup relations and conflict-resolution principles. Collision Course II places individuals in an ethnic group different from their real-life group. Participants will be assigned to either the Jewish American, Korean American, African American, Cuban American, or white Southern American group and must learn the other group's perspective and try to maintain it in negotiating an intercultural conflict. This session should particularly benefit those who seek to learn about race relations instructional aids, increasing student involvement, and simulation design.

Dr. Debra M. Kawahara, Instructor, Cultural and Human Behavior Program, California School of Professional Psychology—San Diego, California
Dr. Billy E. Vaughn, Associate Professor and Director, Culture and Human Behavior Doctoral Program, California School of Professional Psychology—San Diego, California

2:00-4:00 p.m.
DENVER MARRIOTT
Denver Ballroom II
Lower Level 2

All Our Kin: Linking University and Latino Communities for Mental Health Services

◆◆ Policy Issues ◆◆

This session addresses policy issues related to the lack of professional counseling services for Spanish-speaking Latinos both on campus and in the Latino community. Presenters will explore how to train students and prepare them for the Latino client in mental health service delivery and how existing university programs can serve as "gap providers" to a community at risk. This session should particularly benefit representatives of universities and diverse communities (especially Latino populations), policy analysts, community advocates, and change agents seeking stronger provision of services to underserved Latino populations at both the university and community levels.

Dr. Theresa Barron-McKeagney, Assistant Professor, School of Social Work, University of Nebraska—Omaha, Nebraska
Mr. Alberto Cervantes, Community Coordinator, The Family Mentoring Project, University of Nebraska—Omaha, Nebraska
Dr. Marty Ramirez, Counseling Psychologist, University Counseling Services, University of Nebraska—Lincoln, Nebraska

2:00-4:00 p.m.
HYATT REGENCY
Vista
Third Floor

Embracing Diversity in an Academic Medical Community

◆◆ Case Studies/Model Programs ◆◆

This session reports on diversity initiatives at the Wright State University School of Medicine, designed to develop and promote an increased level of awareness and appreciation for diversity within the school, the greater Dayton community, and beyond. Presenters will outline a series of experiential workshops that have been conducted for students, faculty, and staff during the past two academic years. Outcome measures will be discussed, and plans for integrating diversity programming into curriculum design, developing and promoting student extracurricular activities, and introducing diversity training into the faculty development agenda will be reviewed. This session should particularly benefit those who are involved in developing and implementing diversity programming for faculty, staff, and students.

Dr. Paul Carlson, Associate Dean, Wright State University School of Medicine—Dayton, Ohio
Dr. Kim Goldenberg, Dean, Wright State University School of Medicine—Dayton, Ohio
Ms. Jacqueline McMillan, Assistant Dean, Wright State University School of Medicine—Dayton, Ohio
Dr. Alonzo Patterson, Associate Director, Student Affairs and Admissions, Wright State University School of Medicine—Dayton, Ohio

2:00-4:00 p.m.
DENVER MARRIOTT
Colorado Ballroom A
Lower Level 2

Making a Case for EEO/Civil Rights/Diversity Offices in Preparing for Tomorrow's Challenges—Assessing Outcomes and Services

◆◆ Research/Evaluation/Assessment ◆◆

This session reviews methods for assessing the scope and performance of diversity/EEO/civil rights offices. Presenters will summarize the findings of an in-depth survey of selected universities and companies and will illustrate various applications of benchmarking data to demonstrate high-quality outcomes and to support funding requests. This session should particularly benefit those who are responsible for strategic planning for EEO/diversity units, who are educating their employers about the scope and value of such offices, are making cases to retain or increase their budgets, and/or are interested in improving the quality of the services they deliver.

Mr. Robert L. Miller, Esquire, Assistant Director, Office of Civil Rights and Diversity, Eastern Illinois University—Charleston, Illinois

Ms. Cynthia D. Nichols, Director, Office of Civil Rights and Diversity, Eastern Illinois University—Charleston, Illinois

Ms. Paula M. Shook, Assistant Director, Office of Civil Rights and Diversity, Eastern Illinois University—Charleston, Illinois

2:00-4:00 p.m.
DENVER MARRIOTT
Mattie Silks
Lower Level 1

Nonthreatening Techniques for Implementing and Enhancing Cultural Awareness and Diversity Initiatives in the Workplace

◆◆ Interactive Training ◆◆

This session identifies nonthreatening methods that can be used to heighten diversity/cultural awareness and enhance diversity programming in the workplace. The presenter will highlight a Stress Management Through Self-Realization workshop that was recently coordinated by the Diversity Team for the Division of Cooperative Education at Northeastern University. This interactive session ends with a relaxation exercise and should particularly benefit those who are interested in and/or responsible for diversity/cultural awareness training.

Ms. Patricia A. Venter, Diversity Coordinator, Division of Cooperative Education, Northeastern University—Boston, Massachusetts

2:00-4:00 p.m.
DENVER MARRIOTT
Colorado Ballroom E
Lower Level 2

Making Racism a Women's Issue

◆◆ Interactive Training ◆◆

This session is designed to assist women of color and white women in exploring what unites us, what divides us, and how to bridge these differences. We will examine messages we have received about race and gender at various stages of our lives and will acknowledge both the similarities and differences we share as women due to societal, institutional, and individual racism. Presenters will outline how social and historical factors have caused internalized blockages, unique ways of sorting information and ordering what is of value, and external behavior patterns that have caused a breakdown of interracial relationships. The session will focus on action steps white women and women of color can take to facilitate positive relationships and should particularly benefit those who wish to experience an interactive training model that embraces both what unites and what divides women across race.

Dr. Khandi Bourne-Bowie, Educational Consultant, Bourne, Bowie, and Associates—Springfield, Massachusetts

Dr. Catherine Collier, Educational Consultant, Cross-Cultural Developmental Education Services—Ferndale, Washington

Dr. Claire B. Halverson, Professor, School for International Training—Brattleboro, Vermont

3:10-4:05 p.m.

55-MINUTE CONCURRENT SESSIONS

3:10-4:05 p.m.
DENVER MARRIOTT
Colorado Ballroom C
Lower Level 2

From Color-Blind to Color-Full: A Culturally Responsive Education Model for Respecting, Valuing, and Embracing a Color-Full Society

◆◆ Case Studies/Model Programs ◆◆

Working together to promote a harmonious learning atmosphere, students and faculty of the University of South Dakota's clinical psychology training program have developed a culturally responsible training model, at the heart of which is the belief that all individuals must first explore racial identity issues within themselves. Presenters will describe the role of two groups that have been formed to facilitate this process—the Students of Color in Psychology (SCIP) and the Ally group. This session should particularly benefit faculty and students who seek a culturally responsive training model with the goal of integrating cultural identity into the academic environment.

Dr. Jeannie Caraway, Assistant Professor, Psychology Department, University of South Dakota—Vermillion, South Dakota

Ms. Necoé Otto, Ally Mentor, Psychology Department, University of South Dakota—Vermillion, South Dakota

Ms. Danelle Reed-Inderbitzin, Students of Color in Psychology Mentor, Psychology Department, University of South Dakota—Vermillion, South Dakota

3:10-4:05 p.m.
DENVER MARRIOTT
Colorado Ballroom B
Lower Level 2

Institutionalizing Retention, Mentoring, and Recruitment of Minority Students in Higher Education

◆◆ Curricular/Pedagogical Models ◆◆

This session describes and evaluates a multiyear effort by the African American Studies Department at the University of California at Berkeley to retain entering students. Presenters will discuss strategies that have resulted in a significantly lower attrition rate for African American students and will suggest pragmatic approaches to assist students from a variety of disciplines during their transitions into a large, public university. This session should particularly benefit those who seek to create user-friendly infrastructures for retention, mentoring, and recruitment in the post-Proposition 209, anti-affirmative action climate initiated in California.

Dr. VèVè A. Clark, Associate Professor, African American Studies Department, University of California—Berkeley, California

Ms. Trica Keaton, Graduate Student, School of Education, Language and Literacy Division, University of California—Berkeley, California

Dr. Jennifer E. Obidah, Assistant Professor, Division of Educational Studies, Emory University—Atlanta, Georgia

3:10-4:05 p.m.
DENVER MARRIOTT
Colorado Ballroom H
Lower Level 2

Projecto Access/TexPREP: Preparing Minority Students for College

◆◆ Research/Evaluation/Assessment ◆◆

This session reports on Projecto Access, a national program of the Hispanic Association of Colleges and Universities based on TexPREP, a statewide program developed at the University of Texas at San Antonio. Projecto Access is a college-preparatory, summer enrichment program designed to identify achieving middle school and high school students with the potential of becoming practitioners or teachers in engineering, science, or other mathematics-related areas and to reinforce them in the pursuit of these fields. The presenter will discuss key components and accomplishments of the program and will share evaluative and follow-up data indicating educational outcomes. This session should particularly benefit those who are involved in college-preparatory program development and especially those who are interested in programs with a strong evaluation component and documented success.

Dr. Tracy A. Hurley, Vice President of Research, American Council on Minority Education—San Antonio, Texas

3:10-4:05 p.m.
DENVER MARRIOTT
Denver Ballroom I
Lower Level 2

American Indian Studies—A University Model

◆◆ Case Studies/Model Programs ◆◆

This session discusses more than two decades of student/community-centered development of the American Indian Studies Department at the University of Minnesota in Duluth, currently the only self-contained American Indian Studies Department in Minnesota. High points and problem areas will be addressed, the development of major and minor academic concentrations will be detailed, and appropriate course syllabi will be shared. This session should particularly benefit those who are involved in planning and developing an American Indian studies department, those who are revising a current program or department, and those who may wish to compare their department with another successful one.

Dr. Robert E. Powless, Professor and Department Head, American Indian Studies,
University of Minnesota—Duluth, Minnesota

3:10-4:05 p.m.
HYATT REGENCY
Far East Room
Second Floor

A Time for Parity

◆◆ Theoretical Models ◆◆

Parity cannot exist in a graduate program environment where classmates, faculty, and staff perceive that students of color secured their places based on the color of their skin and not the merit of their scholarship. This session begins a two-year study into the issue of parity and focuses on a literature review of perceptions of students of color in higher education. The presenter will evaluate the success of support programs for students of color and will address the psychological impact of presumptions of admission to graduate programs based on issues other than merit. This session should particularly benefit those who are involved in the admission and retention of students of color.

Ms. Kathryn J. Johnson, Admissions Recruiter, William Mitchell College of Law—St. Paul,
Minnesota

3:10-4:05 p.m.
HYATT REGENCY
Royal
Third Floor

Pilot Project Increases Retention and Enhances Diversity Education

◆◆ Curricular/Pedagogical Models ◆◆

This session reports on a two-year, pilot project combining three required general education courses—writing, literature, and an interdisciplinary history/sociology diversity course. The project was designed to maximize diversity education while achieving traditional learning objectives in literature and writing. Presenters will discuss the project's planning, implementation, faculty relationships, evaluation, and plans for revision. Examples of integrated assignments will be available. This session should particularly benefit those who seek curricular/pedagogical innovations to enhance diversity education and increase retention.

Ms. Anne Crane, Associate Professor of English, St. Edward's University—Austin, Texas
Dr. Jean R. Frank, Associate Professor of Social Work, St. Edward's University—Austin,
Texas

Mr. Matthew J. Hinojosa, Instructor of English, St. Edward's University—Austin, Texas
Mr. Cecil Lawson, Assistant Professor of English, St. Edward's University—Austin, Texas

4:20-5:30 p.m.
DENVER MARRIOTT
Colorado Ballroom
Lower Level 2

For a dialogue with Dr. Michael
Eric Dyson, see below

AFTERNOON PLENARY SESSION

Keynote Address:

"Race Rules: Navigating the Color Line"



Dr. Michael Eric Dyson, award winning author, ordained Baptist minister, and nationally recognized scholar, has received acclaim as "one of the youngest stars in the firmament of Black intellectuals." He has written for such publications as the *New York Times*, *Vibe*, *Emerge*, *The Nation*, and *Rolling Stone* and his book-length works have all earned critical acclaim. *Reflecting Black: African American Cultural Criticism* was praised for its "theoretical sophistication and political engagement." *Making Malcolm: The Myth and Meaning of Malcolm X* was hailed as "a study that is as substantive and comprehensive as 'public' criticism of such a figure can hope to be." *Between God and Gangsta Rap* was proclaimed "a provocative collection of essays...from the ideal public intellectual of our times." Dyson's latest book, *Race Rules: Navigating the Color Line*, has been described as "a strong, timely, and important book, often brilliant and always electric in its energy." A forthcoming work, titled: *What Have We Come To? Bridging the Generation Gap*, is scheduled for release in 1998. Dyson has served as director of the Institute of African American Research at the University of North Carolina at Chapel Hill and is currently visiting Distinguished Professor of African American Studies at Columbia University's Institute for Research in African American Studies.

5:30-6:30 p.m.
DENVER MARRIOTT
Mattie Silks
Lower Level 1

DIALOGUE WITH DR. MICHAEL ERIC DYSON

6:00-8:00 p.m.
DENVER MARRIOTT
Denver Ballroom
Lower Level 2

FAREWELL RECEPTION

Bid old friends and new a fond farewell and enjoy appetizers and good company before having dinner later on your own. No-host bar service provided.

NOTES

WALT DISNEY WORLD—NCORE STUDENT SCHOLARSHIP RECIPIENTS

Currently in its fifth year, the Student Leadership Development Conference Scholarship program supports a paid conference registration for each student recipient. Both undergraduate and graduate students were eligible, and application information was contained in the conference Announcement and Call for Presentations. For the second consecutive year, this program is being co-sponsored by Walt Disney World. It is hoped that the Student Leadership Development Scholarship awards will serve as an incentive for higher education institutions to support student participation in the conference. Walt Disney World-NCORE student scholars and their institutions are listed below:

Melanie Anderson
Undergraduate Student
English Literature and Minority
Studies
Wichita State University
Wichita, Kansas

Trinity Donovan
Undergraduate Student
Comparative Studies in Race and
Ethnicity
Stanford University
Stanford, California

Jason Louder
Undergraduate Student
Psychology
Georgia Southern University
Statesboro, Georgia

Shanice N. Penn
Undergraduate Student
Political Science
Mary Baldwin College
Staunton, Virginia

Brian T. Candelaria
Undergraduate Student
Social Work
The University of Oklahoma
Norman, Oklahoma

Teresa D. Estrada
Undergraduate Student
Open Option Major
University of Colorado
Boulder, Colorado

Ja'Net Magras
Undergraduate Student
Psychology
Boston College
Chestnut Hill, Massachusetts

Danelle L. Reed-Inderbitzin
Graduate Student
Clinical Psychology
University of South Dakota
Vermillion, South Dakota

Cynthia H. Lyles
Undergraduate Student
Communication
Purdue University Calumet
Hammond, Indiana

Genevieve Gutierrez
Undergraduate Student
Biology
California State Polytechnic
University
Pomona, California

Rowel Manasan
Undergraduate Student
English
California State Polytechnic
University
Pomona, California

Walter E. Shannon Jr.
Undergraduate Student
Psychology and Professional
Writing
The University of Oklahoma
Norman, Oklahoma

Xóchitl Consuela Chávez
Undergraduate Student
Latin American Studies and
Spanish
University of Colorado
Boulder, Colorado

Carmen McCoy Harrison
Graduate Student
Social Foundations of Education
The University of Iowa
Iowa City, Iowa

Felicia Marie Martin
Undergraduate Student
Sociology and Education
Rice University
Houston, Texas

Scott Silber
Undergraduate Student
International Affairs
University of Colorado
Boulder, Colorado

Candace Ifé Crawford
Undergraduate Student
History
Dartmouth College
Hanover, New Hampshire

Robert L. Hernandez III
Undergraduate Student
Pre-Journalism
University of Colorado
Boulder, Colorado

Marshawna T. Moore
Undergraduate Student
Sociology
Saint Mary's College
Notre Dame, Indiana

Adrienne M. Viramontes
Graduate Student
Communication and Creative
Arts
Purdue University Calumet
Hammond, Indiana

Chelsea L. Cutting
Graduate Student
Bilingual/Bicultural Studies
La Salle University
Philadelphia, Pennsylvania

Tysus Deallen Jackson
Undergraduate Student
Political Science and Sociology
Saint Mary's College
Notre Dame, Indiana

Saraivv Orench-Reinat
Undergraduate Student
Art
Massachusetts College of Art
Boston, Massachusetts

Meadow B. Veinman
Undergraduate Student
Africana Studies
New York University
New York, New York

Miguel P. DaSilva
Undergraduate Student
Finance
Bentley College
Waltham, Massachusetts

Khyati Y. Joshi
Graduate Student
Social Justice Education
University of Massachusetts
Amherst, Massachusetts

Lideth Ortega
Undergraduate Student
Psychology
California State Polytechnic
University
Pomona, California

Lee West
Graduate Student
Communication Studies
The University of Iowa
Iowa City, Iowa

Rachel DeMotts
Graduate Student
Public Affairs
University of Washington
Seattle, Washington

Heather A. Larrabee
Undergraduate Student
Ethnic Studies
University of Colorado
Boulder, Colorado

Jason Page
Undergraduate Student
English Literature and Ethnic
Studies
University of Colorado
Boulder, Colorado

CONCURRENT WORKSHOP CATEGORIES

All persons who submitted proposals for concurrent workshop sessions were requested to indicate from among eight possible categories the one category that most accurately characterized the predominant thrust of their session, using the definitions provided below:

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

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

LONG- AND SHORT-RANGE PLANNING: Sessions that 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.

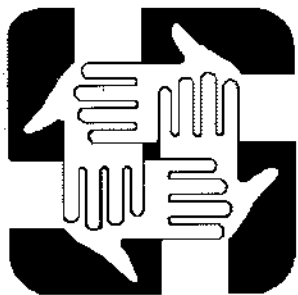
TRAINING OF TRAINERS: Sessions designed to teach attendees how to become trainers in specific content areas or how to set up programs for developing trainers in these areas, with an emphasis on both the specific content required for effective training, as well as training methods. Examples might include training for academic counsellors 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.

The Southwest Center



FOR
HUMAN RELATIONS
STUDIES

The Southwest Center for Human Relations Studies
Public and Community Services
College of Continuing Education
The University of Oklahoma
555 East Constitution, Suite 212
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