

PROGRAM  
AND  
RESOURCE  
GUIDE

# NCCOORE '99



12TH ANNUAL

## National Conference on Race & Ethnicity In American Higher Education

June 3 through June 7, 1999 Memphis, Tennessee

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



# PLANNING COMMITTEE

## Executive Committee—Southwest Center for Human Relations Studies

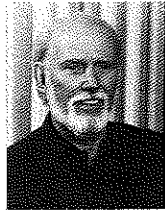
The Executive Committee of the Southwest Center for Human Relations Studies serves as the primary planning body for the Annual National Conference on Race & Ethnicity in American Higher Education (NCORE). The Executive Committee encourages direct, broadly based input into the planning process from all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



**Dr. Maggie Abudu**  
Executive Director  
Southwest Center for Human  
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Norman, Oklahoma



**Mr. Willie L. Batson II**  
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Vice Chairman  
Citizen Potawatomi Nation  
Shawnee, Oklahoma



**Ms. Yolanda Charney**  
Executive Director  
Hispanic American Foundation  
Tulsa, Oklahoma



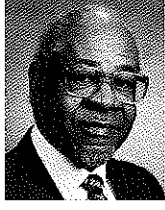
**Dr. Rosa Cintrón**  
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**Mr. Melvin C. Hall, Esquire**  
Partner, Riggs, Abney, Neal,  
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Orient Express  
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Welcome D. and W. DeVier  
Pierson Professor of Law  
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**Mr. Larry Garza Medina**  
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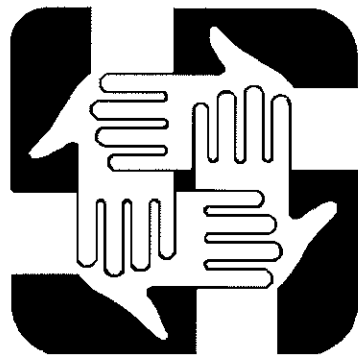


**Dr. Guadalupe O. Thompson**  
Professor  
Department of Bilingual  
Education  
Texas A & M University  
Kingsville, Texas



**Ms. Beth Wilson**  
President  
American Association for  
Affirmative Action and  
Associate Provost  
Columbia University  
New York, New York

# The Southwest Center



FOR  
HUMAN RELATIONS  
STUDIES

Public and Community Services Division  
College of Continuing Education  
The University of Oklahoma

**“Devoted to the study, understanding and resolution of human conflict and to promoting understanding and cooperation among people of different racial, ethnic, religious, and economic backgrounds.”**

Final Arts

Business Administration  
Jerry

200, 48" x 60" - Collage

**ON THE COVER**—The cover image, *Musical Heritage*, 1995, a 36" x 48" acrylic on canvas, was created by Twin (Jerry and Terry Lynn). Identical twins, Jerry and Terry have been painting together collaboratively since they were old enough to hold a crayon. Currently in their senior year at the University of Memphis, the twins already have an impressive resume. In 1997, their painting *Center City Jazz* was used as the image for the official poster of the Philadelphia Art Expo, and they were participating artists in such other notable exhibitions as the *Black Arts Festival of Washington, D.C.*, *Art Expo New York*, and *Visions of Our People: African American Art of Tennessee* (Tennessee State Museum, Nashville). In 1998, Jerry and Terry's work was featured at the *National Black Arts Festival* (Atlanta), *Art Expo New York*, and the *Fifth Annual Essence Music Festival* (New Orleans), and that same year they served as Official Artists for the 1998 *Essence Music Awards* (New York City). Their decision to sign their paintings with the singular "Twin" speaks to the intimacy of a collaboration that began when the two played, drew, and painted together as toddlers. *Musical Heritage*, is available as a limited edition print. The work of Twin will be featured in "The World According to Twin," a gallery print exhibition and signing and slide lecture by Jerry and Terry Lynn, on Friday, June 4, from 5:15–7:00 p.m. (See page 38).

# PROGRAM SCHEDULE AT A GLANCE

## WEDNESDAY, JUNE 2

<input type="checkbox"/> The Memphis Neighborhood Experience I	4:00–7:00 p.m.	5
<input type="checkbox"/> Beale Street Tickets Pre-Sale	4:00–7:00 p.m.	5
<input type="checkbox"/> Registration and On-Site Check-In	4:00–10:00 p.m.	5
(Open 8:00 a.m.–5:00 p.m. daily through Monday, June 7)		

## THURSDAY, JUNE 3

<input type="checkbox"/> Beale Street Tickets Pre-Sale	8:00 a.m.–6:00 p.m.	8
<input type="checkbox"/> Workshop and Institute Sessions	8:30 a.m.–6:00 p.m.	8–21
<input type="checkbox"/> Exhibitor Showcase Opens	10:00 a.m.–7:00 p.m.	13
(Open 10:00 a.m.–7:00 p.m. daily through Monday, June 7)		
<input type="checkbox"/> Luncheon and Keynote Address: N. Scott Momaday	noon–2:00 p.m.	14
<input type="checkbox"/> Book Signing— <i>In The Bear's House</i>	2:30–3:15 p.m.	15
<input type="checkbox"/> Dialogue with N. Scott Momaday	3:30–4:30 p.m.	20
<input type="checkbox"/> The University of Memphis "Welcome NCORE" Reception	6:30–8:00 p.m.	21
<input type="checkbox"/> JDOTT Networking Meeting	8:00–10:00 p.m.	21
<input type="checkbox"/> Informal Meetings and Ethnic Group Networking Sessions	8:00–10:00 p.m.	21

## FRIDAY, JUNE 4

<input type="checkbox"/> Continental Breakfast	7:30–9:00 a.m.	24
<input type="checkbox"/> Greeting the New Day	8:00–8:30 a.m.	24
(Held daily through Monday, June 7)		
<input type="checkbox"/> Workshop, Institute, and Practicum Sessions	8:30 a.m.–6:30 p.m.	24–38
<input type="checkbox"/> Keynote Address: Kip Fulbeck	10:30 a.m.–noon	30
<input type="checkbox"/> Dialogue with Kip Fulbeck	2:00–3:00 p.m.	30
<input type="checkbox"/> Gallery Print Exhibition and Slide Lecture: Twin—Identical Twin Artists Jerry and Terry Lynn	5:15–7:00 p.m.	38
<input type="checkbox"/> The Memphis Neighborhood Experience II	5:30–7:30 p.m.	39
<input type="checkbox"/> Night on Beale Street	6:00 p.m.–1:00 a.m.	39
<input type="checkbox"/> THE WAY HOME: A National Premier Showing	7:30–10:00 p.m.	39
<input type="checkbox"/> Informal Meetings and Ethnic Group Networking Sessions	8:00–10:00 p.m.	39

## SATURDAY, JUNE 5

<input type="checkbox"/> Workshop, Institute, and Practicum Sessions	8:30 a.m.–6:00 p.m.	42–56
<input type="checkbox"/> Luncheon and Keynote Address: Laura I. Rendón	noon–2:00 p.m.	49
<input type="checkbox"/> Dialogue with Laura I. Rendón	2:30–3:30 p.m.	49
<input type="checkbox"/> Gallery Print Exhibition and Slide Lecture: Ernest C. Withers	5:15–7:00 p.m.	56
<input type="checkbox"/> The Memphis Neighborhood Experience III	5:30–7:30 p.m.	57
<input type="checkbox"/> Informal Meetings and Ethnic Group Networking Sessions	8:00–10:00 p.m.	57
<input type="checkbox"/> JDOTT-Sponsored Welcoming Dance	10:00 p.m.–1:00 a.m.	57

## SUNDAY, JUNE 6

<input type="checkbox"/> Workshop, Institute, and Practicum Sessions	9:00 a.m.–3:00 p.m.	60–72
<input type="checkbox"/> Performance: Praise the Lord and Raise the Roof	3:30–5:30 p.m.	72
<input type="checkbox"/> Special Feature: JDOTT National Summit Meeting	6:00–8:00 p.m.	73
<input type="checkbox"/> Informal Meetings and Ethnic Group Networking Sessions	8:00–10:00 p.m.	73
<input type="checkbox"/> Entertainment Showcase	8:30–10:30 p.m.	73

## MONDAY, JUNE 7

<input type="checkbox"/> Workshop and Institute Sessions	8:45 a.m.–5:00 p.m.	76–85
<input type="checkbox"/> Keynote Address: Juan Williams	10:15–11:30 a.m.	81
<input type="checkbox"/> Book Signing— <i>Thurgood Marshall: American Revolutionary</i>	11:30 a.m.–12:30 p.m.	81
<input type="checkbox"/> Dialogue with Juan Williams	2:00–3:00 p.m.	81
<input type="checkbox"/> Farewell Reception	6:00–7:30 p.m.	85



# INSTITUTES

## INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT

<input type="checkbox"/> <b>Developing a Winning Balance</b> Thursday, June 3—9:00 a.m.—noon	11
<input type="checkbox"/> <b>Enhancing Diversity Through Experiential Drama and Dialogue: A Campus Model</b> Thursday, June 3—2:30–4:30 p.m.	15
<input type="checkbox"/> <b>A Conversation About Empowerment For and Between Students of Color</b> Thursday, June 3—2:30–5:30 p.m.	18
<input type="checkbox"/> <b>Discovering Diversity Profile</b> Thursday, June 3—2:30–5:30 p.m.	18
<input type="checkbox"/> <b>Demand Diversity: Change with Class</b> Friday, June 4—9:00–10:15 a.m.	24
<input type="checkbox"/> <b>Sisters Completing the Doctorate: Dream and Nightmare</b> Friday, June 4—9:00–10:15 a.m.	24
<input type="checkbox"/> <b>Assessing the Readiness of Student Leaders Toward Diversity: Are You Ready to Make a Difference?</b> Friday, June 4—2:00–5:00 p.m.	33
<input type="checkbox"/> <b>Student Dialogue on Race</b> Friday, June 4—2:00–6:00 p.m.	36
<input type="checkbox"/> <b>Diversity Dialogue Consultants</b> Friday, June 4—3:45–5:00 p.m.	37
<input type="checkbox"/> <b>Latino/a Students' Experiences at Predominantly White Institutions—A Session for Latino/a Students Only</b> Saturday, June 5—10:00 a.m.—noon	46
<input type="checkbox"/> <b>From the Classroom to the Boardroom: Leadership, Professional Development, and Career Mapping for the Next Millennium</b> Saturday, June 5—10:45 a.m.—noon	48
<input type="checkbox"/> <b>Moving the Diversity Dialogue From Talk to Action!</b> Saturday, June 5—10:45 a.m.—noon	48
<input type="checkbox"/> <b>Mosaic Hall: Putting the Pieces of Diversity Together</b> Saturday, June 5—2:30–4:30 p.m.	51
<input type="checkbox"/> <b>From Mediocrity to Excellence: Factors Contributing to the Academic Success of AHANA Students at Predominantly White Institutions—A Session for Students</b> Saturday, June 5—2:30–5:30 p.m.	53
<input type="checkbox"/> <b>Leadership for the New Millennium: Hispanics, Chicanos, or Latinos?</b> Sunday, June 6—9:00–11:00 a.m.	60
<input type="checkbox"/> <b>Music and the Mirror: Diversity Training Through Sound and Self-Reflection</b> Sunday, June 6—11:00 a.m.—3:00 p.m.	66
<input type="checkbox"/> <b>Students Organizing for Action: Culturally Centered Leadership in a New Millennium</b> Sunday, June 6—noon–3:00 p.m.	67
<input type="checkbox"/> <b>PRIME 2000 Minority Leadership Academy: African American Leadership in the Next Millennium</b> Monday, June 7—8:45–10:00 a.m.	76

## INSTITUTE ON PROGRAM ASSESSMENT/EVALUATION

<input type="checkbox"/> <b>PART I—Critical Assessment Concepts, Perspectives, and Practices</b> Friday, June 4—2:00–5:00 p.m.	33
<input type="checkbox"/> <b>PART II—Creating a Bridge Between Assessment Theory and Practice</b> Saturday, June 5—2:30–5:30 p.m.	53
<input type="checkbox"/> <b>PART III—Assessment Practicum: Doing the Right Thing Right</b> Sunday, June 6—noon–3:00 p.m.	68

## THE NEW FACULTY INSTITUTE FOR CULTURALLY RESPONSIVE TEACHING

<input type="checkbox"/> <b>Part I—Thursday, June 3—9:00 a.m.—noon</b>	12
<input type="checkbox"/> <b>Part II—Thursday, June 3—2:30–5:30 p.m.</b>	18
<input type="checkbox"/> <b>Part III—Friday, June 4—2:00–5:00 p.m.</b>	33

Continued on next page →

## THE NEW INSTITUTE ON SOCIAL JUSTICE EDUCATION

- Part I—Key Concepts and Principles of Social Justice Education**  
Thursday, June 3—9:00 a.m.–noon ..... 12
- Part II—Constructing a Social Justice Pedagogy**  
Thursday, June 3—2:30–5:30 p.m. .... 19
- Part III—Developing an Action Plan and Building Institutional and Personal Support**  
Friday, June 4—2:00–5:00 p.m. .... 34

## INSTITUTE FOR DIVERSITY TRAINERS

- Part I—Diversity Training and Adult Learning: Evaluating the Approaches and Ethics of Challenging Others' Paradigms**  
Thursday, June 3—9:00 a.m.–noon ..... 13
- Part II—The Art of Changing Paradigms: Basic Curriculum Design**  
Thursday, June 3—2:30–6:00 p.m. .... 20
- Part III—The Continual Challenge of Teaching and Learning: Recognizing and Dealing with Your Own Paradigms**  
Friday, June 4—2:00–5:00 p.m. .... 34
- Part IV—Paradigm Infusion: How to Craft a Consistent Message in Faculty and Staff Training Curriculum**  
Saturday, June 5—9:00 a.m.–noon ..... 45

## PRACTICUMS

- Creating and Using Counterstereotypic Graphics—Make It Happen!**  
Friday, June 4—2:00–5:00 p.m. .... 35
- Designing Web Pages That Infuse Ethnic Perspectives—Make It Happen!**  
Saturday, June 5—9:00 a.m.–noon ..... 45
- Creating Multicultural Text and Graphics—Make It Happen!**  
Saturday, June 5—2:30–5:30 p.m. .... 54
- Challenging Diversity Design Problems**  
Sunday, June 6—9:00 a.m.–noon ..... 63
- Assessment Practicum: Doing the Right Thing Right** (See Institute on Program Assessment/Evaluation—Part III)  
Sunday, June 6—noon–3:00 p.m. .... 68
- Using Animation to Infuse Ethnic Perspectives—Make It Happen!**  
Sunday, June 6—noon–3:00 p.m. .... 68

## DOCUMENTARY FILM SCREENINGS

- SHATTERING THE SILENCES: THE CASE FOR MINORITY FACULTY**  
Thursday, June 3—2:30–5:30 p.m. .... 19
- THE WAY HOME—A National Premier Showing**  
Friday, June 4—7:30–10:00 p.m. .... 39
- BLUE-EYED**  
Saturday, June 5—2:30–5:30 p.m. .... 54
- A QUESTION OF COLOR**  
Sunday, June 6—1:00–3:00 p.m. .... 69

## DAY AT A GLANCE

- **Thursday, June 3** ..... 6–7
- **Friday, June 4** ..... 22–23
- **Saturday, June 5** ..... 40–41
- **Sunday, June 6** ..... 58–59
- **Monday, June 7** ..... 74–75



# 12th 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, JUNE 2, 1999

4:00-7:00 p.m.

The cost of each tour is \$15 per person or \$35 for the three-day package. Make payment at conference registration desk

For departure information, check with the conference registration desk

The Memphis Neighborhood Experience II and III will be held from 5:30-7:30 p.m. on Friday, June 4, and Saturday, June 5, respectively

## THE MEMPHIS NEIGHBORHOOD EXPERIENCE I

Comprised of three different sessions that span three conference days, **The Memphis Neighborhood Experience** explores and reveals Memphis' cultural past, present, and future through the mosaic of its "socio-cultural spaces" and its residential, commercial, and industrial districts. Successive waves of migration and settlement have left a distinctive socio-cultural imprint on the city's urban landscape and neighborhoods, creating a vibrant economic and diverse cultural oasis in the Mid-South. Each session has a different itinerary to explore selected neighborhoods, communities, and districts that define the unique urban tapestry of Memphis. Enjoy a fun, lively, informative and entertaining look at Memphis. Each day's tour/experience is limited to 30 persons. Participants will receive a notebook and maps for each tour they take. A debriefing is planned at a popular local eatery at the conclusion of each session.

**Dr. Stanley E. Hyland**, Associate Professor in the Department of Anthropology and Co-Director of the Center for Urban Research and Extension at the University of Memphis. Dr. Hyland has worked with community activists, neighborhood associations, and students in a variety of neighborhood development and community building activities to build a knowledge base on the diversity and strengths of neighborhood-based groups in the Mid-South.

**Dr. Cedric D. Page**, Executive Director of the Center for Social Responsibility and Community and Associate Professor of Geography at the State University of New York, College at Oneonta. Dr. Page co-led the Denver Neighborhood Experience, a similar program that was well received at NCORE '98. He has extensive experience with ethnic communities, urban development, and community-based nonprofit organizations.

4:00-7:00 p.m.

To receive the discounted price, tickets must be pre-purchased from 4:00-7:00 p.m. on Wednesday, June 2, or between 8:00 a.m. and 6:00 p.m. on Thursday, June 3

## BEALE STREET TICKETS PRE-SALE

The Beale Street Merchants Association will pre-sell tickets for Friday night Beale Street bracelets (normally \$10 each) to NCORE participants for \$8 apiece. Tickets may be redeemed on Friday night at any of Beale Street's participating clubs for a plastic Beale Street snap-on bracelet. Beale Street bracelets allow their wearers to enter any of Beale Street's participating clubs on Friday night, June 4, without a cover charge. Club cover charges without a Beale Street bracelet range from \$5 to \$8 per club. All automobile traffic is blocked off on Beale Street on Friday nights, creating a festive pedestrian environment—"So come on down to Beale Street!" on Friday night—just two blocks from the Peabody Hotel.

4:00-10:00 p.m.  
FOYER AREA  
Mezzanine Level

## REGISTRATION AND ON-SITE CHECK-IN

(Registration will remain open daily from 8:00 a.m.-5:00 p.m. through Monday, June 7)

## DAY AT A GLANCE ■ THURSDAY, JUNE 3

8:00 a.m.–6:00 p.m.

- BEALE STREET TICKET PRE-SALE

8:30 a.m.–noon

- Major Workshop 1: White Privilege: A Primer: Part I
- Major Workshop 2: Using Text, Counterstereotypic Images, Web Page Design, and Animation to Infuse Ethnic Diversity

9:00 a.m.–noon

- Major Workshop 3: Understanding and Resolving Racial Conflict on Campus: Part I—Theoretical Foundation for Skills Building
- Major Workshop 4: Beyond Diversity Dialogues
- Major Workshop 5: Minorities Face to Face Dialogue: Working Together to Solve Common Problems—Introductory Workshop
- Major Workshop 6: Collision Course II: An Ethnic Relations Simulation
- Major Workshop 7: Accountability, Inclusiveness, Shared Responsibility, Evaluation, and Institutionalization: Part I—A Diversity Organizational Development Model for Creating Systemic Campus Change
- Major Workshop 8: Prerequisites for Diversity: Self Awareness and Cultural Competency
- Major Workshop 9: Hoop Dancing Through the System: Retaining American Indian Students in Higher Education
- Major Workshop 10: How to Develop a Multicultural Center

### INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT

- Developing a Winning Balance

### THE NEW FACULTY INSTITUTE FOR CULTURALLY RESPONSIVE TEACHING

- Part I

### THE NEW INSTITUTE ON SOCIAL JUSTICE EDUCATION

- Part I—Key Concepts and Principles of Social Justice Education

### INSTITUTE FOR DIVERSITY TRAINERS

- Part I—Diversity Training and Adult Learning: Evaluating the Approaches and Ethics of Challenging Others' Paradigms

9:30 a.m.–noon

- Major Workshop 11: The Talented Tenth: High Achieving African American and Latino Students in Predominantly White Institutions

10:00 a.m.–7:00 p.m.

- EXHIBITOR SHOWCASE AND RESOURCE CENTER

10:45 a.m.–noon

- The Mn/DOT Seeds Program: Fostering a Diverse Workforce Through Community-Based Partnerships in Student Work-Related Learning
- Up the Ladder to the Roof: Preparing Minority Women to Break Through the Glass Ceiling
- The Design and Delivery of a Social and Cultural Issues Course Using Distance Learning

noon–2:00 p.m.

- LUNCHEON AND KEYNOTE ADDRESS: Dr. N. Scott Momaday

2:30–3:15 p.m.

- BOOK SIGNING OF *IN THE BEAR'S HOUSE*: Dr. N. Scott Momaday



**2:30–4:30 p.m.**

- Major Workshop 7: Accountability, Inclusiveness, Shared Responsibility, Evaluation, and Institutionalization: Part II—A Diversity Organizational Development Model for Creating Systemic Campus Change

**INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT**

- Enhancing Diversity Through Experiential Drama and Dialogue: A Campus Model

- Walking the Walk Seven Years Later: Lessons in Creating More Multicultural Institutions of Higher Education in an Era of Backlash to Affirmative Action

**2:30–5:30 p.m.**

- Major Workshop 3: Understanding and Resolving Racial Conflict on Campus: Part II—Applied Strategies for Intervention
- Major Workshop 12: “Civilitation” Skills
- Major Workshop 13: Providing Culturally Competent Services to Asian/Pacific American Students
- Major Workshop 14: Emerging Profiles of High Achieving Hispanic American and African American Women Scholars
- Major Workshop 15: A Conceptual Framework for Building Communities of Learning and Commitment in a Pluralist University

**INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT**

- A Conversation About Empowerment For and Between Students of Color
- Discovering Diversity Profile

**THE NEW FACULTY INSTITUTE FOR CULTURALLY RESPONSIVE TEACHING**

- Part II

**THE NEW INSTITUTE ON SOCIAL JUSTICE EDUCATION**

- Part II—Constructing a Social Justice Pedagogy

- *DOCUMENTARY FILM SCREENING AND DISCUSSION*  
Shattering the Silences: The Case for Minority Faculty

**2:30–6:00 p.m.**

- Major Workshop 1: White Privilege: A Primer: Part II
- Major Workshop 2: Using Text, Counterstereotypic Images, Web Page Design, and Animation to Infuse Ethnic Diversity

**INSTITUTE FOR DIVERSITY TRAINERS**

- Part II—The Art of Changing Paradigms: Basic Curriculum Design

**3:30–4:30 p.m.**

- DIALOGUE WITH DR. N. SCOTT MOMADAY

**4:45–6:00 p.m.**

- Creating Leadership, Youth, and Economic Development Initiatives in the African American Community for the Next Millennium
- The Transfer Achievement Program: Promoting Academic Quality and Student Success
- Diversity Training for Aspiring Administrators: Implications for Educational Administration Preparation Programs

**6:30–8:00 p.m.**

- UNIVERSITY OF MEMPHIS “WELCOME N CORE” RECEPTION

**8:00–10:00 p.m.**

- JDOTT NETWORKING MEETING
- INFORMAL MEETINGS AND ETHNIC GROUP NETWORKING SESSIONS

## THURSDAY, JUNE 3, 1999

8:00 a.m.—6:00 p.m.

### BEALE STREET TICKETS PRE-SALE

If you missed the June 2 and June 3 pre-sale of Beale Street tickets, see page 39.

Part I

8:30 a.m.—noon

**HERNANDO DE SOTO**

Mezzanine Level

Part II continues 2:30–6:00 p.m.

For a related session, see Major Workshop 26 on page 42

### MAJOR WORKSHOP 1

#### White Privilege: A Primer

This daylong session is designed for those who are in the initial stages of understanding white privilege—what it is, how it works, why it is hard to see for those of us who are white, how it impacts our institutions, and how to effectively raise awareness of it on campus. It is a precursor for Major Workshop 26.

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

8:30 a.m.—noon

**GENERAL MOORMAN**

Mezzanine Level

Session will be repeated  
Thursday, June 3,  
2:30–6:00 p.m.

For an overview of four related  
practicums, see page 4

### MAJOR WORKSHOP 2

#### Using Text, Counterstereotypic Images, Web Page Design, and Animation to Infuse Ethnic Diversity

This session provides an overview of four aspects of using multimedia in culturally diverse classrooms: (1) making multicultural text and graphics, (2) creating and using counterstereotypic images, (3) designing Web pages that infuse ethnic diversity, and (4) using animation to infuse ethnic perspectives. The first hour focuses on making multicultural text and counterstereotypic graphics as images in the classroom, software, and Web pages. During the second hour, participants will view sample Web pages that incorporate multicultural images and help to infuse ethnic perspectives into the curriculum. The final hour introduces participants to the basics of 2D and 3D animation for the desktop and VRML for the Web and examines case studies that address a diversity of learning styles.

Ms. Leslie D. Edwards, Adjunct Biology Teacher, Community College of Denver, and  
Multimedia Learning Specialist—Denver, Colorado

Part I

9:00 a.m.—noon

**ALONZO LOCKE**

Mezzanine Level

Part II continues 2:30–5:30 p.m.

### MAJOR WORKSHOP 3

#### Understanding and Resolving Racial Conflict on Campus: PART I—Theoretical Foundation for Skills Building

This session provides a theoretical foundation for understanding intergroup and intragroup racial conflict and for implementing appropriate conflict resolution strategies. Drawing upon their own experiences and material presented during the session, participants will explore attitudes and assumptions about conflict, approaches to racial conflict on campus, and the impact of individual racial identity on campus racial conflicts and conflict resolution. Discussion will examine topics such as conflicts caused by different attitudes and perspectives on race and racism, disputes that arise within and between different racial communities, and opportunities for positive campus change brought on by racial conflict.

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



9:00 a.m.–noon  
**COCKRELL**  
Mezzanine Level

#### **MAJOR WORKSHOP 4**

##### **Beyond Diversity Dialogues**

This interactive session focuses on the process of transforming community, organizational, and workplace environments from exclusive/passive to inclusive ones and is based on the Memphis Diversity Institute's model for institutionalizing the process of pluralism. Participants will have an opportunity to dialogue with representatives of corporations and organizations currently using the model and to meet with individuals involved in the transformation process. The session will also address some of the controversial issues surrounding valuing diversity initiatives including the effectiveness of diversity training; the problem of focusing primarily on race, ethnicity and gender; moving from talking about diversity to establishing and maintaining environments that value diversity; and measuring outcomes quantitatively, qualitatively, and financially.

Dr. Bryan Gingrich, Director of Training and Assessment, Memphis Diversity Institute—Memphis, Tennessee

Ms. Leslie Saunders, President and CEO, Memphis Diversity Institute—Memphis, Tennessee

9:00 a.m.–noon  
**FOREST**  
Mezzanine Level

#### **MAJOR WORKSHOP 5**

##### **Minorities Face to Face Dialogue: Working Together to Solve Common Problems—Introductory Workshop**

This session is designed to help create an avenue for developing, enhancing, and fostering positive interactions among and between folks of color. It is for those who are working in culturally diverse situations and who are in the early stages in terms of their involvement in such efforts on their campuses. The session suggests that a more pluralistic orientation—in terms of knowledge, awareness, sensitivity, and comfort—is needed as we enter the 21st century and the global community. It offers a framework that allows participants to use the knowledge and comfort of their own minority culture to help in the development of awareness and sensitivity to other cultures. Participants will be given exercises and topics to consider (outside the workshop) and will be encouraged to participate in the Advanced Workshop from noon to 3:00 p.m. on Sunday, June 6.

Ms. Babette Connor, Consultant, *Move Ahead*—Laguna Beach, California

Dr. Michael E. Connor, Professor, Psychology Department, California State University—Long Beach, California

9:00 a.m.–noon  
**LANSLOWNE**  
Third Floor

#### **MAJOR WORKSHOP 6**

##### **Collision Course II: An Ethnic Relations Simulation**

This session engages participants in an exciting and nonthreatening training simulation—Collision Course II—based on minority-majority, political science, and conflict-resolution principles. Each participant is assigned to a role-play representing Jewish American, Korean American, African American, Cuban American, or white Southern American groups. Participants will be engaged in learning about their role play perspective, negotiating a harmonious solution to an intercultural conflict, and using a simulated national conference to seek long term solutions to intercultural conflicts.

Dr. Debra Kawahara, Instructor, Culture 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

For a related session, see Major Workshop 31 on page 46

Part I  
9:00 a.m.–noon  
**INTERNATIONAL**  
Third Floor

Part II continues  
2:30–4:30 p.m.

9:00 a.m.–noon  
**GALAXIE**  
Third Floor

9:00 a.m.–noon  
**KENTSHIRE**  
Third Floor

For a related session, see Major  
Workshop 19 on page 32

### MAJOR WORKSHOP 7

#### **Accountability, Inclusiveness, Shared Responsibility, Evaluation, and Institutionalization: A Diversity Organizational Development Model for Creating Systemic Campus Change**

This daylong session focuses on five core principles/tools necessary to create a comprehensive campuswide diversity action plan—accountability, inclusiveness, shared responsibility, evaluation, and institutionalization. It is designed to provide a framework for understanding and creating successful diversity programs that focus on campuswide priorities. During the morning session presenters will detail how administrators, staff, and faculty can develop the vision, infrastructure, and support required to implement campuswide transformation of their institutions into multicultural academic communities. Successful programs at the University of Maryland and case studies from around the country that utilize the five core principles will be used to demonstrate how these principles helped to construct and institutionalize diversity programs. In the afternoon participants will be assisted in working in topical interest groups to apply these core tools, programs, and case studies to situations and experiences on their campuses.

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 and Associate Professor, College of Arts and Humanities, University of Maryland—College Park, Maryland

### MAJOR WORKSHOP 8

#### **Prerequisites for Diversity: Self Awareness and Cultural Competency**

This interactive, multimedia session illustrates a theoretical model that challenges colleges and universities to strategically plan their diversity initiatives with a primary focus on students' developmental needs. All too often students arrive on campus expected to join the multicultural goals of the institution without having an opportunity to become culturally competent, unpack their personal baggage, or begin their search for self-identity. We expect them to jump right in, attend cultural events, take ethnic studies courses, converse cross-culturally, etc. This session allows practitioners to view things through the eyes of students, with songs and demonstrations used to represent their voices. Developmental theories will be anchored to practical insights and tangible strategies for success, and participants will be offered educational resources (icebreakers, activities, exercises, etc.) and sample timelines that can be used to create diversity models at their home institutions.

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

### MAJOR WORKSHOP 9

#### **Hoop Dancing Through the System: Retaining American Indian Students in Higher Education**

While over 100,000 American Indian college students are currently attending American colleges and universities, American Indian attrition rates are still among the highest in the nation and American Indian educational attainment rates are significantly lower than those of the mainstream population. Strategies that empower American Indian students to progress through the higher education pipeline and retain their cultural integrity at the same time must be developed and shared. This session will provide practical strategies that promote the retention of American Indian students; present



demographic and statistical information on issues related to admission, retention, and graduation of American Indian students; examine student responsibility in the achievement of academic success; and address institutional responsibility regarding diversity and retention.

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

9:00 a.m.—noon

**AUBURN**

Third Floor

For related sessions, see pages  
54 and 69

### **MAJOR WORKSHOP 10**

#### **How to Develop a Multicultural Center**

This session is designed to teach participants how to develop, fund, and maintain a multicultural center as an added dimension to student retention programming. It is based on two models that have existed for less than four years and have overcome many obstacles—the United Front Multicultural Center at the University of San Diego and the Cross Cultural Center at the University of California-San Diego. Information will be shared on a range of initiatives that have been led by students and student activities staff to address such areas as campus hate crimes, student government, community/coalition building, and human relations/diversity training.

Ms. Genoveva Aguilar, United Front Co-Spokesperson and Special Projects Coordinator, United Front Multicultural Center, University of San Diego—San Diego, California

Mr. Juan Carlos Astorga, Assistant Director, Cross Cultural Center, University of California—San Diego, California

Ms. Guadalupe R. Corona, Assistant Director of Student Activities and Staff, United Front Multicultural Center, University of San Diego—San Diego, California

Ms. Natalie Davis, Special Events Intern, Cross Cultural Center, and Undergraduate Student, Political Science Department, University of California—San Diego, California

Ms. Vicky Rodriguez, Chair, Filipino Ugnayan Student Organization and Special Projects Coordinator, United Front Multicultural Center, University of San Diego—San Diego, California

9:00 a.m.—noon

**LOUIS XVI**

Mezzanine Level

For an overview of sessions comprising the Institute on Student Leadership and Empowerment, see page 3

### **INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT**

An 18-part institute designed for students to address issues relating to student leadership and empowerment. A Certificate of Participation will be available with documented attendance at 12 hours of this institute's sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

#### **Developing a Winning Balance**

This session allows attendees to participate in A Winning Balance, a highly interactive, skill-building workshop that has been used successfully on numerous higher education campuses and within corporate settings. Through a series of exploratory exercises, this highly adaptive program will assist participants in learning to address their own often hidden biases, prejudices, and assumptions, while simultaneously acquiring skills for addressing the biases and prejudices others project or portray. This session should particularly benefit participants who aspire to become effective change agents within their communities, realizing that change begins with self.

Mr. Rodney S. Patterson, Assistant to the Vice President for Student Affairs, Michigan State University, and Certified Trainer—East Lansing, Michigan

Part I  
9:00 a.m.–noon  
**BARCLAY**  
Third Floor

For an overview of sessions comprising The New Faculty Institute for Culturally Responsive Teaching, see page 3

Part II continues  
2:30–5:30 p.m.

9:00 a.m.–noon  
**VENETIAN**  
Mezzanine Level

For an overview of sessions comprising The New Institute on Social Justice Education, see page 4

### **THE NEW FACULTY INSTITUTE FOR CULTURALLY RESPONSIVE TEACHING**

A day and a half institute designed for faculty and staff who seek to improve the quality of teaching and learning for all students. Day one (Parts I and II) provides a motivational framework and applies concrete strategies for greater engagement and success among ethnically/culturally diverse student groups. Day two (a half-day session) applies strategies to individual teaching plans. 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.

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

### **THE NEW INSTITUTE ON SOCIAL JUSTICE EDUCATION**

A three-part institute designed for those who teach in higher education and secondary settings, as well as those who engage in staff, student, and/or faculty development focusing on diversity and social justice issues. Principles and practices of social justice education will be introduced, focusing on effective tools and strategies educators/trainers can use in their own settings. Experiential activities and small- and large-group work will allow participants to apply theory to practice throughout the institute. Participants will be assisted in identifying specific issues and challenges they encounter in teaching about oppression and social justice, in developing constructive ways to address these, and in designing an action plan and identifying sources of support at their home institutions. No admittance to Parts II and III by persons who did not participate in all prior institute sessions. 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.

#### **Part I—Key Concepts and Principles of Social Justice Education**

This session explores key concepts for understanding oppression in American society. We will examine the process of socialization into an oppressive system and the significance of social identities for both teachers and students. We will consider how different social positions generate a range of feelings, reactions, assumptions, and perspectives that make teaching/learning about oppression complex and challenging and will reflect upon what we need to know about ourselves as educators to deal effectively with these issues.

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

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

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

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

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

9:00 a.m.–noon  
**CONTINENTAL BALLROOM**  
Mezzanine Level

For an overview of sessions comprising the Institute for Diversity Trainers, see page 4

### **INSTITUTE FOR DIVERSITY TRAINERS**

A four-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. 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.

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

This session focuses on selected principles of adult learning and how these come into play when designing and presenting diversity training. It addresses how to better understand and appreciate audience reactions to diversity training methods and materials, how to respond to resistance in ways that enhance rather than inhibit learning, how to recognize when have you done all you can do (for this moment) with a person or group, and 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

9:30 a.m.–noon  
**BRINKLEY**  
Mezzanine Level

### **MAJOR WORKSHOP 11**

#### **The Talented Tenth: High Achieving African American and Latino Students in Predominantly White Institutions**

This session reports on a study of high achieving African American and Latino students, conducted on two predominantly white campuses in the northeast in Spring 1997 and Fall 1998. A Likert scaled instrument was used to collect data from over 100 undergraduates in 1997, followed by focus groups of high achievers in 1998, to identify those factors perceived as contributing to their academic success. Presenters will provide a gender and racial/ethnic analysis of study data and will discuss institutional/policy implications for enhancing high academic achievement among African American and Latino students.

Dr. Leslie Agard-Jones, Dean, College of Education, William Paterson University—Wayne, New Jersey

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

10:00 a.m.–7:00 p.m.  
**FOYER AREA**  
Mezzanine Level

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

(Open daily from 10:00 a.m.–7:00 p.m. through Monday, June 7)

10:45 a.m.–noon

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

10:45 a.m.–noon  
**JACKSON**  
Third Floor

#### **The Mn/DOT Seeds Program: Fostering a Diverse Workforce Through Community-Based Partnerships in Student Work-Related Learning**

◆◆ Case Studies/Model Programs ◆◆

This session highlights the Mn/DOT Seeds Program, not an acronym but a philosophy that enables the Minnesota Department of Transportation to enhance the diversity of its staff, while partnering with community agencies, training programs, and post-secondary institutions that seek job placements for their students. It should particularly benefit those who seek to develop diversity-oriented, work-based learning programs in corporation, community, or state agency settings. Strategies for designing similar

programs will be demonstrated and should be helpful to those who seek to move beyond the internship model in workforce preparation.

Ms. Cheryll A. Sibley-Albold, Seeds Program Manager, Minnesota State Department of Transportation (Mn/DOT)—St. Paul, Minnesota

10:45 a.m.—noon  
**BEN HOLLANDER**  
Mezzanine Level

### **Up the Ladder to the Roof: Preparing Minority Women to Break Through the Glass Ceiling**

◆◆ Long- and Short-Range Planning ◆◆

As the number of minority women in academe increases, the challenge is to ensure that they are able to do more than just peer through the "glass ceiling." This interactive session examines obstacles and important interventions such as mentoring, networking, career planning, and leadership development. Additionally, presenters will share their experiences as participants in a statewide consortium for leadership enhancement and development. This session should particularly benefit those who are interested in leadership development as it relates to the upward mobility of minority women in academe.

Ms. Sabrina G. Gilyard, Loan Supervisor, Office of Student Financial Assistance, University of Central Florida—Orlando, Florida

Dr. Rebekah McCloud, Director, Minority Programs in Education, University of Central Florida—Orlando, Florida

Ms. DeLaine Priest, Assistant Director, Office of Quality Initiatives, University of Central Florida—Orlando, Florida

10:45 a.m.—noon  
**HAWTHORNE**  
Third Floor

### **The Design and Delivery of a Social and Cultural Issues Course Using Distance Learning**

◆◆ Curricular/Pedagogical Models ◆◆

This session provides a model for designing and delivering a teletechnet course for undergraduates. To address the needs of 241 students and the challenges of maintaining the experiential nature of the course, innovative assignments and instructional methods included integrated workshop exercises and the integration of call-in guests with lecture and group audio/video projects. Students assessed the course as a significant departure from earlier distance learning offerings and as a learning experience that broadened their perspectives on issues of diversity. This session should particularly benefit those who are involved in or who seek to use distance learning for skill development rather than content presentation and those who seek variety in their instructional methods to teach larger classes.

Dr. Cheryl L. Evans, Assistant Professor, Teacher Education, Bloomfield College—Bloomfield, New Jersey

noon—2:00 p.m.  
**MEMPHIS BALLROOM**  
Mezzanine Level

## **CONFERENCE OPENING LUNCHEON PLENARY SESSION**

### **Welcoming Remarks:**

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

Ms. Beth Wilson, President, American Association for Affirmative Action; member, Executive Committee, Southwest Center for Human Relations Studies; and Associate Provost, Columbia University—New York, New York



noon-2:00 p.m.  
**MEMPHIS BALLROOM**  
Mezzanine Level

For a dialogue with  
Dr. N. Scott Momaday,  
see page 20

For a book signing of  
*In The Bear's House*,  
see below

**Keynote Address:**  
**"In the Bear's House"**



Dr. N. Scott Momaday is a poet, a Pulitzer prize-winning novelist, an acknowledged playwright and painter, and a Regents' Professor of the Humanities at the University of Arizona, where he teaches English and American Literature. A Kiowa born in Oklahoma, Momaday won the Pulitzer Prize in 1969 for his novel, *House Made of Dawn*. He has received numerous other awards, including a Guggenheim Fellowship, an award from the National Institute of Arts and Letters, the Golden Plate Award from the American

Academy of Achievement, and the *Premio Letterario Internazionale "Mondello,"* Italy's highest literary award. Momaday's other books include *The Way to Rainy Mountain*, *Angle of Geese*, *The Gourd Dancer*, *The Names*, *The Ancient Child*, *In the Presence of the Sun*, *Circle of Wonder*, and *The Man Made of Words*. A new book of poems and dialogues titled *In The Bear's House* was published in February, 1999 by St. Martin's Press. Momaday is the voice of the National Museum of the American Indian (for whom he was a founding trustee) and has been a commentator/narrator for National Public Radio; the PBS special, "Last Stand at Little Bighorn"; the PBS Ken Burns' series special, "The West"; and was featured on the 1996 "This I Believe" series premiere for Voice of America hosted by Charles Kuralt. Momaday is the founder and chairman of The Buffalo Trust, a non-profit foundation under the direction of a national board of American Indian trustees dedicated to the goal of preserving and perpetuating the sacred in American Indian culture and experience, and is a member of the Kiowa Gourd Dance Society.

2:30-3:15 p.m.  
**MEMPHIS BALLROOM C**  
Mezzanine Level

**BOOK SIGNING OF *IN THE BEAR'S HOUSE***

Dr. N. Scott Momaday

Part II  
2:30-4:30 p.m.  
**INTERNATIONAL**  
Third Floor

**MAJOR WORKSHOP 7**

**Accountability, Inclusiveness, Shared Responsibility, Evaluation, and Institutionalization:  
A Diversity Organizational Development Model for Creating Systemic Campus Change**  
(For workshop description, see page 10)

2:30-4:30 p.m.  
**COCKRELL**  
Mezzanine Level

**INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT**

An 18-part institute designed for students to address issues relating to student leadership and empowerment. A Certificate of Participation will be available with documented attendance at 12 hours of this institute's sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

For an overview of sessions  
comprising the Institute on  
Student Leadership and  
Empowerment, see page 3

**Enhancing Diversity Through Experiential Drama and Dialogue: A Campus Model**

This session reports on a social action theater model implemented at the University of Wisconsin-La Crosse, a 9,000-student, comprehensive, predominantly white university in the upper Midwest. This unique model will be described; a videotape of a scenario titled "The Eldest Hmong Daughter," as performed in the Progressive Baptist Church of Nashville, will be presented; the current classroom training program will be reviewed; and participants will have an opportunity to view and interact with a live scenario performance. This session should particularly benefit those who are involved in programs to increase the understanding and acceptance of campus diversity, especially those who are looking for a hands-on approach that provides a sense of ownership for students.

Mr. Van L. Johnson Jr., Custodian, University of Wisconsin-La Crosse, Wisconsin  
Dr. Bob Krajewski, Professor, Foundations of Educational Policy and Practice, School of Education, University of Wisconsin-La Crosse, Wisconsin

2:30–4:30 p.m.

2:30–4:30 p.m.  
**BOARD ROOM**  
Mezzanine Level

Part II  
2:30–5:30 p.m.  
**ALONZO LOCKE**  
Mezzanine Level

For Part I, see page 8

2:30–5:30 p.m.  
**LANSDOWNE**  
Third Floor

## 2-HOUR CONCURRENT SESSIONS

### **Walking the Walk Seven Years Later: Lessons in Creating More Multicultural Institutions of Higher Education in an Era of Backlash to Affirmative Action**

◆◆ Case Studies/Model Programs ◆◆

This session shares results of a follow-up assessment after seven years to determine how—in an era of increasing hostility to affirmative action—Springfield College's School of Human Services has continued to recruit and retain a faculty and student body that is on the average four times more racially diverse than that of most institutions of higher education in the United States. The session is designed to identify proven lessons and best practices and to discuss possible implications for faculty and organizational development around racial diversity. Findings related to practitioner theory, vision, mission, recruitment and retention, conflict resolution, and community building in a racially diverse collegium will be highlighted. This session should particularly interest faculty, faculty developers, department chairs, and administrators who seek documented examples of how diversifying students, faculty, and staff can assist in efforts to build viable multicultural institutions.

Dr. James Francisco Bonilla, Assistant Professor, Education and Public Administration, Hamline University—St. Paul, Minnesota

## MAJOR WORKSHOP 3

### **Understanding and Resolving Racial Conflict on Campus: PART II—Applied Strategies for Intervention**

This interactive session explores the range of strategies that can be used to respond to race-related conflict on campus. Building on the theoretical foundation presented in Part I, it assumes a working knowledge of conflict resolution and racial identity development, and no time will be spent on basic conflict resolution and racial identity development theories. We will discuss specific interventions for a range of racial conflicts, the impact of individual racial identity on the conflict resolution process, and the relationship between participants' own racial identity development and their ability to successfully intervene in various racial conflicts. Using case studies, presentations, and small- and large-group discussion, participants will examine interventions for addressing intergroup and intragroup conflict related to race and will have the opportunity to discover new approaches to conflict situations that are often sensitive and challenging.

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

## MAJOR WORKSHOP 12

### **“Civilitation” Skills**

How can you be proactive and supportive while addressing an angry participant or hostile group in a diversity training session? This interactive session explores the technique of “Civilitation”—creative strategies and techniques for honoring the perspectives of challenging participants to shape the learning of the group. The Oppression Liberation Model and Thomas' Conflict Resolution Model will be presented in conjunction with effective workshop organizational strategies for addressing potential challenges. Participants will be invited to role play as facilitators focusing on classic training scenarios, will be encouraged to share their own issues, and will participate in group brainstorming to develop strategies for honoring the perspectives and shaping the learning in their own workshops.

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

2:30–5:30 p.m.

**AUBURN**

Third Floor

### **MAJOR WORKSHOP 13**

#### **Providing Culturally Competent Services to Asian/Pacific American Students**

This interactive session explores emotional, academic, and social issues that Asian/Pacific American undergraduates may experience in higher education and factors that affect their utilization of campus services. Presenters will provide examples of culturally competent interventions designed to address the identified needs of these students. Participants are encouraged to bring their concerns, ideas, and questions about working with this diverse population, and small-group work will be used to enable participants to generate programming strategies applicable to their campuses.

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

2:30–5:30 p.m.

**GALAXIE**

Third Floor

### **MAJOR WORKSHOP 14**

#### **Emerging Profiles of High Achieving Hispanic American and African American Women Scholars**

This session provides an overview and comparative analysis of the research on high achieving Hispanic American and African American women scholars, drawing upon a range of studies of the accomplishments of women who have achieved the highest level of academic success by attaining the Ph.D. degree. Presenters will share data on similarities and differences in achievement for these two groups, providing insight into the perceptions of this new generation of Hispanic American and African American women scholars.

Dr. Angela Clark-Louque, Assistant Professor of Education, University of Redlands—Redlands, California

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

2:30–5:30 p.m.

**KENTSHIRE**

Third Floor

### **MAJOR WORKSHOP 15**

#### **A Conceptual Framework for Building Communities of Learning and Commitment in a Pluralist University**

This session explores the history of diversity efforts in higher education as a foundation for understanding their current reality in contemporary educational institutions. 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. New ideas and strategies for creating communities of involvement, belonging, and mattering on campus from an emerging model at the University of South Florida will be presented, and participants will learn essential aspects of creating community in diverse and complex educational institutions.

Mr. Denys S. Blell, Associate Vice President for Diversity Initiatives, University of South Florida—Tampa, Florida

For a related session,  
see page 52

2:30–5:30 p.m.

**FOREST**

Mezzanine Level

**BEN HOLLANDER**

Mezzanine Level

For an overview of sessions comprising the Institute on Student Leadership and Empowerment, see page 3

Part II  
2:30–5:30 p.m.  
**BARCLAY**  
Third Floor

Part III continues on Friday,  
June 4—2:00–5:00 p.m.

**INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT**

An 18-part institute designed for students to address issues relating to student leadership and empowerment. A Certificate of Participation will be available with documented attendance at 12 hours of this institute's sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

**A Conversation About Empowerment For and Between Students of Color**

This interactive session focuses on students of color who find themselves in situations where they are forced to compete with/against those from their own cultures and with other students of color. Its primary goal is to provide an avenue and the means to empower those whose status, backgrounds, and cultures are routinely devalued in higher education.

Ms. Babette Connor, Consultant, *Move Ahead*—Laguna Beach, California  
Dr. Michael E. Connor, Professor, Psychology Department, California State University—Long Beach, California

**Discovering Diversity Profile**

Whether you are a seasoned professional responsible for diversity education or a newcomer to the field, this session will provide you with personal enlightenment and will offer strategies for individual growth and development. Utilizing the Discovering Diversity Profile, a confidential, self-scored tool that has been tested for validity and reliability, participants will assess both their cognitive and affective understanding and appreciation of diverse people. Participants will also be assisted in learning to use the Discovering Diversity Profile within their own organizational settings. This session should particularly benefit those who seek to learn more about their individual reactions and responses to issues of diversity.

Mr. Rodney S. Patterson, Assistant to the Vice President for Student Affairs, Michigan State University, and Certified Trainer—East Lansing, Michigan

**THE NEW FACULTY INSTITUTE FOR CULTURALLY RESPONSIVE TEACHING**

(For institute description, see page 12)



2:30–5:30 p.m.

**VENETIAN**

Mezzanine Level

For an overview of sessions comprising The New Institute on Social Justice Education, see page 4

For a more detailed description of the design of The New Institute on Social Justice Education, see page 12

2:30–5:30 p.m.

**BRINKLEY**

Mezzanine Level

For an overview of documentary film screenings, see page 4

Part II

2:30–6:00 p.m.

**HERNANDO DE SOTO**

Mezzanine Level

2:30–6:00 p.m.

**GENERAL MOORMAN**

Mezzanine Level

**THE NEW INSTITUTE ON SOCIAL JUSTICE EDUCATION**

A three-part institute designed for those who teach in higher education and secondary settings, as well as those who engage in staff, student, and/or faculty development focusing on diversity and social justice issues. No admittance to Parts II and III by persons who did not participate in all prior institute sessions. 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.

**Part II—Constructing a Social Justice Pedagogy**

This session focuses on the pedagogical implications of issues raised in Part I. We will examine how to create a climate conducive to exploring emotionally charged issues in ways that actively engage students and promote learning. Participants will identify student reactions and classroom dynamics that are particularly challenging and will be assisted in identifying constructive ways to address these situations.

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

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

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

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

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

**DOCUMENTARY FILM SCREENING AND DISCUSSION**

**SHATTERING THE SILENCES: THE CASE FOR MINORITY FACULTY**

This session showcases the documentary, SHATTERING THE SILENCES: THE CASE FOR MINORITY FACULTY, which examines the experiences of scholars of color working at predominantly white institutions. Following the viewing of this 90-minute film, participants will examine individual attitudes towards issues of race and ethnicity and will create an inventory of policies that facilitate and hinder the personal and professional lives of faculty of color. Discussion will include conversations about racism, power, and privilege, and strategies for building inclusive academic units will be shared. 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 Research Assistant, School of Education, University of Southern California—Los Angeles, California

**MAJOR WORKSHOP 1**

**White Privilege: A Primer**

(For workshop description, see page 8)

**MAJOR WORKSHOP 2**

**Using Text, Counterstereotypic Images, Web Page Design, and Animation to Infuse Ethnic Diversity**

(For workshop description, see page 8)

2:30–6:00 p.m.  
**CONTINENTAL BALLROOM**  
Mezzanine Level

For an overview of sessions comprising the Institute for Diversity Trainers, see page 4

### **INSTITUTE FOR DIVERSITY TRAINERS**

A four-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. 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.

#### **Part II—The Art of Changing Paradigms: Basic Curriculum Design**

This session addresses issues involved in analyzing training needs into cognitive, affective, and skills building learning goals and demonstrates design structures that encourage learning in each of these learning domains.

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

3:30–4:30 p.m.  
**LOUIS XVI**  
Mezzanine Level

### **DIALOGUE WITH DR. N. SCOTT MOMADAY**

4:45–6:00 p.m.

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

4:45–6:00 p.m.  
**INTERNATIONAL**  
Third Floor

#### **Creating Leadership, Youth, and Economic Development Initiatives in the African American Community for the Next Millennium**

◆◆ Case Studies/Model Programs ◆◆

This session focuses on the political ramifications of creating college/university partnerships with constituents of the inner city. Presenters will show how the African American Leadership Institute of the Metropolitan State College of Denver—the nation's largest baccalaureate college—has forged strategic alliances and battles on behalf of the African American community in the Denver metropolitan area, highlighting a range of specific projects that include a marketing research project for an inner-city neighborhood, a mentoring conference for African American males, a partnership with the Colorado Department of Transportation to assist African American contractors secure state highway work, an unprecedented metropolitan areawide Minority Economic Summit, and a partnership with Coors Brewing Company to develop a national leadership program for African American students at Historically Black Colleges and Universities. This session should particularly benefit those who seek to identify, motivate, and train future community leaders and to explore alternative solutions to community problems through college/university-based partnerships.

Dr. Ronald M. Knights, Professor of Management and Executive Director, African American Leadership Institute, Metropolitan State College of Denver—Denver, Colorado  
Dr. Ben Monroe III, Associate Professor of Human Relations and Director of OMBUDS, Metropolitan State College of Denver—Denver, Colorado  
Dr. Shawn C. Worthy, Assistant Professor, Department of Human Services, Metropolitan State College of Denver—Denver, Colorado

4:45–6:00 p.m.  
**COCKRELL**  
Mezzanine Level

#### **The Transfer Achievement Program: Promoting Academic Quality and Student Success**

◆◆ Case Studies/Model Programs ◆◆

While enrollments of underprepared and culturally diverse students—most notably Latino—have increased dramatically at Fullerton College in recent years, success for many of these students has been elusive. To reverse this trend, a group of administrators and faculty designed the Transfer Achievement Program (TAP). In its third year, TAP is a comprehensive approach by counselors and faculty to assist underprepared students who declare transfer to a four-year institution as their goal. The program includes

intensive counseling; supplemental instruction in math, English, and other selected general education courses; team building; orientations for students and their families; tours of universities; social activities; and careful monitoring of student progress. The session should particularly benefit those who seek programs that have a significant positive impact on student retention and success.

Ms. April M. Castro, Undergraduate Student, Undeclared Major, Fullerton College—Fullerton, California

Ms. Mandy Lynn Jepson, Undergraduate Student, English Department, and TAP Student Facilitator, Fullerton College—Fullerton, California

Ms. Carol G. Shier, Instructor, Reading Department, Fullerton College—Fullerton, California

Ms. Sunshine Vidal, Counselor and Instructor, Fullerton College—Fullerton, California

4:45–6:00 p.m.  
**BOARD ROOM**  
Mezzanine Level

### **Diversity Training for Aspiring Administrators: Implications for Educational Administration Preparation Programs**

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

This session reports on a case study conducted to assess aspiring administrators' levels of readiness for diversity training and to identify profiles of prevalent characteristics exhibited by aspiring administrators at each level. Descriptive data collected from the writings of the subjects and questionnaires were used to compare aspiring administrators' reactions and responses to diversity training with the reactions and responses of other graduate students and pre-service teachers. Implications of study findings for educational administration preparation programs and professional development programs will be discussed. This session should particularly benefit those who are involved in graduate-level program design or instruction of educational administration students, as well as professional development specialists who work with practicing administrators.

Dr. John A. Middleton, Associate Professor, Educational Services Department, University of Central Florida—Orlando, Florida

6:30–8:00 p.m.  
**MEMPHIS BALLROOM**  
Mezzanine Level

### **"WELCOME NCORE" RECEPTION**



The University  
of  
Memphis

Join friends and colleagues and meet first-time NCORE attendees while enjoying reception fare hosted by The University of Memphis. Background music will be provided by The University of Memphis Faculty Jazz Ensemble, and no-host bar service will be available.

8:00–10:00 p.m.  
**FOREST**  
Mezzanine Level

### **JDOT NETWORKING MEETING**

8:00–10:00 p.m.

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

Informal meetings and networking sessions may also be scheduled from noon–1:45 p.m. on Friday, Sunday, and Monday

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

## DAY AT A GLANCE ■ FRIDAY, JUNE 4

<b>7:30–9:00 a.m.</b>	■ CONTINENTAL BREAKFAST
<b>8:00–8:30 a.m.</b>	■ GREETING THE NEW DAY
<b>8:30–10:00 a.m.</b>	■ Major Workshop 16: What Do We Mean by Planned Organizational Change: Part 1
<b>9:00–10:15 a.m.</b>	<b>INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT</b> <ul style="list-style-type: none"><li>■ Demand Diversity: Change with Class</li><li>■ Sisters Completing the Doctorate: Dream and Nightmare</li><li>■ Building from Scratch: Creating a Center for Cultural Pluralism as a Cornerstone in a Comprehensive Vision for Diversity</li><li>■ Moving a University's Diversity Plan Forward by Assessing and Responding to Students' Needs</li><li>■ Teaching in an Increasingly Diverse College Community: Helping Students (and Staff) Discover and Accept Their Ethnicities and Cultural Identities</li><li>■ The Color-Consciousness Controversy Revisited: Research and Clinical Implications</li><li>■ Understanding First-Generation College Students and Their Families: Research and Program Findings</li><li>■ The Intersection of Diversity and Technology: Using Diversity Web to Plan and Support Institutional Change</li><li>■ Assessing the Effectiveness of Multicultural Courses in Changing Racial Attitudes of White Students</li><li>■ Catch 'em While They're Hot: Two Models to Increase Diversification of the Teaching Force</li><li>■ Learning Styles of Native American Students: Implications for Teachers on Classroom Strategies</li><li>■ Diversity, Student Life Departments, and Whole College Learning: New Paradigms and New Opportunities</li><li>■ The Politics of Multicultural Change: Implementing a Cultural Diversity Requirement at the University of Georgia College of Education</li><li>■ The Diversity Management Program: A Model Program Bringing Theory and Practice Together</li><li>■ Classroom Without Walls: Questions Caribbean-Canadian Stories Answer</li><li>■ Promoting Diversity at Texas Woman's University: The Challenge and the Commitment</li><li>■ Developing an Inclusive Environment: Educating the College/University Community About Ethnic and Racial Differences and Similarities</li><li>■ Understanding Asians in American Higher Education Classrooms</li></ul>
<b>10:00 a.m.–7:00 p.m.</b>	■ EXHIBITOR SHOWCASE AND RESOURCE CENTER
<b>10:30 a.m.–noon</b>	■ MORNING KEYNOTE ADDRESS: Kip Fulbeck
<b>2:00–3:00 p.m.</b>	■ DIALOGUE WITH KIP FULBECK
<b>2:00–3:15 p.m.</b>	■ Promoting Political Participation: Service Learning with Ethnically Diverse Teens



2:00–5:00 p.m.

- Major Workshop 17: Building Institutional Diversity Through Academic and Student Affairs Collaborations: Part I—Faculty and Professional Development Programs
- Major Workshop 18: The Multiracial Majority: Biracial Student Identity Development and the College Experience
- Major Workshop 19: American Indian Identity: Four Ways of Knowing
- Major Workshop 20: Empowerment Plans for African American Women in Higher Education: Issue Identification, Self-Reflection, and Strategy Development
- Major Workshop 21: Not Quite White: Race and Identity Issues for Arab Americans

INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT

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

INSTITUTE ON PROGRAM ASSESSMENT/EVALUATION

- Part I—Critical Assessment Concepts, Perspectives, and Practices

THE NEW FACULTY INSTITUTE FOR CULTURALLY RESPONSIVE TEACHING

- Part III

THE NEW INSTITUTE ON SOCIAL JUSTICE EDUCATION

- Part III—Developing an Action Plan and Building Institutional and Personal Support

INSTITUTE FOR DIVERSITY TRAINERS

- Part III—The Continual Challenge of Teaching and Learning: Recognizing and Dealing with Your Own Paradigms

- PRACTICUM: Creating and Using Counterstereotypic Graphics—Make It Happen!
- Transforming Fear Into Growth: The Diversity Change Process

2:00–6:00 p.m.

- Major Workshop 16: What Do We Mean by Planned Organizational Change: Part II
- Major Workshop 22: Identity Development Among the Diverse Latino Population: Framing a New Agenda
- Major Workshop 23: Using *Documentary Films* as a Tool for Multicultural Awareness

INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT

- Student Dialogue on Race

- The Mandala Movement

2:30–5:30 p.m.

- Major Workshop 24: DiversiTEAM Building: Part I—Innovative Approaches and Exercises

3:45–5:00 p.m.

INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT

- Diversity Dialogue Consultants

- Successfully Recruiting and Retaining African American Students: An Afrocentric Model That Works at Traditionally White Campuses

5:15–7:00 p.m.

- GALLERY PRINT EXHIBITION AND SLIDE LECTURE: TWIN—Jerry and Terry Lynn

5:30–6:30 p.m.

- Major Workshop 25: Overview of Multicultural Media for Administrators

5:30–7:30 p.m.

- THE MEMPHIS NEIGHBORHOOD EXPERIENCE II

6:00 p.m.–1:00 a.m.

- NIGHT ON BEALE STREET

7:30–10:00 p.m.

- DOCUMENTARY FILM SCREENING AND DISCUSSION  
The Way Home—A National Premier Showing

8:00–10:00 p.m.

- INFORMAL MEETINGS AND ETHNIC GROUP NETWORKING SESSIONS

**FRIDAY, JUNE 4, 1999**

7:30–9:00 a.m.  
**MEMPHIS BALLROOM**  
Mezzanine Level

**CONTINENTAL BREAKFAST**

8:00–8:30 a.m.  
**CONTINENTAL BALLROOM**  
Mezzanine Level

**GREETING THE NEW DAY**

Hosted by the American Indian Networking Group, this event features a brief ceremony to welcome the new day.

Part I  
8:30–10:00 a.m.  
**HERNANDO DE SOTO**  
Mezzanine Level

**MAJOR WORKSHOP 16**

**What Do We Mean by Planned Organizational Change: Part I**

This session addresses critical aspects of the type of organizational change that is most likely to have enduring results, essential elements of planned organizational change, what skills are needed to become a better change agent, how to “read” an institution so that the change plan chosen best fits the school, and how to create an effective change plan.

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

Part II continues  
2:00–6:00 p.m.

9:00–10:15 a.m.

**INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT**

An 18-part institute designed for students to address issues relating to student leadership and empowerment. A Certificate of Participation will be available with documented attendance at 12 hours of this institute's sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

**VENETIAN**  
Mezzanine Level

**Demand Diversity: Change with Class**

This session offers an opportunity to participate in a model simulation that examines societal prejudices and discriminatory acts and assists participants in understanding the importance of setting realistic goals and applying long-term planning when working with clubs and organizations on inclusive activities and events that emphasize the importance of race and ethnicity. Difficult and dysfunctional obstacles that prevent students from having clear and consistent communication about race and ethnicity will be analyzed, and participants will learn how to accomplish diversity initiatives through cultural collaboration and community cooperation. This session should particularly benefit undergraduate students who are members of racial/ethnic student organizations that seek positive campus change regarding race and ethnicity issues.

Mr. Doyle Landry, Executive Director, Positive Vision—Country Club Hills, Illinois

**FOREST**  
Mezzanine Level

**Sisters Completing the Doctorate: Dream and Nightmare**

This session examines critical factors and often overlooked challenges in successful doctorate completion by women of color. The academic challenges faced by women doctoral students often pale in comparison to major sacrifices that must be made and resultant social pressures that often develop among friends, family, and some male companions. Those who have mastered the challenges at predominantly white institutions must speak candidly to peers and potential scholars about the reality of doctoral study and the critical role of political, spiritual, and self-concept issues. This session should particularly benefit those who are considering or involved in the pursuit of a doctorate, as well as those who are involved in recruitment/retention efforts for such programs.

Dr. Cheryl L. Evans, Assistant Professor of Teacher Education, Bloomfield College—Bloomfield, New Jersey

Dr. Jacqueline D. Skinner, Assistant Dean of Students, St. Olaf College—Northfield, Minnesota

9:00–10:15 a.m.

9:00–10:15 a.m.  
**BEN HOLLANDER**  
Mezzanine Level

## 75-MINUTE CONCURRENT SESSIONS

### **Building from Scratch: Creating a Center for Cultural Pluralism as a Cornerstone in a Comprehensive Vision for Diversity**

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

This session describes critical phases in the process through which the University of Vermont developed a comprehensive diversity strategy and a campus Center for Cultural Pluralism, including the roles played by various administrative units, faculty, students, staff, and community groups; obstacles encountered; evaluation methods; and critical areas of concern. This session should particularly benefit higher education professionals with administrative responsibilities for transforming the diversity agenda into concrete and measurable outcomes at predominantly white institutions.

Ms. Annie Allen, Executive Officer for Cultural Pluralism and Racial Equality, Center for Cultural Pluralism, University of Vermont—Burlington, Vermont

9:00–10:15 a.m.  
**COCKRELL**  
Mezzanine Level

### **Moving a University's Diversity Plan Forward by Assessing and Responding to Students' Needs**

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

This session provides a progress report on a public university's diversity plan and examines longitudinal data on students' attitudes toward race and gender and the useful role such data can play in the diversity change process. Presenters will highlight a longitudinal study begun in 1996 to assess freshman attitudes toward race and gender, as well as a current study of sophomores and seniors. Practical applications of research findings as these relate to policy, program, curriculum, and faculty development will be suggested, and participants will be asked to share their recommendations and experiences. This session should particularly benefit those involved in policy making at the institutional level, as well as faculty and staff who wish to know more about what their students bring to the table.

Dr. Kwaku Armah, Associate Vice President, Minority Affairs and Diversity, William Paterson University—Wayne, New Jersey

Dr. Mathilda Catarina, Associate Professor and Director of Graduate Counseling, College of Education, William Paterson University—Wayne, New Jersey

9:00–10:15 a.m.  
**BRINKLEY**  
Mezzanine Level

### **Teaching in an Increasingly Diverse College Community: Helping Students (and Staff) Discover and Accept Their Ethnicities and Cultural Identities**

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

This session reports on an effort to awaken interest in ethnicity and cultural identity among students at Las Positas College in Livermore, California, once a rural community outside San Francisco that is now becoming increasingly diverse. The effort involves students in participatory research in which they investigate their ethnic and cultural heritage and interact with other students in whom they perceive difference, learning to celebrate differences as well as things they have in common, to acknowledge mutual achievements, respect individual practices, and share responsibility for past injustice. This session should particularly benefit those who teach in once predominantly white and now increasingly diverse communities and those who believe that understanding ethnicity and cultural identity is essential to the success of academies committed to equity and justice for all.

Dr. Philip Manwell, Associate Professor, Humanities, Las Positas College—Livermore, California

9:00–10:15 a.m.  
**LOUIS XVI**  
Mezzanine Level

### **The Color-Consciousness Controversy Revisited: Research and Clinical Implications**

#### ◆◆ Theoretical Models ◆◆

This session presents research and theory to support the prevalence of color consciousness—a phenomenon whereby persons attend to and respond to shades of skin—among African Americans, with particular emphasis on its relationship to self-esteem, competence, and Black racial identity. Implications for providing therapeutic services and fostering healthy psychological development of people of color—especially youth—will be discussed. This session should particularly benefit those who seek to better understand and address internalized racism/white supremacy.

Dr. Alfiee M. Breland, Assistant Professor, Department of Counseling, Educational Psychology, and Special Education, Michigan State University—East Lansing, Michigan  
Dr. Stephanie Irby Coard, Assistant Professor, Clinical Psychiatry, Child Study Center, New York University Medical Center—New York, New York

9:00–10:15 a.m.  
**LANSDOWNE**  
Third Floor

### **Understanding First-Generation College Students and Their Families: Research and Program Findings**

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

This session reports on the implementation and evaluation of the First Generation Student Success Program and highlights quantitative and qualitative research conducted over a three-year period at the University of La Verne. As a large number of program participants were Latino, the clearest profile emerged for these students. The importance of four critical factors will be addressed: (1) establishing meaningful family involvement, (2) maintaining a close research-program partnership, (3) evaluating both academic and socio-adaptive outcomes, and (4) engaging institutional processes and structures to integrate successful program components. This session should particularly benefit those who seek to support, retain, and graduate first-generation college students, particularly Latino students

Dr. Aghop Der-Karabetian, Assistant Dean, College of Arts and Sciences, and Professor of Psychology, University of La Verne—La Verne, California

Dr. Mary Prieto-Bayard, Chair and Associate Professor/Research Coordinator, Department of Behavioral Sciences, University of La Verne—La Verne, California

Dr. Derek Vergara, Director, First Generation Student Success Program, University of La Verne—La Verne, California

Dr. Ann Louise Wichman, Associate Professor, Department of Behavioral Sciences, University of La Verne—La Verne, California

9:00–10:15 a.m.  
**GENERAL MOORMAN**  
Mezzanine Level

### **The Intersection of Diversity and Technology: Using Diversity Web to Plan and Support Institutional Change**

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

This session demonstrates how efforts to create inclusive higher education environments can be facilitated through the use of online resources like Diversity Web. Presenters will examine the different materials available on the web site, including a guide to model syllabi and programs; approaches to institutional and curricular reform; strategies for recruitment and retention of students and faculty from underrepresented groups; profiles of over 200 campus diversity initiatives; and plans for an interactive forum. Presenters will also discuss web applications in classes and institutional and curricular transformation. This session should particularly benefit administrators, faculty, and staff involved in various areas of diversity policy, planning, programming, research, and assessment.

Ms. Lisa Ellen Bernstein, Diversity Web Coordinator, Association of American Colleges and Universities—Washington, D.C.

Dr. Rick Olguin, Instructor, American Ethnic Studies and Multimedia, North Seattle Community College—Seattle, Washington

9:00–10:15 a.m.  
**INTERNATIONAL**  
Third Floor

### **Assessing the Effectiveness of Multicultural Courses in Changing Racial Attitudes of White Students**

◆◆ Research/Assessment/Evaluation ◆◆

This session reports on quantitative and qualitative data collected from a master's level multicultural counseling class in a large urban university, focusing on white students who were given the White Racial Identity Attitude Scale (WRIAS) as a pre- and post-test measure. The purpose of the study was to assess what changes occurred in students' development as a result of taking this course, which parts of the curriculum appeared most salient in promoting change, and the degree and nature of change that occurred. Information about the instrument, data collection process, and course syllabus will be provided; implications of study findings on program and course design will be discussed; and strategies for promoting student growth in racial identity will be explored. This session should particularly benefit those who teach multicultural courses, those involved in multicultural counseling, and department chairpersons who are involved in program design.

Ms. Susie J. Choi, Doctoral Student, Counseling Psychology, Temple University—Philadelphia, Pennsylvania

Dr. Portia Hunt, Professor of Counseling Psychology, Temple University—Philadelphia, Pennsylvania

Mr. Michael S. Licker, Doctoral Student, Counseling Psychology, Temple University—Philadelphia, Pennsylvania

Ms. Kelly Ramón Ozambela, Doctoral Student, Counseling Psychology, Temple University—Philadelphia, Pennsylvania

Ms. Marquita Williams, Doctoral Student, Counseling Psychology, Temple University—Philadelphia, Pennsylvania

9:00–10:15 a.m.  
**HAWTHORNE**  
Third Floor

### **Catch 'em While They're Hot: Two Models to Increase Diversification of the Teaching Force**

◆◆ Case Studies/Model Programs ◆◆

This session treats two models implemented at Wright State University (WSU) to prepare a diversified teaching force. WSU's College of Education and Human Services has received grants from the Ohio Department of Education to help diversify Ohio's teaching force by actively mentoring high school students who are considering teaching as a career and by instituting a support system to allow substitute teachers to become fully certified. This session should particularly benefit higher education administrators and faculty who are interested in programs that successfully assist in diversifying the teaching force.

Dr. Colleen A. Finegan, Associate Professor, Teacher Education Department, Wright State University—Dayton, Ohio

Dr. Stephen B. Fortson, Assistant Professor, Department of Human Services, Wright State University—Dayton, Ohio

9:00–10:15 a.m.  
**GALAXIE**  
Third Floor

### **Learning Styles of Native American Students: Implications for Teachers on Classroom Strategies**

◆◆ Curricular/Pedagogical Models ◆◆

This session examines the relationship between the ways Native American students learn and the ways they are expected to demonstrate learning in the classroom. The presenter will explore the cultural differences, norms, and values that affect learning and teaching styles and will offer a set of culturally responsive teaching strategies that educators can readily incorporate into their pedagogy. This session should particularly benefit educators, counselors, and others who are committed to improving the academic performance of Native American students.

Dr. Sheila Therese Gregory, Assistant Professor and Director of Marketing, College of Education, University of Memphis—Memphis, Tennessee



9:00–10:15 a.m.  
**BARCLAY**  
Third Floor

### **Diversity, Student Life Departments, and Whole College Learning: New Paradigms and New Opportunities**

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

This session explores opportunities for student life departments to develop diversity programming within the theoretical framework of “whole college learning.” The presenter will highlight emergent literature on this new learning paradigm and its application to diversity education and will indicate how this approach has been applied in the Student Life Diversity Program at Madison Area Technical College. This session should particularly benefit student life and student services professionals who seek ways to develop meaningful multicultural initiatives, as well as administrators involved in diversity education.

Dr. Geoffrey W. Bradshaw, Multicultural Program Coordinator, Madison Area Technical College—Madison, Wisconsin

9:00–10:15 a.m.  
**AUBURN**  
Third Floor

### **The Politics of Multicultural Change: Implementing a Cultural Diversity Requirement at the University of Georgia College of Education**

#### ◆◆ Policy Issues ◆◆

Ideological differences situated in organizational relationships define basic political interests that can shape the development of policy within an organization. In our experience in adopting and implementing a cultural diversity requirement (CDR), the political environment consisted of a variety of interests, some hostile to multicultural education and curriculum change. The development process of the CDR will be presented in an effort to highlight the difficult but essential elements and process that must be attended to in successfully promoting multicultural curriculum change. This session should particularly benefit those who are involved in policy making at the institutional level and those who are responsible for curriculum transformation at the department level.

Dr. Talmadge C. Guy, Assistant Professor, Department of Adult Education, University of Georgia—Athens, Georgia

9:00–10:15 a.m.  
**KENTSHIRE**  
Third Floor

### **The Diversity Management Program: A Model Program Bringing Theory and Practice Together**

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

This session describes Cleveland State University's Diversity Management Program, an 18-month program that combines the practical and the theoretical through a series of interactive experiential workshops and a practicum. The Diversity Management Program was developed through a partnership between Cleveland State University, the National Training Laboratories Institute for Applied Behavioral Sciences, and the Diversity Institute of Greater Cleveland. The program's first class graduated 14 with master's degrees and six with certificates of completion, and a second class of 17 is all master's students. This session should particularly benefit those who seek to improve the quality of practitioners doing diversity work, to develop curriculum or model training programs, and/or to make connections between theory and practice in the emerging field of diversity management.

Dr. Michael Brazzel, Organizational Development Consultant, National Training Laboratories Institute of Applied Behavioral Sciences—Columbia, Maryland  
Dr. Barbara Grothe, Coordinator, Diversity Institute of Greater Cleveland, and Associate Director, The Greater Cleveland Roundtable—Cleveland, Ohio  
Dr. Darryl S. Tukufu, President, The Tukufu Group—Richmond Heights, Ohio  
Dr. Melodie S. Yates, Director, Training and Student Development, Minority Affairs and Community Relations, and Vice Provost for Student Affairs, Cleveland State University—Cleveland, Ohio

9:00–10:15 a.m.  
**BOARD ROOM**  
Mezzanine Level

### **Classroom Without Walls: Questions Caribbean-Canadian Stories Answer**

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

This interactive session uses a performance text that four participant volunteers will be asked to dramatize employing the personal success narratives of three Caribbean Canadian women who participated in an eight-year longitudinal and qualitative study. The presenter will discuss the intersection of parents' expectations and educational support and will suggest strategies for educational change and community building. Information on data collection and an annotated bibliography will be provided, implications of study findings will be addressed, and concrete strategies for developing a compassionate learning community for Caribbean women will be examined. This session should particularly benefit success coaches of young minority women and those who teach and mentor them.

Dr. Glenda-mae Greene, Associate Vice President, Student Services, Andrews University—Berrien Springs, Michigan

9:00–10:15 a.m.  
**ALONZO LOCKE**  
Mezzanine Level

### **Promoting Diversity at Texas Woman's University: The Challenge and the Commitment**

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

This session focuses on the evolution of Texas Woman's University's Access and Equity 2000 Plan; its critical components and initiatives; and the participation of faculty, students, and administrators. Important challenges, lessons learned, and outcomes will be identified, and sample programs designed to meet the objectives of the Access and Equity 2000 Plan will be discussed. This session should particularly benefit those who are involved in meeting the unique needs of different racial and ethnic groups.

Dr. Joannette Pete McGadney, Associate Dean, College of Nursing Dallas Center, Texas Woman's University—Dallas, Texas

Dr. Rudy Rodriguez, Executive Assistant to the President for Community Relations and Diversity, Texas Woman's University—Denton, Texas

Dr. Patrick J. Vasquez, Special Assistant to the Vice President of Student Life, Texas Woman's University—Denton, Texas

9:00–10:15 a.m.  
**JACKSON**  
Third Floor

### **Developing an Inclusive Environment: Educating the College/University Community About Ethnic and Racial Differences and Similarities**

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

This session presents the annual Unity Day at Florida State University as a model for promoting an appreciation of cultural differences and similarities on campus. This program has been used successfully to change students' perceptions, attitudes, and behaviors by providing a forum for student interaction and an opportunity for students to engage in dialogue that addresses misconceptions and stereotypes about ethnic groups. This session should particularly benefit those who seek ways to improve ethnic and racial relations and to promote inclusive campus environments.

Ms. Eva G. Asher, Director, Hispanic Student Center, Florida State University—Tallahassee, Florida

Ms. Georgia Joy Bowen, Executive Assistant to the Vice President of Multicultural Affairs, Florida State University—Tallahassee, Florida

Mr. G. Pomeroy Brinkley, Coordinator, Multicultural Affairs, Florida State University—Tallahassee, Florida

9:00–10:15 a.m.  
**DEVONSHIRE**  
Third Floor

### Understanding Asians in American Higher Education Classrooms

◆◆ Case Studies/Model Programs ◆◆

This session focuses on the cultural and educational patterns of international Asian students and resulting characteristic behavioral patterns observed in American higher education classrooms. General behavioral patterns common to Chinese, Japanese, Korean, Filipino, and Asian Indian as well as specific patterns unique to each group will be identified. Data sources include a pilot survey of international Asian students at the University of San Francisco and observations and research based on over two decades of teaching in the International and Multicultural Education Department. This session should particularly benefit those who teach international Asian students at the college level and those who train such teachers.

Dr. Aida A. Joshi, Associate Professor, International and Multicultural Education Department, University of San Francisco—San Francisco, California

10:00 a.m.–7:00 p.m.  
**FOYER AREA**  
Mezzanine Level

### EXHIBITOR SHOWCASE AND RESOURCE CENTER

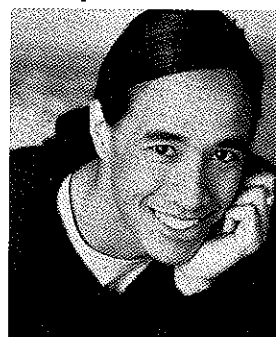
(Open daily from 10:00 a.m.–7:00 p.m. through Monday, June 7)

10:30 a.m.–noon  
**MEMPHIS BALLROOM**  
Mezzanine Level

### MORNING PLENARY SESSION

#### Keynote Address:

#### "I Hope You Don't Mind Me Asking, But . . ."



Kip Fulbeck is one of the seminal video and performance artists exploring multiraciality and *hapa* identity (*hă'pä*—slang for a person of mixed racial heritage with partial roots in Asian and/or Pacific Islander heritage). His uniquely personal monologues and multimedia shows combine stand-up comedy with a powerful and politically charged edge. Drawing on his Cantonese, English, Irish, and Welsh background, Fulbeck constantly questions where *hapas* "fit in" in a country that still largely ignores multiraciality. Fulbeck's first solo performance, *Banana Split and Other Mix Ups*, premiered at the Centro Cultural de la Raza in San Diego and was performed nationwide including at the 1993 Whitney Museum of American Art Biennial in New York. His videos have aired on PBS and earned several awards, including *Best Narrative Short* (1995 Los Angeles Asian Pacific American Film Festival), *Special Juror's Award* (1995 USA Video Festival), *Best Local Filmmaker* (1993 Santa Barbara International Film Festival), and *1st Place Video* (1991 Red River International Film and Video Festival). He has also shown in the World Wide Video Festival (The Hague), the Videonale (Bonn), The International Video and Electronic Art Festival (Montreal), The Sydney International Film Festival, The Singapore International Film Festival, and the New York Video Festival. A 1995 and '96 visiting artist at the U.S. Embassy in Kuala Lumpur, Malaysia, he co-founded and curated Asia's first Asian American Film Festival. According to filmmaker Robert Nakamura, Fulbeck's works ". . . have already become classics of the video essay genre." Fulbeck is an Associate Professor of Art Studio and Asian American Studies at the University of California, Santa Barbara.

2:00–3:00 p.m.  
**LOUIS XVI**  
Mezzanine Level

### DIALOGUE WITH KIP FULBECK

2:00–3:15 p.m.

2:00–3:15 p.m.

**JACKSON**

Third Floor

### 75-MINUTE CONCURRENT SESSIONS

#### **Promoting Political Participation: Service Learning with Ethnically Diverse Teens**

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

This session reports on a collaborative model to bring together diverse college students and teens from ethnically diverse (especially immigrant/refugee) communities to transfer knowledge and skills in community problem solving, support youth leadership, and improve the quality of life in the teens' communities. The project was designed to provide a vehicle for intergenerational and cross-cultural interaction, while offering a constructive alternative for teen empowerment and the implementation of an action plan that responded to a needs assessment conducted jointly by the college students and the youth. This session should particularly benefit those who are concerned with issues of teaching and learning as related to growing ethnic diversity, as well as faculty, administrators, and student life personnel who seek to create university-community partnerships that support campus racial/ethnic diversity and serve racial/ethnic communities.

Ms. Suzanne Muir Allmendinger, Director of Urban Programs, College of Public and Community Service, University of Massachusetts—Boston, Massachusetts

Dr. Joan L. Arches, Associate Professor, Human Services and Community Planning, College of Public and Community Service, University of Massachusetts—Boston, Massachusetts

Part I

2:00–5:00 p.m.

**MEMPHIS BALLROOM C**

Mezzanine Level

For Part II—Program Development, Budget, Assessment, and Crossing Borders—see page 43

### MAJOR WORKSHOP 17

#### **Building Institutional Diversity Through Academic and Student Affairs Collaborations:**

##### **Part I—Faculty and Professional Development Programs**

This session describes campuswide initiatives on two campuses to work with faculty, administrative staff, and students in designing courses and activities within the context of diversity. Programs to be discussed are based on efforts at Rutgers University-Newark, a large urban institution, and Bloomfield College, a small private liberal arts institution, that have in common highly diverse student populations and increasingly diverse faculty. Presenters will share insights into cultivating faculty and administrative interest in curricular and programmatic changes resulting from diversity work, conducting diversity development programs for faculty and students, and attracting grant money for diversity projects.

Dr. Ilona H. Anderson, Vice President for Academic Affairs and Dean of Faculty, Bloomfield College—Bloomfield, New Jersey

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

Dr. Clement Alexander Price, Professor, Department of History, Rutgers University—Newark, New Jersey

### MAJOR WORKSHOP 18

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

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, presenters will indicate ways the practices of the academy currently provide a hostile environment and will suggest strategies for making it more user-friendly for biracial students.

2:00–5:00 p.m.

**BEN HOLLANDER**

Mezzanine Level

Ms. Cheryl Sibley-Albold, SEEDS Program Manager, Office of Diversity and Equity, Minnesota Department of Transportation—St. Paul, Minnesota  
Mr. Timothy Wilson, Coordinator, Office of Multicultural Affairs, University of Missouri—Columbia, Missouri

2:00–5:00 p.m.

**COCKRELL**

Mezzanine Level

For a related session, see Major Workshop 9 on page 10

**MAJOR WORKSHOP 19**

**American Indian Identity: Four Ways of Knowing**

This session focuses on issues of American Indian identity and draws upon four strands of knowledge that promote the understanding of American Indian student identity issues. These include: (1) longstanding misconceptions, myths, and stereotypes; (2) individual and cultural identity; (3) traditional and contemporary tribal philosophies regarding education, learning, and leadership; and (4) the process of examining higher education through the eyes of American Indians.

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.

**GALAXIE**

Third Floor

**MAJOR WORKSHOP 20**

**Empowerment Plans for African American Women in Higher Education: Issue Identification, Self-Reflection, and Strategy Development**

This session builds upon sessions facilitated by the presenters at both NCORE '97 and NCORE '98. Participants will be assisted in using shared experiences through group interaction to identify issues of concern for them as African American women in higher education. They will develop written empowerment plans to cope with their particular issues, including but not limited to (1) building bridges—coping strategies for African American women at predominantly white institutions, (2) surviving the doctoral education process, (3) negotiating the tenure process, (4) dealing with the effects of the intersection of race and gender, and (5) identifying village support for African American female students.

Ms. Delores J. Anderson, Program Manager, On-Campus Transfers, College of Business Administration, University of Cincinnati—Cincinnati, Ohio  
Ms. Deatra Sullivan-Morgan, Assistant Professor, Department of Communication, Northern Kentucky University—Highland Heights, Kentucky

2:00–5:00 p.m.

**AUBURN**

Third Floor

**MAJOR WORKSHOP 21**

**Not Quite White: Race and Identity Issues for Arab Americans**

This session offers two perspectives on the Arab American experience: (1) an historical overview of how American racial policies have affected the Arab population in the United States and how federal racial/ethnic classification has generated debate among Arab Americans over the primacy of identity as people of color or white ethnics and (2) the experiences and realities of Arab Americans in higher education, including issues for Arab American students, issues confronting Arab American faculty, and 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.



2:00–5:00 p.m.

**FOREST**

Mezzanine Level

For an overview of sessions comprising the Institute on Student Leadership and Empowerment, see page 3

**INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT**

An 18-part institute designed for students to address issues relating to student leadership and empowerment. A Certificate of Participation will be available with documented attendance at 12 hours of this institute's sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

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

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, Vice Provost and Dean, Division of Undergraduate Studies, North Carolina State University—Raleigh, North Carolina

2:00–5:00 p.m.

**KENTSHIRE**

Third Floor

For an overview of sessions comprising the Institute on Program Assessment/Evaluation, see page 3

**INSTITUTE ON PROGRAM ASSESSMENT/EVALUATION**

A three-part institute designed to provide participants with savvy program assessment/evaluation strategies and skills required for knowledge development, continuous improvement, and accountability compliance. Given ever-increasing demands for accountability compliance, this institute is grounded in the reality that program assessment is both a technical and a political process. 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.

**PART I—Critical Assessment Concepts, Perspectives, and Practices**

This session lays the informational groundwork for demystifying the program assessment process and for clarifying its intimate connection to effective program development and continuous improvement. The aim is to cultivate savvy program administrators and staff who know the value of seizing the initiative and systematically using assessment/evaluation tools as a participant-centered, self-diagnostic resource for (1) proactive critical reflection on "outcome promises," program effectiveness, and performance gaps; (2) a continuous cycle of empowered program improvement; and (3) strategic image management, i.e., effectively framing the meaning and appropriate interpretation of program data.

Dr. Hazel Symonette, Senior Administrative Program Specialist, Office of Quality Improvement, University of Wisconsin—Madison, Wisconsin

Part III

2:00–5:00 p.m.

**BARCLAY**

Third Floor

**THE NEW FACULTY INSTITUTE FOR CULTURALLY RESPONSIVE TEACHING**

(For institute description, see page 12)

2:00–5:00 p.m.

### **VENETIAN**

Mezzanine Level

For an overview of sessions comprising The New Institute on Social Justice Education, see page 4

For a more detailed description of the design of The New Institute on Social Justice Education, see page 12

### **THE NEW INSTITUTE ON SOCIAL JUSTICE EDUCATION**

A three-part institute designed for those who teach in higher education and secondary settings, as well as those who engage in staff, student, and/or faculty development focusing on diversity and social justice issues. No admittance to Parts II and III by persons who did not participate in all prior institute sessions. 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.

#### **Part III—Developing an Action Plan and Building Institutional and Personal Support**

This session builds upon the issues and strategies generated during Parts I and II. In small interest groups led by one of the facilitators participants will use an action planning model to develop specific plans for applying back at their home institutions the concepts and practices discussed during this institute. Participants will have the opportunity to consider ways to build institutional and personal support to implement their plans. Toward the end of the day, participants will reconvene in the large group for a closing activity.

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

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

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

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

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

2:00–5:00 p.m.

### **MEMPHIS BALLROOM A**

Mezzanine Level

For an overview of sessions comprising the Institute for Diversity Trainers, see page 4

### **INSTITUTE FOR DIVERSITY TRAINERS**

A four-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. 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.

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

This session provides participants with tools to examine their own degrees of understanding and comfort in dealing with such issues as race, ethnicity, religion, gender, and socioeconomic class and provides 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

2:00–5:00 p.m.

**GENERAL MOORMAN**

Mezzanine Level

For an overview of practicum sessions, see page 4

For a related session, see Major Workshop 2 on page 8

2:00–5:00 p.m.

2:00–5:00 p.m.

**BOARD ROOM**

Mezzanine Level

Part II

2:00–6:00 p.m.

**HERNANDO DE SOTO**

Mezzanine Level

2:00–6:00 p.m.

**MEMPHIS BALLROOM B**

Mezzanine Level

**PRACTICUM**

**Creating and Using Counterstereotypic Graphics—Make It Happen!**

This session focuses on the use of counterstereotypic images in software and Web pages. Participants will work with image-editing software to create their own counterstereotypic graphics for use on the Web or desktop. No prior computer knowledge is required. Participants will receive a disk of counterstereotypic images and ethnocentric clip art.

Ms. Leslie D. Edwards, Adjunct Biology Teacher, Community College of Denver, and Multimedia Learning Specialist—Denver, Colorado

**3-HOUR CONCURRENT SESSIONS**

**Transforming Fear Into Growth: The Diversity Change Process**

◆◆ Theoretical Models ◆◆

This session treats seven developmental stages in the diversity change process within the university context and offers structured experiences for participants. Change dynamics will be illustrated from several perspectives: the established culture, the newcomers, and the role of the external consultant or designated university professional. Participants will be able to diagnose their university's status along the change continuum and to explore strategies for creating a diversity-friendly workplace. This session is designed for administrators and faculty who are interested in the relationship between diversity, fear, and diversity change and should particularly benefit those who serve on diversity planning bodies or are engaged in organizational planning and/or training for small or large groups in the university setting.

Dr. Portia Hunt, Professor of Counseling Psychology, Temple University—Philadelphia, Pennsylvania

**MAJOR WORKSHOP 16**

**What Do We Mean by Planned Organizational Change**

(For workshop description, see page 24)

**MAJOR WORKSHOP 22**

**Identity Development Among the Diverse Latino Population: Framing a New Agenda**

This interactive session is designed to assist participants in valuing differences among Latinos and in using these differences to benefit students, the campus community, and the service area of the institution. Commonalities across Latinos will serve as a focal point for overcoming Latino fragmentation. Presenters will facilitate a self-identity exercise, focusing on how we can assist our students to develop a positive self-identity and to promote a positive Latino identity to the campus community. We will deliberate the Latino agenda, and small-group work will be employed to begin to formulate a Latino agenda for each campus.

Ms. Nereida Avendaño, Assistant Director, Cross-Cultural and Hispanic Educational Programs, School of Extended and Continuing Education, Western Illinois University—Regional Center—Moline, Illinois

Ms. Carol P. Fimmen, Director, Cross-Cultural and Hispanic Educational Programs, School of Extended and Continuing Education, Western Illinois University—Macomb, Illinois



2:00–6:00 p.m.  
**BRINKLEY**  
Mezzanine Level

### MAJOR WORKSHOP 23

#### Using Documentary Film as a Tool for Multicultural Awareness

This session explores the usefulness of film as a powerful pedagogical tool for enhancing multicultural awareness, moving individuals from the cognitive to the emotional level by mirroring biases and prejudices; participants are least willing to admit and freeing many to move past their comfort zones and begin to speak openly about their racism. Several documentary and educational films will be identified and described, and selected segments will be shown. The presenter will describe selected follow-up exercises designed to raise awareness and will facilitate participation in some of these.

Dr. Carmen Braun Williams, Assistant Professor, Counseling Psychology and Counselor Education, University of Colorado—Denver, Colorado

2:00–6:00 p.m.  
**INTERNATIONAL and  
HAWTHORNE**  
Third Floor

For an overview of sessions comprising the Institute on Student Leadership and Empowerment, see page 3

### INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT

An 18-part institute designed for students to address issues relating to student leadership and empowerment. A Certificate of Participation will be available with documented attendance at 12 hours of this institute's sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

#### Student Dialogue on Race

If you want to get to know on a deeper level other students who are attending NCORE '99 and if you are interested in honest and respectful conversations on identity, stereotypes, and race, you will gain insights from this highly interactive session. The program consists of a series of brief experiential activities; dialogue in dyads, small, and large groups; and discussion of change strategies. This session should particularly benefit students who seek honest dialogue about racism and a support network of students from other colleges and universities with whom to discuss strategies for individual, cultural, and institutional change.

Mr. William E. Kratt, Coordinator of Leadership and Diversity Programs, California State Polytechnic University—Pomona, California

Ms. Doris A. Williams, Resident Director, Foundation Housing Services, California State Polytechnic University—Pomona, California

2:00–6:00 p.m.

2:00–6:00 p.m.  
**ALONZO LOCKE**  
Mezzanine Level

### 4-HOUR CONCURRENT SESSIONS

#### The Mandala Movement

◆◆ Case Studies/Model Programs ◆◆

This session focuses on the Mandala Movement, an innovative model designed to promote multicultural awareness, sensitivity, education, and equity through cohesive group action from within institutions and organizations. This model eliminates the need for continuing outside intervention and training sessions and constitutes a humanistic approach to enhancing work, academic, and living conditions at participating institutions and within communities, governments, businesses, industries, and other environments where people of diverse backgrounds interact. This session should particularly benefit those who seek innovative, interactive models for effecting positive outcomes in multicultural relations in academic and community settings.

Ms. Vonda S. Doss, Director, Educational Outreach and Youth Connection Program, and Coordinator, Center for Multi-Cultural Awareness, Abraham Baldwin Agricultural College—Tifton, Georgia

Mr. Wasdon Graydon, Director, TRIO Program/MAP, Center for Multi-Cultural Awareness, Abraham Baldwin Agricultural College—Tifton, Georgia

Dr. Harold Loyd, 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

Part I  
2:30–5:30 p.m.  
**LANSDOWNE**  
Third Floor

Session will be repeated on  
Saturday, June 5—  
9:00 a.m.–noon

For Part II—Creating an Effective  
Interactive Learning  
Environment, see page 52

3:45–5:00 p.m.  
**JACKSON**  
Third Floor

For an overview of sessions  
comprising the Institute on  
Student Leadership and  
Empowerment, see page 3

3:45–5:00 p.m.

3:45–5:00 p.m.  
**LOUIS XVI**  
Mezzanine Level

## MAJOR WORKSHOP 24

### **DiversiTEAM Building: Part I—Innovative Approaches and Exercises**

Are you looking for some innovative, creative approaches to diversity and multicultural training programs on your campus? Music, dance, games, toys, crafts, and humor will be imaginatively intertwined with creative, **fundamental** exercises to create a learning environment that will challenge participants to assess their awareness and knowledge levels of ethnically diverse cultures. Interactive role plays will be used to introduce skills necessary for addressing and resolving conflict on campus. Small-group brainstorming and personal contracting exercises will be used to identify action planning strategies for participants. Come dressed comfortably in jeans/sweats and sneakers and be ready to move, learn, and create a DiversiTEAM on your campus!

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

## INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT

An 18-part institute designed for students to address issues relating to student leadership and empowerment. A Certificate of Participation will be available with documented attendance at 12 hours of this institute's sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

### **Diversity Dialogue Consultants**

This session focuses on the Diversity Dialogue Consultants, a model student-based training program designed to meet the University of Central Florida's goal of inclusiveness. Information on the structure, organization, activities, and impact of the program will be provided; feedback from students acting as Diversity Dialogue Consultants will be shared; and sample consultations and other relevant material will be available. This session should particularly benefit students and staff who work directly with student diversity initiatives.

Mr. Gerald S. Jones, Graduate Advisor, Office of Student Activities, University of Central Florida—Orlando, Florida

## 75-MINUTE CONCURRENT SESSIONS

### **Successfully Recruiting and Retaining African American Students: An Afrocentric Model That Works at Traditionally White Campuses**

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

The University of Virginia and West Chester University have successfully blended their traditional recruiting methods with Afrocentric initiatives that incorporate the culture, heritage, and historical experience of African Americans. Using data collected from the literature and these sites, an integrated recruitment model has been developed that links the external community (i.e., schools, alumni, churches), the admissions office, and the internal community (i.e., departments, faculty, students). Presenters will discuss this model and a range of specific strategies such as pre-college programs, correspondence, community outreach, publications, recruitment travel, and campus-based and external partnerships. This session should particularly benefit admissions and enrollment management professionals, administrators, faculty, advisors, students, and others with an interest in strengthening African American student enrollment and community relations.



Mr. Julani Thomas Ghana, Assistant Director of Admissions, West Chester University—West Chester, Pennsylvania  
Dr. Zenobia L. Hikes, Assistant to the Vice President for Student Life, University of Delaware—Newark, Delaware  
Ms. Sylvia V. Terry, Associate Dean, Office of African-American Affairs, and Director, Peer Advisor Program, University of Virginia—Charlottesville, Virginia

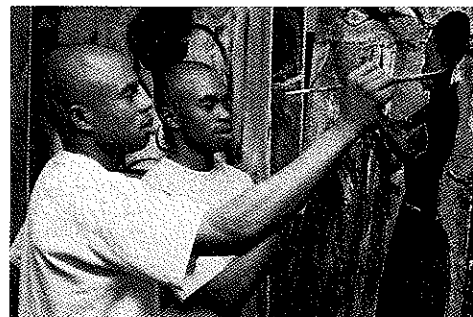
5:15–7:00 p.m.  
**CONTINENTAL BALLROOM**  
Mezzanine Level

Gallery Print Exhibition and  
Signing 5:15–7:00 p.m.

Slide Lecture  
5:30–6:30 p.m.

For more information on Twin,  
see "On the Cover"  
on page 1

### GALLERY PRINT EXHIBITION AND SLIDE LECTURE



**The World According to Twin:** A gallery print exhibition and signing and slide lecture by Twin—Jerry and Terry Lynn, whose work *Musical Heritage* serves as the cover image for the NCORE '99 program.

**Artists' Statement:** "In the beginning we worked together on the same drawings in coloring books. Our mother, a schoolteacher, gave us plenty of drawing paper and art materials to work with.

Being twins, we often played together, so painting together seemed natural. . . .

"The unity of our work developed from our close working relationship since childhood. The inspiration of our work comes from our heritage and the environment in which we live. However, we both have different interpretations on how the painting should be painted, resulting in many different ways in which we approach our collaboration. Often working from sketches, we decide on an initial starting image. Then one will start the painting by blocking in a color or sketching directly on the painting surface. Sometimes we paint simultaneously on one painting at the same time relying on our intuitions. We both have a sense of what direction we want to go as we work, allowing the element of the unexpected to be part of the creative process.

"Although this collaboration may strike one as unique, it strives for deeper meaning. It is a process in which two individuals share common experiences through two different interpretations of those experiences. Our work explores experiences shared by two individuals painted on one canvas."

5:30–6:30 p.m.  
**GENERAL MOORMAN**  
Mezzanine Level

For a related session, see Major  
Workshop 2 on page 8

### MAJOR WORKSHOP 25

#### Overview of Multicultural Media for Administrators

Participants will view samples of several multimedia programs that have been used in culturally diverse classrooms and will learn ways that multimedia can be used to reach affective objectives and to address a diversity of learning styles. Examples to be shown include programs in faculty development, distance learning courses, technology training, math, business law, history, psychology, chemistry, and biology. Participants will receive a disk with a sample program that can be used to explain multicultural media to faculty.

Ms. Leslie D. Edwards, Adjunct Biology Teacher, Community College of Denver, and  
Multimedia Learning Specialist—Denver, Colorado

5:30–7:30 p.m.

The Memphis Neighborhood Experience III will be held from 5:30–7:30 p.m. on Saturday, June 5

6:00 p.m.–1:00 a.m.

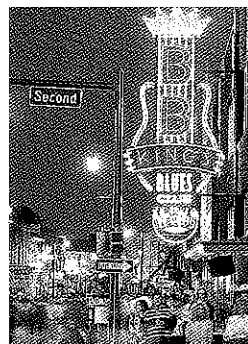
### BEALE STREET

(See map in program packet)

## THE MEMPHIS NEIGHBORHOOD EXPERIENCE II

(For tour description and departure information, see page 5)

## NIGHT ON BEALE STREET



If you missed the June 2 and June 3 pre-sale of discounted tickets for Beale Street bracelets, you can purchase a plastic Beale Street snap-on bracelet at the entrance to Beale Street for \$10 apiece. Beale Street bracelets allow their wearers to enter any of Beale Street's participating clubs on Friday night, June 4, without a cover charge. Club cover charges without a Beale Street bracelet range from \$5 to \$8 per club. All automobile traffic is blocked off on Beale Street on Friday nights, creating a festive pedestrian environment—**"So come on down to Beale Street!"**—just two blocks from the Peabody Hotel.

7:30–10:00 p.m.

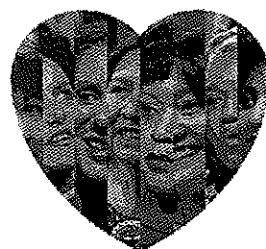
### MEMPHIS BALLROOM A

Mezzanine Level

For an overview of documentary film screenings, see page 4

## DOCUMENTARY FILM SCREENING AND DISCUSSION

### THE WAY HOME—A National Premier Showing



Featuring a full screening of Shakti Butler's recently released film, *THE WAY HOME*. This production brought together sixty-four women representing eight different ethnic groups to share their experiences of identity, oppression, and resistance through the lens of race. *THE WAY HOME* has been hailed as a "fountain of healing truths" and "... a rare opportunity ... to hope for our future generations." Butler will introduce the film and facilitate a post-screening discussion.

Ms. Shakti Butler, Executive Director and Producer, World Trust and Partnership Consulting—Oakland, California

8:00–10:00 p.m.

For description and scheduling, see page 21

## INFORMAL MEETINGS AND ETHNIC GROUP NETWORKING SESSIONS

## DAY AT A GLANCE ■ SATURDAY, JUNE 5

<b>8:00–8:30 a.m.</b>	<ul style="list-style-type: none"> <li>■ GREETING THE NEW DAY</li> </ul>
<b>8:30 a.m.–noon</b>	<ul style="list-style-type: none"> <li>■ Major Workshop 26: White Privilege: Moving to a Deeper Understanding: Part I</li> <li>■ Major Workshop 27: Gender and Culture: Part I</li> </ul>
<b>9:00–10:15 a.m.</b>	<ul style="list-style-type: none"> <li>■ Academic Advising for Students From Underrepresented Groups: Retaining Students by Facilitating Early Academic Success</li> <li>■ Black Male Initiative: The <i>Kikundi</i> Mentoring and Leadership Development Program</li> <li>■ Recruitment, Mentoring, and Retention of Minority Students in Teacher Education</li> </ul>
<b>9:00 a.m.–noon</b>	<ul style="list-style-type: none"> <li>■ Major Workshop 17: Building Institutional Diversity Through Academic and Student Affairs Collaborations: Part II—Program Development, Budget, Assessment, and Crossing Borders</li> <li>■ Major Workshop 24: DiversiTEAM Building: Part I—Innovative Approaches and Exercises</li> <li>■ Major Workshop 28: Ethnic Studies and American Studies: Friends or Enemies?</li> <li>■ Major Workshop 29: Power Through Healing: Managing Cross Cultural Discontinuities: Part I</li> <li>■ Major Workshop 30: From Mediocrity to Excellence: Factors Contributing to the Academic Success of AHANA Students at Predominantly White Institutions—A Session for Administrators, Faculty, and Professional Staff</li> </ul> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p style="margin: 0;">INSTITUTE FOR DIVERSITY TRAINERS</p> <ul style="list-style-type: none"> <li>■ Part IV — Paradigm Infusion: How to Craft a Consistent Message in Faculty and Staff Training Curriculum</li> </ul> </div> <ul style="list-style-type: none"> <li>■ PRACTICUM: Designing Web Pages That Infuse Ethnic Perspectives—Make It Happen!</li> </ul>
<b>10:00 a.m.–noon</b>	<ul style="list-style-type: none"> <li>■ Major Workshop 31: Managing Emotion in Race Relations Training</li> </ul> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p style="margin: 0;">INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT</p> <ul style="list-style-type: none"> <li>■ Latino/a Students' Experiences at Predominantly White Institutions—A Session for Latino/a Students Only</li> </ul> </div> <ul style="list-style-type: none"> <li>■ Making the Case for Diversity/Equal Employment Opportunity (EEO)/Civil Rights Offices: Assessing Outcomes and Services</li> <li>■ "It's NOT About Me!" Strategies for Teaching Diversity and/or Diverse Students</li> <li>■ Multicultural Faculty Development: Lessons from the Field</li> </ul>
<b>10:00 a.m.–7:00 p.m.</b>	<ul style="list-style-type: none"> <li>■ EXHIBITOR SHOWCASE AND RECOURSE CENTER</li> </ul>
<b>10:45 a.m.–noon</b>	<div style="background-color: #e0e0e0; padding: 5px; margin-bottom: 10px;"> <p style="margin: 0;">INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT</p> <ul style="list-style-type: none"> <li>■ From the Classroom to the Boardroom: Leadership, Professional Development, and Career Mapping for the Next Millennium</li> <li>■ Moving the Diversity Dialogue from Talk to Action!</li> </ul> </div> <ul style="list-style-type: none"> <li>■ Leadership by Any Other Name: Transforming Campus and Classroom Climates for Students of Color in Educational Leadership Doctoral Programs</li> <li>■ Learning Our History: Taking It to the Streets</li> </ul>
<b>noon–2:00 p.m.</b>	<ul style="list-style-type: none"> <li>■ LUNCHEON AND KEYNOTE ADDRESS: Dr. Laura I. Rendón</li> </ul>
<b>2:30–3:30 p.m.</b>	<ul style="list-style-type: none"> <li>■ DIALOGUE WITH DR. LAURA I. RENDÓN</li> </ul>

**2:30–3:45 p.m.**

- Assessing the Issues of Multiracial Students on College Campuses
- The Future of African American Education, with Special Emphasis on the Twin Cities: Critical and Historical Reflections on a Future Embedded in the Context of Increasing 21st Century Globalization
- College Art Association's Professional Development Fellowship Program for Artists and Art Historians: Diversifying Our Profession

**2:30–4:30 p.m.**

**INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT**

- Mosaic Hall: Putting the Pieces of Diversity Together
- White Men Can Jump: From Power and Privilege to Identity and Alliance
- Reclaiming Resistance: Working With Complex Opportunities and Barriers to Learning in a Multicultural Classroom
- Creating the Community-Oriented Office of Diversity Initiatives: One Model From the University of South Florida

**2:30–5:00 p.m.**

- Major Workshop 32: Campus Diversity Can be Achieved (If Dedication and Commitment are Brought to Bear)

**2:30–5:30 p.m.**

- Major Workshop 24: DiversiTEAM Building: Part II—Creating an Effective Interactive Learning Environment
- Major Workshop 29: Power Through Healing: Managing Cross Cultural Discontinuities: Part II

**INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT**

- From Mediocrity to Excellence: Factors Contributing to the Academic Success of ARIANA Students at Predominantly White Institutions—A Session for Students

**INSTITUTE ON PROGRAM ASSESSMENT/EVALUATION**

- Part II—Creating a Bridge Between Assessment Theory and Practice
- PRACTICUM: Creating Multicultural Text and Graphics—Make It Happen!
- DOCUMENTARY FILM SCREENING AND DISCUSSION  
Blue-Eyed
- Cultural Centers on College Campuses: A Model for Long-Range Planning
- Diversity Training for Student Leaders at the Nation's Most Diverse University—Rutgers-Newark

**2:30–6:00 p.m.**

- Major Workshop 26: White Privilege: Moving to a Deeper Understanding: Part II
- Major Workshop 27: Gender and Culture: Part II

**4:00–5:15 p.m.**

- A Trilogy: Age, Race, and Prejudice
- An Examination of African American and European American College Students' Views on Discussing Issues of Diversity in the Classroom: Implications for a Diversity Training Program for Faculty
- A Higher Education Approach to Expanding the Cultural Consciousness of Teachers in Rural American Indian Communities

**5:15–7:00 p.m.**

- GALLERY PRINT EXHIBITION AND SLIDE LECTURE: Ernest C. Withers

**5:30–7:30 p.m.**

- THE MEMPHIS NEIGHBORHOOD EXPERIENCE III

**8:00–10:00 p.m.**

- INFORMAL MEETINGS AND ETHNIC GROUP NETWORKING SESSIONS

**10:00 p.m.–1:00 a.m.**

- JDOTT-SPONSORED WELCOMING DANCE

## SATURDAY, JUNE 5, 1999

8:00–8:30 a.m.  
**CONTINENTAL BALLROOM**  
Mezzanine Level

### GREETING THE NEW DAY

Hosted by the American Indian Networking Group, this event features a brief ceremony to welcome the new day

Part I  
8:30 a.m.–noon  
**HERNANDO DE SOTO**  
Mezzanine Level

### MAJOR WORKSHOP 26

#### White Privilege: Moving to a Deeper Understanding

This daylong session addresses some of the less frequently discussed elements of white privilege including the response to others' anger—the "silenced dialogue"; how those of us who are white and also in other oppressed/disadvantaged groups deal with our white privilege; how we can use compassion as a tool for addressing white privilege; how each of us colludes with the more subtle elements of white privilege; and how we can build authentic relationships across color, despite the robust nature of white privilege. The session is designed for those who have already done a lot of thinking about white privilege, and no time will be spent on the basics of white privilege and its essential elements.

Part II continues 2:30–6:00 p.m.

For a related session, see Major Workshop 1 on page 8

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

Part I  
8:30 a.m.–noon  
**LOUIS XVI**  
Mezzanine Level

### MAJOR WORKSHOP 27

#### Gender and Culture

This daylong interactive 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.

Part II continues  
2:30–6:00 p.m.

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

9:00–10:15 a.m.

### 75-MINUTE CONCURRENT SESSIONS

9:00–10:15 a.m.  
**BEN HOLLANDER**  
Mezzanine Level

#### Academic Advising for Students From Underrepresented Groups: Retaining Students by Facilitating Early Academic Success

##### ◆◆ Theoretical Models ◆◆

This session discusses programmatic ideas and advising activities designed to facilitate academic success early in students' collegiate experience, with emphasis on academic counseling and advising for students from underrepresented groups. Participants will experience some of the critical processes through activities ranging from admissions conferencing to advising role plays. This session should particularly benefit those who provide counseling and/or advising in settings with culturally diverse student populations, those who work in student support services, and those involved in universitywide retention efforts.



Ms. Marsha C. Senior, Academic Counselor, Office of Supportive Services, Syracuse University—Syracuse, New York

Ms. Denise V. Trionfero, Assistant Director, Office of Supportive Services, Syracuse University—Syracuse, New York

Mr. Christopher John Weiss, Academic Counselor, Office of Supportive Services, Syracuse University—Syracuse, New York

9:00–10:15 a.m.

**COCKRELL**

Mezzanine Level

### **Black Male Initiative: The *Kikundi* Mentoring and Leadership Development Program**

◆◆ Case Studies/Model Programs ◆◆

This session reports on a model program designed to increase retention, graduation, and leadership skills among African American male undergraduate students at Cleveland State University. *Kikundi*—Swahili for “a small band of men”—characterizes the intentional bonding of upperclass to freshman African American males. Presenters will describe the program’s structure and aggressive outreach aspects that connect freshmen to the university to enhance their probability for academic success and social adjustment while strengthening the leadership skills of upperclass students. Program forms, position descriptions, and the content of mentor training workshops will be shared. This session should particularly benefit those involved in developing programs to increase student retention and graduation and practitioners who provide direct services to African American students.

Mr. Andrew Wallace Edwards Jr., Black Male Initiative Coordinator, Minority Affairs and Community Relations, Cleveland State University—Cleveland, Ohio

Mr. Clifton Sweeney, Undergraduate Student, Education, Cleveland State University—Cleveland, Ohio

Ms. Donna M. Whyte, Assistant Vice President, Minority Affairs and Community Relations, Cleveland State University—Cleveland, Ohio

9:00–10:15 a.m.

**HAWTHORNE**

Third Floor

### **Recruitment, Mentoring, and Retention of Minority Students in Teacher Education**

◆◆ Case Studies/Model Programs ◆◆

This session reports on teacher training institutions that have designed and successfully implemented recruitment, mentoring, and retention models with special emphasis on Latino student teachers. Exemplary recruitment models will be identified, specific mentoring strategies and recruitment practices will be discussed, and implications with respect to recruitment policies will be analyzed. This session should particularly benefit those who are involved in recruiting Latino students into higher education; educational and financial aid officers; and coordinators, chairs, and deans interested in refining their efforts to recruit, mentor, and retain Latino students in higher education.

Dr. Ricardo J. Cornejo, Professor, Educational Research and Multicultural Education, San Diego State University—San Diego, California

Part II

9:00 a.m.—noon

**VENETIAN**

Mezzanine Level

## **MAJOR WORKSHOP 17**

### **Building Institutional Diversity Through Academic and Student Affairs Collaborations: Part II—Program Development, Budget, Assessment, and Crossing Borders**

This session offers successful models of curricular and co-curricular programs that have been revised or created with diverse perspectives. Programs to be discussed are based on efforts at Rutgers University-Newark, a large urban institution, and Bloomfield College, a small private liberal arts institution, that have in common highly diverse student populations and increasingly diverse faculty. The two institutions, which have received national recognition for their work, will share information on program development, budget, assessment, and building bridges with community partners to address diversity initiatives with other colleges, business partners, and community organizations.

For Part I—Faculty and Professional Development Programs—see page 31

Dr. Ilona H. Anderson, Vice President for Academic Affairs and Dean of Faculty,  
Bloomfield College—Bloomfield, New Jersey  
Ms. Linda Caldwell Epps, Vice President for Student Affairs and Dean of Students,  
Bloomfield College—Bloomfield, New Jersey  
Dr. Clement Alexander Price, Professor, Department of History, Rutgers University—  
Newark, New Jersey

Part I  
9:00 a.m.–noon  
**FOREST**  
Mezzanine Level

For Part II—Creating an Effective  
Interactive Learning  
Environment—see page 52

9:00 a.m.–noon  
**AUBURN**  
Third Floor

For a related session, see Major  
Workshop 37 on page 62

Part I  
9:00 a.m.–noon  
**BARCLAY**  
Third Floor

Part II continues 2:30–5:30 p.m.

### **MAJOR WORKSHOP 24**

#### **DiversiTEAM Building: Part I—Innovative Approaches and Exercises**

(For workshop description, see page 37)

### **MAJOR WORKSHOP 28**

#### **Ethnic Studies and American Studies: Friends or Enemies?**

As more disciplines and departments incorporate issues of race and ethnicity in their teaching and research, ethnic studies finds itself competing with American studies and other well-established departments for enrollments, majors, and scarce resources. This session explores workable ideas and addresses the following questions: How will the convergence of intellectual interests between ethnic studies and American studies affect their respective futures? Is there any difference between ethnic studies and American studies if American studies fully includes a multiracial notion of America and makes race a key category of research and analysis?

Dr. L. Ling-chi Wang, Chair, Department of Ethnic Studies, University of California—  
Berkeley, California

### **MAJOR WORKSHOP 29**

#### **Power Through Healing: Managing Cross Cultural Discontinuities**

This daylong session provides training in a non-conflict model for resolving residual toxic discriminatory experiences. It is an adaptation of the Triadic Counseling Model developed by Paul Pedersen (1994), designed for professionals who have reached an impasse in bridging cross-cultural interactions. Presenters will identify a series of cross-cultural communication discontinuities that escalate differences, prevent resolution, reinforce negative perceptions, and undermine the value of creating a multicultural environment. In small- and large-group work, participants will identify, share, and reenact critical unresolved incidents, gaining insight into the causes of impasse. Effective behaviors, emotional regulation, and assertive communication skills will be identified and modeled. Participants will gain insights that promote skills acquisition and growth, will be exposed to techniques and theories that support the model, and will be assisted in identifying and practicing facilitator skills. Procedures for conducting the model and a bibliography will be distributed.

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

### **LANSDOWNE**

Third Floor

For a related session designed for students, see the Institute on Student Leadership and Empowerment, on page 53

9:00 a.m.–noon

### **CONTINENTAL BALLROOM**

Mezzanine Level

For an overview of sessions comprising the Institute for Diversity Trainers, see page 4

9:00 a.m.–noon

### **GENERAL MOORMAN**

Mezzanine Level

For an overview of practicum sessions, see page 4

For a related session, see Major Workshop 2 on page 8

## **MAJOR WORKSHOP 30**

### **From Mediocrity to Excellence: Factors Contributing to the Academic Success of AHANA Students at Predominantly White Institutions—A Session for Administrators, Faculty, and Professional Staff**

This is the first of two sessions that focus on factors contributing to the academic success of AHANA students at predominantly white institutions. It is geared toward administrators, faculty, and professional staff. Presenters will review retention literature and identify a wide range of factors that contribute to academic success among AHANA students.

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

Mr. Larri Mazon, Director, Center for 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

## **INSTITUTE FOR DIVERSITY TRAINERS**

A four-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. 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.

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

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

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

## **PRACTICUM**

### **Designing Web Pages That Infuse Ethnic Perspectives—Make It Happen!**

This hands-on session focuses on creating Web pages that incorporate multicultural images and perspectives. Participants will use an HTML editing software program to create a Web page with text, graphics, and animation. Participants are urged to bring a class syllabus to use in designing a Web page for their academic disciplines and will receive an HTML template and a packet of Internet resources. No prior computer knowledge is required.

Ms. Leslie D. Edwards, Adjunct Biology Teacher, Community College of Denver, and Multimedia Learning Specialist—Denver, Colorado

10:00 a.m.–noon  
**INTERNATIONAL**  
Third Floor

For a related session, see Major Workshop 6 on page 9

### **MAJOR WORKSHOP 31**

#### **Managing Emotion in Race Relations Training**

This session provides tools needed to manage emotionally charged topics in race relations/diversity training and is based on recent human emotion research, over a decade of diversity teaching and training experience, and well-tested teaching strategies. Presenters will discuss how to set the stage for talking about emotionally charged topics; present their Listen, Lean into Discomfort, Empathize, and Learn (LLEL) strategy for managing emotion; and provide evidence for using self-confrontation techniques in contrast to an authoritarian confrontational training approach. Participants will receive copies of a related publication and a workshop outline covering the LLEL principles for use in training.

Dr. Debra Kawahara, Instructor, Culture 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

10:00 a.m.–noon  
**GALAXIE**  
Third Floor

For an overview of sessions comprising the Institute on Student Leadership and Empowerment, see page 3

#### **INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT**

An 18-part institute designed for students to address issues relating to student leadership and empowerment. A Certificate of Participation will be available with documented attendance at 12 hours of this institute's sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

#### **Latino/a Students' Experiences at Predominantly White Institutions—A Session for Latino/a Students Only**

This interactive session highlights specific issues Latino/a students face at predominantly white institutions. We will examine the Racial Identity Development Model and how its four different stages adhere to Latino/a experiences; create a trusting environment in which Latino/a students can engage in dialogue and share experiences; and provide Latino/a students with information on how to develop stronger coalitions with administrators, faculty, students, and the community. Students will have an opportunity to interact with key Latino/a administrators with substantial experience in pushing the Latino/a student agenda forward. This session should especially benefit Latino/a students who seek to improve their leadership skills and knowledge to become effective social change agents on their campuses.

Ms. Anna Maria Cobo, Assistant Dean/Director, Intercultural Center, Swarthmore College—Swarthmore, Pennsylvania

Mr. Art D. Rodriguez, Director, Multicultural Affairs, Carleton College—Northfield, Minnesota

Mr. Eduardo Sanchez, Assistant Director, Office of Minority Affairs/Multicultural Center, Grand Valley State University—Allendale, Michigan

10:00 a.m.–noon

## 2-HOUR CONCURRENT SESSIONS

10:00 a.m.–noon

### BRINKLEY

Mezzanine Level

#### **Making the Case for Diversity/Equal Employment Opportunity (EEO)/Civil Rights Offices: Assessing Outcomes and Services**

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

This session examines useful methods for assessing the scope and performance of diversity/EEO/civil rights offices. Presenters will summarize findings of an in-depth survey of selected universities and companies and will illustrate various applications of such bench-mark data. The usefulness of generally accepted assessment tools and planning techniques will be demonstrated, and participants will receive useful worksheets, trend data, assessment tools, and strategic planning documents. This session should particularly benefit those who are responsible for strategic planning for their units and/or those who seek to educate their employers about the scope and value of their offices, make cases to retain or increase their budgets, and/or improve the quality of service delivery.

Mr. Robert L. Miller, 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

10:00 a.m.–noon

### KENTSHIRE

Third Floor

#### **"It's NOT About Me!" Strategies for Teaching Diversity and/or Diverse Students**

##### ◆◆ Interactive Training ◆◆

This interactive session offers exercises, techniques, and practical strategies for working with racially/ethnically diverse populations, international students, or seemingly homogenous groups engaged in diversity issues. It addresses the challenge instructors/facilitators face in attempting to create an environment where each student feels ownership as participant rather than recipient of information. Session attendees will engage in active learning exercises, "take sides" as viewers of television programs with stereotypical themes, and participate in a demonstration of learning styles based on the Myers-Briggs Type Indicator. This session should benefit lifelong learners at any level and stimulate those beginning the challenge of diversity education.

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

10:00 a.m.–noon

### BOARD ROOM

Mezzanine Level

#### **Multicultural Faculty Development: Lessons from the Field**

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

This session is designed to encourage dialogue about key issues, challenges, and possibilities in multicultural faculty development. Using the University of Michigan's Multicultural Teaching and Learning Services Program as a framework, presenters will discuss their experiences in multicultural faculty development work, focusing on centralized orientation programs and workshops, customized programs for units, and one-on-one consultations. Participants will share what multicultural faculty development means in their campus contexts and the struggles they face or anticipate. This session should benefit those who are new both to faculty development and to multicultural faculty development, those who are experienced faculty developers but new to the multicultural area, and those who are experienced in multicultural faculty development.

Dr. Jamie M. Hart, Instructional Consultant, Center for Research on Learning and Teaching, University of Michigan—Ann Arbor, Michigan

Dr. Shari Saunders, Coordinator of Multicultural Teaching and Learning Services, Center for Research on Learning and Teaching, University of Michigan—Ann Arbor, Michigan



10:00 a.m.—7:00 p.m.

**FOYER AREA**

Mezzanine Level

**EXHIBITOR SHOWCASE AND RESOURCE CENTER**

(Open daily from 10:00 a.m.—7:00 p.m. through Monday, June 7)

10:45 a.m.—noon

**BEN HOLLANDER**

Mezzanine Level

**INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT**

An 18-part institute designed for students to address issues relating to student leadership and empowerment. A Certificate of Participation will be available with documented attendance at 12 hours of this institute's sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

**From the Classroom to the Boardroom: Leadership, Professional Development, and Career Mapping for the Next Millennium**

This session focuses on specific techniques to enable students of color to orchestrate their own successful university experiences. Through humor and real-world scenarios, skills that produce civic leaders and savvy professionals will be demonstrated. Special emphasis will be placed on self-assessment, building coalitions, leadership preparation, professional imaging, and business etiquette. The session will culminate in networking and career mapping, allowing participants to connect with one another and construct pathways for leadership and success, and should particularly benefit those who work with student groups, as well as student leaders who wish to hone their skills and assume significant positions in the next millennium.

Dr. Zenobia L. Hikes, Assistant to the Vice President for Student Life, University of Delaware—Newark, Delaware

**Moving the Diversity Dialogue From Talk to Action!**

This powerful, humorous, insightful, interactive session addresses the diversity experience on predominantly white campuses and shares common-sense methods for improving the quality of life and enhancing the overall experiences of all students, administrators, faculty, and staff. It takes a much needed, open and honest approach that challenges traditional thinking. 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, President, Creative Diversity Communications—Bloomington, Indiana

**COCKRELL**

Mezzanine Level

For an overview of sessions comprising the Institute on Student Leadership and Empowerment, see page 3

10:45 a.m.—noon

10:45 a.m.—noon

**ALONZO LOCKE**

Mezzanine Level

**75-MINUTE CONCURRENT SESSIONS**

**Leadership by Any Other Name: Transforming Campus and Classroom Climates for Students of Color in Educational Leadership Doctoral Programs**

◆◆ Curricular/Pedagogical Models ◆◆

The curricular and pedagogical models of leadership that currently dominate educational leadership doctoral programs continue to promote an underlying Eurocentric value system that marginalizes the contributions of people of color. Presenters will suggest a model for curriculum transformation in educational leadership that actively promotes cultural pluralism throughout the program. In addition, a research project on women of color in higher education administration that may further delineate what must be included in leadership preparation programs will be outlined. This session should particularly benefit administrators, faculty, and students who seek to foster educational leadership doctoral programs that promote a climate of inclusion and support for students of color.

Ms. DaVerne Bell, Affirmative Action Officer and Title IX/Multicultural Specialist, Vancouver School District—Vancouver, Washington

Dr. Lisa C. Buenaventura, Director, Student Support Services, Clark College—Vancouver, Washington

10:45 a.m.–noon  
**JACKSON**  
Third Floor

### **Learning Our History: Taking It to the Streets**

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

This session profiles The Leadership of the Civil Rights Movement Seminar and Tour, a successful seminar that has been conducted four times at Texas A & M University and twice at Southwestern University. As a result of this experience, student participants have talked about their thirst to learn more, educate others, vote regularly, and provide purposeful and positive leadership. This session will provide a rationale and plan of action for developing an experiential field trip and a blueprint for developing a seminar and tour focused specifically on the civil rights movement. It should particularly benefit faculty and staff interested in incorporating experiential/travel education into their classes or programs.

Ms. Sheri Lyn Schmidt, Doctoral Student, Social Justice Education, University of Massachusetts—Hatfield, Massachusetts

Ms. Tanya O. Williams, Director of Diversity Education, Southwestern University—Georgetown, Texas

noon–2:00 p.m.  
**MEMPHIS BALLROOM**  
Mezzanine Level

### **LUNCHEON PLENARY SESSION**

#### **Keynote Address:**

#### **“Academics of the Heart: Fostering Purpose, Commitment, Community, and Responsibility in Higher Education”**



Dr. Laura I. Rendón serves as a Professor of Educational Leadership and Policy Studies at Arizona State University and is affiliated with that institution's Hispanic Research Center. She is a recent recipient of a Fetzer Institute Fellowship, making her one of 12 individuals representing diverse disciplines selected to participate in a three-year program designed to develop and sustain individuals' capacity to inform their work through the inner life of mind and spirit and the outer life of action and service. Additionally, Dr. Rendón serves as Director of Assessment in the Ford Foundation's Urban Partnership Program, which focuses on improving the participation, retention, and graduation of at-risk students through innovative school reform and systemic change initiatives; and currently serves as President of the Association for the Study of Higher Education (ASHE), the premier scholarly organization concerned with teaching, curriculum, research, and professional service in the study of higher education. In 1996, Dr. Rendón co-edited both *Educating a New Majority: Transforming America's Educational System for Diversity* and the *ASHE Ethnic/Racial Diversity Reader*. She is associate editor of *The Journal of Minorities in Science and Engineering* and *VOCES: Journal of Chicana/Latina Studies* and is on the editorial boards of *About Campus* and the *National Teaching and Learning Forum*. She received the Outstanding Research Award from the Arizona State University College of Education (1996) and the Outstanding Latino Faculty in Higher Education Award from the Hispanic Caucus of the American Association for Higher Education (1997).

2:30–3:30 p.m.  
**FOREST**  
Mezzanine Level

### **DIALOGUE WITH DR. LAURA I. RENDÓN**

2:30–3:45 p.m.

2:30–3:45 p.m.

**COCKRELL**

Mezzanine Level

## 75-MINUTE CONCURRENT SESSIONS

### **Assessing the Issues of Multiracial Students on College Campuses**

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

This session is based on a preliminary study of multiracial college students' attitudes regarding challenges they experience on campus. Presenters will discuss their involvement with a multiracial college student support group, the themes that emerged from focus group discussions and individual interviews with these students, and recommendations for working with multiracial students. This session should particularly benefit those who are involved in student services on campuses with racially diverse student populations.

Dr. Nancy J. Nishimura, Assistant Professor, Department of Counseling, Educational Psychology and Research, University of Memphis—Memphis, Tennessee

Dr. Ronnie Priest, Department Chair, Department of Counseling, Educational Psychology and Research, University of Memphis—Memphis, Tennessee

2:30–3:45 p.m.

**BRINKLEY**

Mezzanine Level

### **The Future of African American Education, With Special Emphasis on the Twin Cities: Critical and Historical Reflections on a Future Embedded in the Context of Increasing 21st Century Globalization**

#### ◆◆ Policy Issues ◆◆

This session is based on a historical and qualitative study of the possible trajectory African American education will take in the next century, the problems that will likely persist, and what can be done to address these problems. The impact of broader economic and political factors affecting African American education—such as current attacks on affirmative action—will be discussed, critical and postmodernist theories will be used to inform the analysis, and strategies for improving the educational success of African Americans will be provided. This session should particularly benefit those who are involved in policy making at the institutional level, practitioners who provide direct educational services to African American students, African American student leaders from around the country who seek to understand the issues their counterparts are facing in Minnesota, and those who are interested in the educational success of African American students.

Dr. Friedrich Omo Kustaa, Assistant Professor, Department of Educational Leadership and Administration, College of Education, University of St. Thomas—St. Paul, Minnesota

2:30–3:45 p.m.

**ALONZO LOCKE**

Mezzanine Level

### **College Art Association's Professional Development Fellowship Program for Artists and Art Historians: Diversifying Our Profession**

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

This session highlights the College Art Association's program to provide financial assistance and career opportunities to M.F.A., Ph.D., and terminal M.A. students who have been underrepresented in art professions because of race, religion, gender, age, national origin, sexual orientation, disability, or history of economic disadvantage. The program focuses on bridging the gap between graduate study and professional careers, as well as strengthening and diversifying the arts profession by nurturing outstanding scholars and artists at the beginning of their careers. To date, 39 fellowships have been awarded. This session should particularly benefit graduate students who are seeking fellowship monies, representatives of graduate programs in the arts who advise students about funding opportunities, representatives of professional organizations in other disciplines who seek to implement similar programs, and those interested in further diversity in the arts community.

Dr. Lisa Gail Collins, Visiting Assistant Professor, Art and African Studies, Vassar College—Poughkeepsie, New York

Ms. Katie Hollander, Director of Development and Special Projects, College Art Association—New York, New York

Ms. Audrey Bennett Steinhauer, Assistant Professor of Graphics, Department of Language, Literature, and Communication, Rensselaer Polytechnic Institute—Troy, New York

2:30–4:30 p.m.

**GALAXIE**

Third Floor

For an overview of sessions comprising the Institute on Student Leadership and Empowerment, see page 3

For a related session, see page 71

**INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT**

An 18-part institute designed for students to address issues relating to student leadership and empowerment. A Certificate of Participation will be available with documented attendance at 12 hours of this institute's sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

**Mosaic Hall: Putting the Pieces of Diversity Together**

Understanding that every first-year student has a song that reflects chords of the past, the College of Arts and Science and Student Affairs at Miami University collaborated to create Mosaic, a yearlong residential program focusing on diversity and individuality. Through an academic seminar, community dialogue, and co-curricular activities, students are empowered to teach, learn, and develop into socially just citizens. Presenters include a panel of students who will share their story of ally development, an overview of the yearlong program, and activities that helped them gain awareness and appreciation of diversity. This session should particularly benefit those who are involved in diversity programs, practitioners who work with community living and diversity initiatives, and students interested in peer diversity education.

Ms. Barbara E. Chester, First-Year Adviser, Mosaic Hall, Miami University—Oxford, Ohio

Ms. Rosalind L. Minor, Multicultural Coordinator/Diversity Manager, College of Arts and Sciences, Miami University—Oxford, Ohio

Ms. Sarah Munro, Mosaic Participant, Hall Council President, and Undergraduate Student, Undeclared Major, Miami University—Oxford, Ohio

Mr. Courtney Suss, Mosaic Participant, Student Senator, and Undergraduate Student, Business Major, Miami University—Oxford, Ohio

2:30–4:30 p.m.

2:30–4:30 p.m.

**INTERNATIONAL and HAWTHORNE**

Third Floor

**2-HOUR CONCURRENT SESSIONS**

**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 based on white privilege. The presenter will discuss some of his own experiences in exploring his identity as a white person 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 the impact on people of color with regard to individual, cultural, and institutional racism. Strategies for being an effective ally in supporting white people who are trying to “jump”—trying to define an antiracist white identity for themselves in a multicultural society—will be suggested. 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 white persons in their lives who are in the process of forming a new identity.

Mr. William E. Kratt, Coordinator of Leadership and Diversity Programs, California State Polytechnic University—Pomona, California

**Reclaiming Resistance: Working with Complex Opportunities and Barriers to Learning in a Multicultural Classroom**

◆◆ Curricular/Pedagogical Models ◆◆

This session explores successful strategies for working with and even transforming students' resistance (i.e., fear, anger, guilt, ambivalence, confusion, despair, apathy) in classes that directly engage them in learning about race and ethnicity. Qualitative data assessing the experiences of 250 undergraduate students at the University of Michigan were used to

2:30–4:30 p.m.

**BOARD ROOM**

Mezzanine Level

evaluate the effectiveness of student self-reflection methods in a course that fulfills the undergraduate race/ethnicity requirement. The importance of resistance will be considered, specific barriers to learning will be explored, and pedagogical strategies that engage with students' resistance and can even transform it will be illustrated. This session should particularly benefit those who teach, train, or otherwise are concerned with students and/or faculty who are seemingly unable or unwilling to engage in meaningful dialogue on such issues as race, ethnicity, privilege, power, oppression, and positionality.

Ms. Melissa R. Peet, Instructor and Multicultural Curriculum Consultant, School of Social Work and Women's Studies, University of Michigan—Ann Arbor, Michigan  
Dr. Beth Glover Reed, Associate Professor, School of Social Work and Women's Studies, University of Michigan—Ann Arbor, Michigan

2:30–4:30 p.m.

**JACKSON**

Third Floor

For a related session, see Major Workshop 15, on page 17

### **Creating the Community-Oriented Office of Diversity Initiatives: One Model From the University of South Florida**

◆◆ Case Studies/Model Programs ◆◆

This session focuses on the development of the Office of Diversity Initiatives at the University of South Florida, its mission, programs, services, and resources. Major programs such as the Diversity 2000 Planning Program will be highlighted, and issues of organizational structure, staffing, and budget will be discussed. This session should particularly benefit those who are involved in policy making at the institutional level, practitioners who provide direct services to students, those who are interested in organizational issues, and faculty and administrators who are interested in and/or responsible for building community on their campuses.

Mr. Denys S. Blell, Associate Vice President for Diversity Initiatives, University of South Florida—Tampa, Florida

2:30–5:00 p.m.

**BEN HOLLANDER**

Mezzanine Level

### **MAJOR WORKSHOP 32**

#### **Campus Diversity Can be Achieved (If Dedication and Commitment are Brought to Bear)**

This session explores useful approaches and specific strategies to achieve diversity in higher education. 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 the board of trustees' role, the administration's role, the academic department's role, the student recruitment role, and the staff's role in the development of campus diversity. Data gathering; needs assessment; and motivational, organizational, and monitoring strategies will also be discussed.

Mr. Melvin C. Hall, Esquire, Partner, Riggs, Abney, Neal, Turpen, Orbison & Lewis—Oklahoma City, Oklahoma

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

### **MAJOR WORKSHOP 24**

#### **DiversiTEAM Building: Part II—Creating an Effective Interactive Learning Environment**

This session follows-up on DiversiTEAM Building, Part I, and is designed to provide diversity trainers/facilitators with an opportunity to examine the philosophy and benefits of interactive diversity training programs. Participants will be provided with resources to examine key elements of creating an interactive learning environment and with agenda construction criteria. They will examine the objectives and outcomes of exercises presented in Part I, will discuss alternate processing options, and will explore common audience concerns and challenges for these exercises. Small-group brainstorming will be used to create new exercises—so come prepared to share some innovative ideas from your campus! Dress in casual, comfortable clothing, as we will be moving to learn!

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

Part II

2:30–5:30 p.m.

**VENETIAN**

Mezzanine Level

For Part I—Innovative Approaches and Exercises—see page 37

**SATURDAY**



Part II  
2:30–5:30 p.m.  
**BARCLAY**  
Third Floor

## MAJOR WORKSHOP 29

**Power Through Healing: Managing Cross Cultural Discontinuities**  
(For workshop description, see page 44)

2:30–5:30 p.m.  
**CONTINENTAL BALLROOM**  
Mezzanine Level

For an overview of sessions comprising the Institute on Student Leadership and Empowerment, see page 3

For a related session designed for administrators, faculty, and professional staff, see Major Workshop 30 on page 45

### INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT

An 18-part institute designed for students to address issues relating to student leadership and empowerment. A Certificate of Participation will be available with documented attendance at 12 hours of this institute's sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

#### **From Mediocrity to Excellence: Factors Contributing to the Academic Success of AHANA Students at Predominantly White Institutions—A Session for Students**

This is the second of two sessions that focus on factors contributing to the academic success of AHANA students at predominantly white institutions. It will be interactive and participatory and is designed for students, whereas the morning companion session was geared toward administrators, faculty, and professional staff. A video presentation by students highlighting their experiences as academic achievers will be featured, and a student panel will share their experiences.

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

Mr. Larri Mazon, Director, Center for 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

2:30–5:30 p.m.  
**KENTSHIRE**  
Third Floor

For an overview of sessions comprising the Institute on Program Assessment/Evaluation, see page 3

### INSTITUTE ON PROGRAM ASSESSMENT/EVALUATION

A three-part institute designed to provide participants with savvy program assessment/evaluation strategies and skills required for knowledge development, continuous improvement, and accountability compliance. Given ever-increasing demands for accountability compliance, this institute is grounded in the reality that program assessment is both a technical and a political process. 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.

#### **PART II—Creating a Bridge Between Assessment Theory and Practice**

This session allows participants to work with a set of probing questions and guidelines for conducting effective program assessment. This information is designed to assist them in focusing on key elements needed to move beyond simplistic program description to critically reflective program assessment. This session will help to create a bridge to assessment practice and will give participants a head start in thinking about their work in the assessment practicum that constitutes the final session of this institute.

Dr. Hazel Symonette, Senior Administrative Program Specialist, Office of Quality Improvement, University of Wisconsin—Madison, Wisconsin

2:30–5:30 p.m.  
**GENERAL MOORMAN**  
Mezzanine Level

For an overview of practicum sessions, see page 4

For a related session, see Major Workshop 2 on page 8

### **PRACTICUM**

#### **Creating Multicultural Text and Graphics—Make It Happen!**

This “hands-on” session introduces participants to the elements of multimedia and how it can be used to address a wide diversity of learning styles. Using the 4MAT system for identifying adult learning styles, participants will identify their own learning styles and will create a multimedia program that incorporates text, graphics, and audio and is designed to meet the needs of multiple learning styles. No prior computer knowledge is required, and participants will receive a computer program that introduces the basics of multimedia.

Ms. Leslie D. Edwards, Adjunct Biology Teacher, Community College of Denver, and Multimedia Learning Specialist—Denver, Colorado

2:30–5:30 p.m.  
**LANSLOWNE**  
Third Floor

For an overview of documentary film screenings, see page 4

### **DOCUMENTARY FILM SCREENING AND DISCUSSION**

#### **BLUE-EYED**

This session features the 1996 documentary film, BLUE EYED, in which anti-racism trainer Jane Elliott demonstrates an exercise that divides a mixed-race group of adults according to eye color and gives the groups differential treatment. Participants will view the film in its entirety and will be guided through an interactive exercise and discussion. Strengths and limitations of this film for anti-racism work will be discussed.

~~Dr. Carmen Braun Williams, Assistant Professor, Counseling Psychology and Counselor Education, University of Colorado—Denver, Colorado~~

~~2:30–5:30 p.m.~~

*Parker Johnson*

2:30–5:30 p.m.

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

2:30–5:30 p.m.  
**MEMPHIS BALLROOM C**  
Mezzanine Level

For related sessions, see pages 11 and 69

#### **Cultural Centers on College Campuses: A Model for Long-Range Planning**

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

This session introduces the Cultural Center Establishment and Growth Model for developing and implementing an effective cultural center. Drawing from the collective experience of cultural centers currently in place throughout California’s two- and four-year public and private institutions, this model extends beyond multicultural programming to assessment, development, implementation, and strategic planning. Presenters will explore this step-by-step process and discuss critical questions that apply at each juncture. This session should particularly benefit those who seek to establish a cultural center, as well as those who are currently involved in the ongoing work of such a center.

Ms. Carrie Afuso, Coordinator, Cross-Cultural Center, Pasadena City College—Pasadena, California

Ms. Corina A. Espinoza, Director, Cross-Cultural Center, University of California—Irvine, California

Ms. Winnie LaNier, Director, Cross-Cultural Center, University of California—Davis, California

Mr. Ray Murillo, Assistant Dean of Student Affairs, School of Business, California State University—Fullerton, California

Dr. James S. Saucedo, Director, Multicultural Center, California State University—Long Beach, California

Ms. Edwina F. Welch, Director, Cross-Cultural Center, University of California—San Diego—La Jolla, California

2:30–5:30 p.m.  
**AUBURN**  
Third Floor

### **Diversity Training for Student Leaders at the Nation's Most Diverse University—Rutgers-Newark**

◆◆ Case Studies/Model Programs ◆◆

This session reports on successes in enhancing the quality of campus life at the institution ranked by *U.S. News and World Report* for the past two years as the most diversified national university in the United States—Rutgers-Newark. Presenters will offer a model diversity training program designed for teaching assistants and graduate student leaders who serve as residence counselors. The role of the newly established Institute on Ethnicity, Culture, and the Modern Experience will be discussed, and input from participants regarding what seems to be working at their home institutions will be encouraged. This session should particularly benefit those who seek to enhance diversity training and campus life in support of increased diversity.

Dr. James W. Credle, Assistant Dean for Multicultural Student Affairs, Rutgers The State University of New Jersey—Newark, New Jersey

Dr. Sunday L. DiPalma, Assistant Professor, Department of Social Work, Rutgers The State University of New Jersey—Newark, New Jersey

Dr. Phylis J. Peterman, Chairperson, Department of Social Work, Rutgers The State University of New Jersey—Newark, New Jersey

Dr. Clement Alexander Price, Professor, Department of History, Rutgers The State University of New Jersey—Newark, New Jersey

### **MAJOR WORKSHOP 26**

#### **White Privilege: Moving to a Deeper Understanding**

(For workshop description, see page 42)

Part II  
2:30–6:00 p.m.  
**HERNANDO DE SOTO**  
Mezzanine Level

For a related session, see Major Workshop 1 on page 8

### **MAJOR WORKSHOP 27**

#### **Gender and Culture**

(For workshop description, see page 42)

Part II  
2:30–6:00 p.m.  
**LOUIS XVI**  
Mezzanine Level

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

#### **A Trilogy: Age, Race, and Prejudice**

◆◆ Interactive Training ◆◆

This session is designed to explore personal attitudes concerning cultural diversity, ethnicity, race, age, and gender; to establish a foundation for conceptualizing and defining diversity; and to assist participants in analyzing their own feelings, attitudes, and predispositions concerning gender, the elderly, and cultural and racial minorities. Participants will engage in exercises to identify strengths and weaknesses in their personal knowledge and attitudes concerning aging and race, and film segments questioning skin color as an indication of race and ethnicity will be shown. This session should particularly benefit those who are involved in academic settings, counselors who work with individuals and families, and those in supervisory levels in the public and private sectors.

Dr. Chalon E. Anderson, Associate Professor, Department of Psychology, University of Central Oklahoma—Edmond, Oklahoma

4:00–5:15 p.m.  
4:00–5:15 p.m.  
**COCKRELL**  
Mezzanine Level

4:00–5:15 p.m.  
**BRINKLEY**  
Mezzanine Level

**An Examination of African American and European American College Students' Views on Discussing Issues of Diversity in the Classroom: Implications for a Diversity Training Program for Faculty**

◆◆ Research/Assessment/Evaluation ◆◆

This session describes the use of focus groups to gather valuable information on students' perceptions and attitudes about discussing issues of diversity in the classroom. Study findings will be highlighted and their implications for a diversity-training program for faculty will be explored. This session should particularly benefit those who are interested in diversity training programs for faculty at post-secondary institutions.

Ms. Monique M. Chism, Assistant Director, Minority Student Services, Central Michigan University—Mount Pleasant, Michigan

4:00–5:15 p.m.  
**ALONZO LOCKE**  
Mezzanine Level

**A Higher Education Approach to Expanding the Cultural Consciousness of Teachers in Rural American Indian Communities**

◆◆ Case Studies/Model Programs ◆◆

This session highlights a model program for changing stereotyping behaviors of teachers toward American Indians, with implications for other professions, service personnel, and the general population. Implemented at Northeastern State University, an institution with historic ties to the Cherokee Nation educational system of the Indian Territory period, the Rural Education Academic Leadership Program is designed to expand educational access and success by American Indians, rural and small school populations, economically disadvantaged, and learners whose cultural diversity includes bilingualism. The presenter will discuss the program's curricular approach and innovative pedagogy. This session should particularly benefit professionals and practitioners who plan to work in multicultural or American Indian communities and should interest those who seek a deeper understanding of cultural issues of northeastern Oklahoma tribes.

Dr. Phyllis Fife, Assistant Professor, Education and Native American Studies, Northeastern State University—Tahlequah, Oklahoma

5:15–7:00 p.m.  
**MEMPHIS BALLROOM  
A and B**  
Mezzanine Level

Gallery Print Exhibition and  
Signing 5:15–7:00 p.m.

Slide Lecture  
5:30–6:30 p.m.

**GALLERY PRINT EXHIBITION AND SLIDE LECTURE**



**Reflections in History Out of The Civil Rights Movement:**

**American Transitions—1955–1968:** A gallery print exhibition and signing and slide lecture by Ernest C. Withers, photographer, historian, and photojournalist. While Withers' collections of photographs of Memphis blues musicians and of the Negro Baseball Leagues are legendary, he is best known for his photographic record of The Civil Rights Movement in the south during the 1950s and '60s. No other photographer created as complete a document of this movement as did Ernest Withers, who saw his work as a contribution to the movement for social

change and his role as that of social documentarian. In 1995, a building in Memphis' Beale Street Historic District was dedicated and named in his honor, and he was inducted into the Black Press Hall of Fame in 1988. Known affectionately as the "walking history book," Withers has exhibitions in numerous galleries, including Boston's Panopticon Gallery, The Massachusetts College of Art, and the Howard Greenberg Gallery, in New York City. His works are housed in numerous collections, including Schomberg Center, in New York City, and the Smithsonian Institution and the National Portrait Gallery, in Washington, D.C.

5:30–7:30 p.m.

**THE MEMPHIS NEIGHBORHOOD EXPERIENCE III**

(For tour description and departure information, see page 5)

8:00–10:00 p.m.

**INFORMAL MEETINGS AND ETHNIC GROUP NETWORKING SESSIONS**

For description and scheduling,  
see page 21

10:00 p.m.–1:00 a.m.

**CONTINENTAL BALLROOM**

Mezzanine Level

**JDOTT-SPONSORED WELCOMING DANCE**

Enjoy an evening of DJ-hosted music and dance sponsored by the John D. O'Bryant National Think Tank for Black Professionals in Higher Education on Predominantly White Campuses (JDOTT), a national association that has developed through the efforts of members of NCORE's African American Networking Group.



## DAY AT A GLANCE ■ SUNDAY, JUNE 6

**8:00–8:30 a.m.**

- GREETING THE NEW DAY

**9:00–11:00 a.m.**

### INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT

- Leadership for the New Millennium: Hispanics, Chicanos, or Latinos?
- Native Americans 101: Things You Always Wanted to Know, But Were Afraid to Ask
- Student Identity and Retention: Moving Beyond Good Intentions for Successful Outcomes
- Black Students' Perceptions of Factors Related to Their Academic and Social Success in a Predominantly White, Private Catholic Undergraduate Nursing Program

**9:00 a.m.–noon**

- Major Workshop 33: Redefining Merit in the Post-Affirmative Action Environment
- Major Workshop 34: Straight Talk About Multiracial Students and Identity
- Major Workshop 35: Advanced Organizational Change—Part I
- Major Workshop 36: Motivating People From Dominant Groups to Support Social Justice Efforts
- Major Workshop 37: Building and Defending Ethnic Studies
- PRACTICUM: Challenging Diversity Design Problems
- Different, not Deficient
  - Part 1: Language Bias and Linguistic Truths About Nonstandard English Dialects
  - Part 2: Teaching Standard English to Nonstandard English Speakers
- How to Move the Latino Agenda Forward in Your Institution: Strategies to Assist Non-Latino Administrators in Working with Latino/a Students
- Bridging the Conceptual Gap: Simulation Games and Application Exercises for Teaching Race and Ethnicity
- *The Color of Fear*
- A Campus of Difference—An Anti-Bias and Diversity Training Program of the Anti-Defamation League's A World of Difference Institute

**10:00 a.m.–noon**

- Major Workshop 38: Changing Paths: Intricacies of Living Between Indian, Pakistani, and American Cultures

**10:00 a.m.–7:00 p.m.**

- EXHIBITOR SHOWCASE AND RESOURCE CENTER

**10:45 a.m.–noon**

- Culturally Responsive Leadership: Battling the Culture Wars in Higher Education
- The Undergraduate Research Opportunity Program: Involving Undergraduates in the University's Research Mission
- Lessons Learned and Visions Forged Through Curricular Innovation at a Small, Predominantly White Liberal Arts College

**11:00 a.m.–3:00 p.m.**

### INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT

- Music and the Mirror: Diversity Training Through Sound and Self-Reflection

noon–3:00 p.m.

- Major Workshop 5: Minorities Face to Face Dialogue: Working Together to Solve Common Problems—Advanced Workshop
- Major Workshop 39: Afrocentrism and its Implications for the Development of African American College Students

INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT

- Students Organizing for Action: Culturally Centered Leadership in a New Millennium

INSTITUTE ON PROGRAM ASSESSMENT/EVALUATION

- Part III—Assessment Practicum: Doing the Right Thing Right

- PRACTICUM: Using Animation to Infuse Ethnic Perspectives—Make It Happen!

1:00–3:00 p.m.

- Major Workshop 35: Advanced Organizational Change—Part II
- Major Workshop 40: Test of Affirmative Action Knowledge: A Tool to Counter Misinformation and Stimulate Dialogue
- Major Workshop 41: Are Asian Americans Becoming Honorary Whites?
- *DOCUMENTARY FILM SCREENING AND DISCUSSION*  
A Question of Color
- How Do Latinos Fit Into the Multicultural Model?
- Toward a Holistic Approach to Recruiting, Educating, and Graduating Students of Color at Post-Secondary Institutions
- Creating Cultural Competence: A Model for Producing Institutional Change
- Prophets in Our Own Land: Using Faculty and Student Focus Groups to Address Issues of Race and Gender in the Classroom
- Hand-Me-Down Picture of America: The Y2K Identity Crisis in the United States
- Building Community Through Technology: Using a Distance-Learning Team to Teach Diversity
- The Mosaic Program: A Model for Diversity Seminars and a Focused Learning Community for First-Year Students
- Teaching About Racism and Oppression with International Students

2:00–3:00 p.m.

- Major Workshop 42: How to Submit a Winning NCORE Proposal

3:30–5:30 p.m.

- PERFORMANCE: PRAISE THE LORD AND RAISE THE ROOF

6:00–8:00 p.m.

- The John D. O'Bryant National Think Tank for Black Professionals in Higher Education on Predominantly White Campuses (JDOTT) National Summit Meeting

8:00–10:00 p.m.

- INFORMAL MEETINGS AND ETHNIC GROUP NETWORKING SESSIONS

8:30–10:30 p.m.

- ENTERTAINMENT SHOWCASE

**SUNDAY, JUNE 6, 1999**

8:00–8:30 a.m.  
**MEMPHIS BALLROOM C**  
Mezzanine Level

**GREETING THE NEW DAY**

Hosted by the American Indian Networking Group, this event features a brief ceremony to welcome the new day.

9:00–11:00 a.m.  
**FOREST**  
Mezzanine Level

For an overview of sessions comprising the Institute on Student Leadership and Empowerment, see page 3

**INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT**

An 18-part institute designed for students to address issues relating to student leadership and empowerment. A Certificate of Participation will be available with documented attendance at 12 hours of this institute's sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

**Leadership for the New Millennium: Hispanics, Chicanos, or Latinos?**

This session offers insight into Latino/a student development using the Minority Identity Development Model as a basis for addressing ethnic identity development. Presenters will provide a historical overview of Latino immigration patterns, educational attainment, demographic shifts, and counseling issues, and a training piece will examine how we can work with Latino/a student leaders to build coalitions despite differences in ethnic labels, region, and consciousness levels. Activities, initiatives, and programs for recruiting and retaining Latino/a students will be identified, and challenges and obstacles to building greater community and collaboration in addressing the needs of Latino/a students will be explored. This session should particularly benefit administrators and students who seek to develop welcoming campus environments for Latino/a students.

Ms. Genoveva Aguilar, United Front Co-Spokesperson and Special Projects Coordinator, United Front Multicultural Center, University of San Diego—San Diego, California

Mr. Juan Carlos Astorga, Assistant Director, Cross Cultural Center, University of California, San Diego—La Jolla, California

Ms. Guadalupe R. Corona, Assistant Director of Student Activities and Staff, United Front Multicultural Center, University of San Diego—San Diego, California

9:00–11:00 a.m.

**2-HOUR CONCURRENT SESSIONS**

9:00–11:00 a.m.  
**COCKRELL**  
Mezzanine Level

**Native Americans 101: Things You Always Wanted to Know, But Were Afraid to Ask**

◆◆ Interactive Training ◆◆

This session is designed to help dispel deeply ingrained myths, misinformation, and stereotypes about Native Americans and to enhance understanding of Native American students and the key issues they face in higher education. It should particularly benefit those who work in student services, recruitment, and retention, as well as those who are interested in the success of Native American students.

Ms. Susan M. Hill, Coordinator, Native American Student Services, and Instructor, Native American Studies, Buffalo State College—Buffalo, New York

9:00–11:00 a.m.  
**GALAXIE**  
Third Floor

**Student Identity and Retention: Moving Beyond Good Intentions for Successful Outcomes**

◆◆ Interactive Training ◆◆

This session is designed to explore models of identity among students of color, consider applications and implications for retention planning, and recommend practical retention strategies that are compatible with student identity development stages. While African

and African American students are the focus of this session, the information provided has application to other students of color and nontraditional student groups. Faculty, student personnel officers, and administrators should particularly benefit from this discussion.

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

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

9:00–11:00 a.m.  
**AUBURN**  
Third Floor

### **Black Students' Perceptions of Factors Related to Their Academic and Social Success in a Predominantly White, Private Catholic Undergraduate Nursing Program**

◆◆ Research/Assessment/Evaluation ◆◆

This session reports on a study to identify teaching strategies to assist underachieving minority students in a nursing program within a small, private Catholic college. Information on the study's methodology, results, and implications will be provided. Teaching behaviors that enhance minority student learning and promote positive interaction between culturally diverse students will be identified, and there will be an opportunity to develop effective strategies for working with culturally diverse students. This session should particularly benefit educators and counselors of culturally diverse students, as well as those who seek to foster positive working relationships between culturally diverse populations.

Dr. Gloria Kersey-Matusiak, Assistant Professor of Nursing, Holy Family College—Philadelphia, Pennsylvania

9:00 a.m.–noon  
**LOUIS XVI**  
Mezzanine Level

### **MAJOR WORKSHOP 33**

#### **Redefining Merit in the Post-Affirmative Action Environment**

Recent political, legislative, and judicial assaults on affirmative action have forced major public universities in several states—most notably Texas, California, and Washington—to abolish affirmative action in the admissions process for underrepresented minority students. This session explores what has gone wrong and suggests workable strategies for redefining merit and achieving student-body diversity without affirmative action.

Dr. L. Ling-chi Wang, Chair, Department of Ethnic Studies, University of California—Berkeley, California

9:00 a.m.–noon  
**LANSDOWNE**  
Third Floor

### **MAJOR WORKSHOP 34**

#### **Straight Talk About Multiracial Students and Identity**

This interactive session is designed to explore issues related to multiracial students and to create an environment where participants can speak openly about their thoughts, ideas, and concerns related to this often emotionally charged and increasingly important topic. Participants will explore questions and concerns about multiracial issues, models for understanding the experience of multiracial students, and the impact of participant's attitudes and assumptions about multiracial people on their ability to work effectively with multiracial students and colleagues. An assessment instrument for creating a more inclusive campus for multiracial students will be presented, and specific strategies for addressing multiracial issues on campus will be discussed.

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

Part I  
9:00 a.m.—noon  
**HERNANDO DE SOTO**  
Mezzanine Level

Part II continues 1:00–3:00 p.m.

9:00 a.m.—noon  
**VENETIAN**  
Mezzanine Level

9:00 a.m.—noon  
**BARCLAY**  
Third Floor

For a related session, see Major workshop 28 on page 44

### MAJOR WORKSHOP 35

#### **Advanced Organizational Change**

Because colleges and universities were built—at least in part—to be impervious to change, those of us who involve ourselves in changing these institutions must be sophisticated and knowledgeable in our efforts. This session examines key change tools to assist us in our efforts to effect institutional change: assessing organization type so that change approaches and strategies best fit, implementing a change model in situations where there is no leadership at the top, recognizing and dealing with resistance, and creating change in predominantly white institutions that have the rhetoric but do not take meaningful action. The session is designed for those who have a good working knowledge of organizational change, and no time will be spent covering basic change information.

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

### MAJOR WORKSHOP 36

#### **Motivating People From Dominant Groups to Support Social Justice Efforts**

This session addresses factors that motivate people from dominant groups to support social change efforts. We will particularly explore the use of self-interest, empathy, and moral values, and will consider how to assess and speak to the concerns of individuals in order to increase our effectiveness in promoting social justice. Specific strategies for curriculum development, program planning, and institutional change will be addressed, and participants will have the opportunity to apply these approaches to their own situations.

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

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

### MAJOR WORKSHOP 37

#### **Building and Defending Ethnic Studies**

After dismantling affirmative action statewide, University of California Regent Ward Connerly has turned his attention to ethnic studies. With advance notice of the assault, how should ethnic studies faculty, students, allies, and other supporters conceptualize, create, and build local and national strategies to defend ethnic studies? This session will highlight the history, mission, goals, challenges, successes, and great diversity of ethnic studies programs and departments across the country; discuss the backlash against ethnic studies within the context of contemporary “cultural wars” on U.S. campuses and in the popular media; and assist participants to build a strategy for defending ethnic studies that can be taken home, refined, and adapted to the local conditions and culture of their campuses.

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



9:00 a.m.–noon  
**MEMPHIS BALLROOM A**  
Mezzanine Level

For an overview of practicum sessions, see page 4

For related sessions, see the Institute for Diversity Trainers on page 4

9:00 a.m.–noon

9:00 a.m.–noon  
**MEMPHIS BALLROOM B**  
Mezzanine Level

9:00 a.m.–noon  
**MEMPHIS BALLROOM C**  
Mezzanine Level

## PRACTICUM

### Challenging Diversity Design Problems

This session is designed for persons who have completed the Institute for Diversity Trainers at NCORE '99 or past conferences and seek an opportunity to grapple with difficult questions about designing and delivering diversity training. No time will be spent on basic adult learning theory, and it will be assumed that participants are familiar with the levels of depth in the cognitive, affective, and skills-building (or psychomotor) learning domains. Participants will be assisted in examining situations in which questions of how, when, for whom—or even whether training is appropriate—need to be raised. When and how dominant culture persons can use their positions to strengthen the learning process will also be addressed.

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

## 3-HOUR CONCURRENT SESSIONS

### Different, Not Deficient

#### Part 1: Language Bias and Linguistic Truths About Nonstandard English Dialects

#### Part 2: Teaching Standard English to Nonstandard English Speakers

#### ◆◆ Interactive Training ◆◆

This session simulates a college-level, bi-dialectic standard English-acquisition course. Through discussions and demonstrations, participants will learn that standard and nonstandard speakers learn their rules early in infancy and read, write, and test the way they speak; that we must teach systematic acquisition of oral standard English before we expect usage; the harmful effects of random correction; and how to teach nonstandard English-speakers to switch situationally into oral and written standard English. This session should particularly benefit instructors in education, speech, radio/television, English, theater, or business; pre-K-12 teachers; those who set policy for curricula, standardized testing, special education referrals, and staff development; and adults who seek to model standard English for children and/or use it to enhance their own professional opportunities.

Ms. Mary I. Berger, Executive Director, The Speak Standard, Too Institute, and Instructor, Columbia University—Chicago, Illinois

Mr. Jerry A. Knight, Director of Operations, The Speak Standard, Too Institute, and Coordinator, Troops to Teachers, Mississippi Department of Education—Raymond, Mississippi

### How to Move the Latino Agenda Forward in Your Institution: Strategies to Assist Non-Latino Administrators in Working with Latino/a Students

#### ◆◆ Interactive Training ◆◆

This session is designed to assist non-Latino administrators in exploring strategies for dealing effectively with increasing numbers of Latinos/as on their campuses. It will explore potential resources, role models, and support services to assist Latino/a students; provide firsthand experience from Latino/a administrators; and suggest techniques and skills to advocate for and facilitate the higher education experience of Latino/a students. Small-group work will pair Latino/a administrators with non-Latino administrators to explore current issues, and outcomes applicable to the Latino community at participants' institutions will be discussed. This session should particularly benefit non-Latino administrators who seek techniques and skills for assisting Latino/a students at their institutions.

Dr. Rosa Cintrón, Assistant Professor, Department of Educational Leadership and Policy Studies, The University of Oklahoma—Norman, Oklahoma

Ms. Anna Maria Cobo, Assistant Dean/Director, Intercultural Center, Swarthmore College—Swarthmore, Pennsylvania

Mr. Larry Garza Medina, Assistant Director, Center for Student Life, The University of Oklahoma—Norman, Oklahoma  
Mr. Ray Murillo, Assistant Dean of Student Affairs, School of Business, California State University—Fullerton, California  
Mr. Eduardo Sanchez, Assistant Director, Office of Minority Affairs/Multicultural Center, Grand Valley State University—Allendale, Michigan  
Dr. Henry E. Villanueva, Executive Director, Student Academic Services, California State University—Hayward, California

9:00 a.m.—noon  
**CONTINENTAL BALLROOM**  
Mezzanine Level

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

◆◆ Interactive Training ◆◆

This session provides educators with learning tools for teaching and exploring race and ethnicity. Through a simulation game called BAFA BAFA and discussion of other simulation games such as STAR POWER and a game called DOM PAS: EXPERIENCING RACIAL OPPRESSION THROUGH THE SOUTH AFRICAN EXAMPLE, the need to supplement required readings with classroom exercises to facilitate the learning process will be demonstrated. Additionally, other types of classroom and homework assignments that illustrate the dynamics of racial/ethnic diversity will be discussed. 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 Riva Donaldson, Associate Professor, Sociology, Richard Stockton College of New Jersey—Pomona, New Jersey

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

9:00 a.m.—noon  
**BRINKLEY**  
Mezzanine Level

**THE COLOR OF FEAR**

◆◆ Interactive Training ◆◆

This session features the award-winning film *THE COLOR OF FEAR*, a groundbreaking film that encourages individuals to confront and walk through their fears regarding race and has been well received throughout the country. Providing some of the most powerful testimonials on racism ever conveyed on film, *THE COLOR OF FEAR* will serve as a springboard for examining strategies to create multicultural models in our institutions. Participants will be assisted in processing the film and guided through interactive exercises in a safe and trusting environment where they can share painful experiences dealing with racism. This session will particularly benefit managers, trainers, administrators, faculty, students, and law enforcement personnel who seek to expand their understanding of race and racism. Participants must be willing to commit to the three-hour session.

Mr. Dennard K. Clendenin, Diversity Trainer/Consultant, Dennard Clendenin & Associates—San Diego, California

9:00 a.m.—noon  
**BEN HOLLANDER**  
Mezzanine Level

**A CAMPUS OF DIFFERENCE—An Anti-Bias and Diversity Training Program of the Anti-Defamation League's A WORLD OF DIFFERENCE Institute**

◆◆ Interactive Training ◆◆

This hands-on session focuses on A CAMPUS OF DIFFERENCE, a highly adaptive and interactive national anti-bias and diversity training program created by the Anti-Defamation League to work with college campuses. The session will incorporate experiential exercises, explore cultural identity and diversity, and encourage proactive involvement in campus coalition building. It should particularly benefit those who seek to create campus opportunities for persons with diverse backgrounds and different life experiences to know one another more deeply and to develop mutual understanding and respect.

Mr. Douglas G. Cureton, Consultant and Facilitator, Anti-Defamation League's A WORLD OF DIFFERENCE Institute—Los Angeles, California

10:00 a.m.–noon  
**JACKSON**  
Third Floor

### MAJOR WORKSHOP 38

#### **Changing Paths: Intricacies of Living Between Indian, Pakistani, and American Cultures**

This session explores challenges faced by American- and foreign-born Indians and Pakistanis who live in the United States. While this population is one of the nation's fastest growing communities, little is known about them and their struggle to balance the Indian, Pakistani, and American cultures. Within this context of acculturation, presenters will provide essential background and demographic information, as well as information on religion, culture, family dynamics, assimilation, arranged marriage, interracial unions, and unique issues South Asians face within the context of racial/ethnic stereotypes. Participants will be encouraged to share their experiences as members of the South Asian community or as persons with shared experience with this community.

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

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

10:00 a.m.–7:00 p.m.  
**FOYER AREA**  
Mezzanine Level

### EXHIBITOR SHOWCASE AND RESOURCE CENTER

(Open daily from 10:00 a.m.–7:00 p.m. through Monday, June 7)

10:45 a.m.–noon

### 75-MINUTE CONCURRENT SESSIONS

10:45 a.m.–noon  
**KENTSHIRE**  
Third Floor

#### **Culturally Responsive Leadership: Battling the Culture Wars in Higher Education**

##### ◆◆ Theoretical Models ◆◆

This session focuses on a leadership model that stems from emerging research on culturally responsive/relevant pedagogy. The session's major thrust will be to identify culturally relevant practices that impact higher education leadership. Definitions and research in culturally relevant pedagogy and leadership will be presented in an effort to provide lessons from higher education leaders with culturally responsive leadership styles. This session should benefit both young professionals who aspire to higher education leadership roles and seasoned academic leaders who seek to better understand and clarify the culturally relevant themes of their leadership styles.

Dr. Bernard Oliver, Dean, Kauffman/Missouri Endowed Chair, School of Education, University of Missouri—Kansas City, Missouri

10:45 a.m.–noon  
**BOARD ROOM**  
Mezzanine Level

#### **The Undergraduate Research Opportunity Program: Involving Undergraduates in the University's Research Mission**

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

This session highlights the Undergraduate Research Opportunity Program (UROP), originally developed in 1988 to increase the retention and improve the academic performance of underrepresented, lower-division minority students at the University of Michigan. The program engages students in research activities; fosters an interest in research-related and academic careers; and provides academic support services, extensive peer advising, and research symposia and seminars in which students discuss academic research, their UROP projects, and academic and noncurricular preparation for academic and professional careers. This session should particularly benefit those who seek to develop an undergraduate research program at their home institutions.

Ms. Angela M. Locks, Summer Biomedical/General Electric Fellowship Programs Coordinator and Program Associate, Undergraduate Research Opportunity Program, University of Michigan—Ann Arbor, Michigan

For a related session,  
see page 79

10:45 a.m.–noon  
**ALONZO LOCKE**  
Mezzanine Level

### **Lessons Learned and Visions Forged Through Curricular Innovation at a Small, Predominantly White Liberal Arts College**

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

This session provides an interdisciplinary model for the study of diversity issues and offers a curricular transformation process that included collaboration and consensus building across a variety of campus constituencies. Presenters will describe events leading to a proposal for an intercultural studies minor and introductory course, examine controversies and philosophical issues that emerged, indicate student and instructor assessment of the course, share lessons learned, and report on the current status of the minor and course proposal. This session should particularly benefit both those involved/interested in curricular transformation focused on diversity issues and those interested in interdisciplinary work.

Ms. Kathryn Anne Cousino, Undergraduate Student, Management Information Systems and Business, Saint Mary's College—Notre Dame, Indiana

Ms. Stacy L. Davis, Undergraduate Student, Political Science and Secondary Education, Saint Mary's College—Notre Dame, Indiana

Ms. Mana Derakhshani, Associate Professor, French, Saint Mary's College—Notre Dame, Indiana

Ms. Julie A. Storme, Associate Professor, French, and Intercultural Studies Coordinator, Saint Mary's College—Notre Dame, Indiana

11:00 a.m.–3:00 p.m.  
**INTERNATIONAL and  
HAWTHORNE**  
Third Floor

For an overview of sessions comprising the Institute on Student Leadership and Empowerment, see page 3

#### **INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT**

An 18-part institute designed for students to address issues relating to student leadership and empowerment. A Certificate of Participation will be available with documented attendance at 12 hours of this institute's sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

#### **Music and the Mirror: Diversity Training Through Sound and Self-Reflection**

This innovative, experiential session allows participants to take an inventory of their cultural histories and is centered around two interwoven themes—music-making and the paradigm of privilege. As music tends to be a mirror of cultural norms, reflecting both beliefs and values, drumming will be incorporated to create an active way to explore community life. The paradigm of privilege will be used to allow participants to reflect on their experiences in a positive manner without feeling guilt or shame for what they have received from society. This session is designed to facilitate participants' awareness of their personal journeys in an increasing multicultural world and should particularly benefit faculty and staff who work in student affairs and those who seek to learn more about themselves in a creative format.

Dr. Mark S. Benn, Assistant Professor, University Counseling Center, Colorado State University—Fort Collins, Colorado

Ms. Christine K. Stevens, Social Worker and Music Therapist, Lutheran Family Services, and Drum Circle Facilitator, Upbeat Drum Circles—Fort Collins, Colorado

noon–3:00 p.m.  
**FOREST**  
Mezzanine Level

For Introductory Workshop, see page 9

If you have concerns about your knowledge base, attendance at the introductory session is recommended

#### **MAJOR WORKSHOP 5**

#### **Minorities Face to Face Dialogue: Working Together to Solve Common Problems—Advanced Workshop**

This session is designed for those who attended the Minorities Face to Face Dialogue at NCORE '99, attended the comparable session at NCORE '98, or are currently actively working on their campuses to improve communication between folks of color. It assumes a commensurate level of skill, awareness, and involvement, and no time will be taken to inform those who lack this level of exposure. The session will allow participants to share experiences and reactions to specific exercises/topics and will focus on perceptions, experiences, and realities as related to working and interacting with others.

**SUNDAY**

of minority status. Ideas for problem solving from a pluralistic perspective will be generated that participants can take to their home communities/campuses, and participants will be encouraged to maintain communication between NCORE meetings.

Ms. Babette Connor, Consultant, *Move Ahead*—Laguna Beach, California

Dr. Michael E. Connor, Professor, Psychology Department, California State University—Long Beach, California

noon–3:00 p.m.

**GALAXIE**

Third Floor

### MAJOR WORKSHOP 39

#### **Afrocentrism and Its Implications for the Development of African American College Students**

Few developing Black community leaders have access to developmental programs that are culturally relevant and most leave their college experience with no opportunity for education that is grounded in the history and psychology of people of African descent. This session offers an Afrocentric student development model for program development and problem/crisis intervention as an approach to addressing culturally appropriate cognitive and affective learning for African American college students. We will share and discuss definitions and approaches toward Afrocentric student development, working models, selected teaching/learning modules, and related developmental programs and activities.

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

noon–3:00 p.m.

**AUBURN**

Third Floor

For an overview of sessions comprising the Institute on Student Leadership and Empowerment, see page 3

#### **INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT**

An 18-part institute designed for students to address issues relating to student leadership and empowerment. A Certificate of Participation will be available with documented attendance at 12 hours of this institute's sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

#### **Students Organizing for Action: Culturally Centered Leadership in a New Millennium**

This session explores proven culturally centered and nonviolent strategies that engage students of color and their organizations in campus activism. It has three component parts: (1) a focus on internal group dynamics, i.e., overcoming apathy, managing workloads, membership wellness, intragroup diversity, consensus building, and centering the membership and the organization; (2) a focus on external campus concerns, i.e., coalition building, working with the administration, utilizing key faculty members, creating action plans, and developing movements; and (3) a small-group component, in which students will work in focus groups on singular issues to develop concrete approaches, sound solutions, and recommendations. This session should particularly benefit students who seek proven strategies for building coalitions, running effective student organizations, and responding to and/or engaging with campus administrators.

Mr. Timothy E. Sams, Assistant Dean and Director of the Black Cultural Center, Swarthmore College—Swarthmore, Pennsylvania



noon–3:00 p.m.

**COCKRELL**

Mezzanine Level

For an overview of sessions comprising the Institute on Program Assessment/Evaluation, see page 3

**This session also serves as one of six practicums and is open to those with a working knowledge of program assessment**

For an overview of practicum sessions, see page 4

noon–3:00 p.m.

**GENERAL MOORMAN**

Mezzanine Level

For an overview of practicum sessions, see page 4

For a related session, see Major Workshop 2 on page 8

Part II

1:00–3:00 p.m.

**HERNANDO DE SOTO**

Mezzanine Level

1:00–3:00 p.m.

**BEN HOLLANDER**

Mezzanine Level

**INSTITUTE ON PROGRAM ASSESSMENT/EVALUATION**

A three-part institute designed to provide participants with savvy program assessment/evaluation strategies and skills required for knowledge development, continuous improvement, and accountability compliance. Given ever-increasing demands for accountability compliance, this institute is grounded in the reality that program assessment is both a technical and a political process. 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.

**PART III—Assessment Practicum: Doing the Right Thing Right**

This session is designed as an intensive interactive, skills-building working session for persons who have completed the first two institute sessions or for those who have a working knowledge of program assessment/evaluation. No time will be spent on basic concepts. Stimulated by probing assessment-savvy questions and worksheets, participants will work in small and large groups to apply participant-centered concepts and models. Levels of specificity for working groups will depend on the mix of programs represented. Participants will be encouraged to map out the shape and pacing of their programs' developmental trajectories, and the practicum will end with a "what will I do— or do differently—on Monday" group brainstorming exercise and a focus on how to incorporate assessment smoothly and effectively into the service delivery process.

Dr. Hazel Symonette, Senior Administrative Program Specialist, Office of Quality Improvement, University of Wisconsin—Madison, Wisconsin

**PRACTICUM**

**Using Animation to Infuse Ethnic Perspectives—Make It Happen!**

This hands-on session focuses on animation as a technique for infusing ethnic perspectives into the curriculum and will assist participants to create their own computer animation for a course that needs the infusion of ethnic perspectives. Participants are urged to bring a textbook or other curriculum resource from one of their courses and will receive a disk with a sample Web animation and a packet of multicultural educational technology resources. No prior computer knowledge is required.

Ms. Leslie D. Edwards, Adjunct Biology Teacher, Community College of Denver, and Multimedia Learning Specialist—Denver, Colorado

**MAJOR WORKSHOP 35**

**Advanced Organizational Change**

(For workshop description, see page 62)

**MAJOR WORKSHOP 40**

**Test of Affirmative Action Knowledge: A Tool to Counter Misinformation and Stimulate Dialogue**

Back by popular demand, this session focuses on a creative way to convey knowledge about affirmative action. The 14-item Test of Affirmative Action Knowledge is a multiple choice test with empirically verifiable correct and incorrect answers. The goal of the test is to teach students, faculty, staff and/or community members accurate information about affirmative action in an interactive way, thereby providing an essential framework for informed political and philosophical discussion. Participants will learn how to administer the test and use it to stimulate discussion, and annotated correct answers will be provided.

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

1:00-3:00 p.m.  
**BRINKLEY**  
Mezzanine Level

### MAJOR WORKSHOP 41

#### Are Asian Americans Becoming Honorary Whites?

This session provides an update on the state of Asian America as we end the century and approach the next millennium and offers a critical analysis of the relationships between Asian Americans and White America and between Asian Americans and other Americans of color, especially African Americans and Latinos/as in higher education. The sociology and political economy of Asian America, its global, diasporic and transnational characteristics, and the shifting stereotypes—from “yellow peril” to “model minority” to spies for Communist China fronting as Democratic Party fundraisers—will be discussed within the context of America’s continuing struggle with its multicultural identity.

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

1:00-3:00 p.m.  
**BARCLAY**  
Third Floor

For an overview of documentary film screenings, see page 4

### DOCUMENTARY FILM SCREENING AND DISCUSSION

#### A QUESTION OF COLOR

This interactive session features Kathe Sandler’s 1994 documentary film, A QUESTION OF COLOR, the first documentary film to address the subject of “color consciousness” among African Americans. Participants will view the film and will be guided through an exercise designed to assist them in exploring their own experiences with “colorism.” The usefulness of this film for opening up dialogue around painful and unspoken issues will be discussed.

Dr. Carmen Braun Williams, Assistant Professor, Counseling Psychology and Counselor Education, University of Colorado—Denver, Colorado

1:00-3:00 p.m.

1:00-3:00 p.m.  
**CONTINENTAL BALLROOM**  
Mezzanine Level

For related sessions, see pages 11 and 54

### 2-HOUR CONCURRENT SESSIONS

#### How Do Latinos Fit Into the Multicultural Model?

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

This session is designed to create, develop, and enhance interactions among administrators who direct or coordinate campus multicultural centers and to develop outcomes that foster a positive environment for Latino/a students. We will discuss areas of programming, academic skills, and resources for Latino/a students who utilize or would like to utilize campus multicultural centers, and will generate concrete goals participants can take back to their campuses. This session should particularly benefit campus multicultural center directors and coordinators who seek to better understand the needs of Latino/a students and to create multicultural centers that are more welcoming to and more utilized by Latinos/as.

Ms. Anna Maria Cobo, Assistant Dean/Director, Intercultural Center, Swarthmore College—Swarthmore, Pennsylvania

Mr. Santiago J. Gurulé, Director, Multicultural Services, University of Texas—Dallas, Texas

Mr. Art D. Rodriguez, Director, Multicultural Affairs, Carleton College—Northfield, Minnesota

Mr. Eduardo Sanchez, Assistant Director, Office of Minority Affairs/Multicultural Center, Grand Valley State University—Allendale, Michigan

Mr. Rubén Salinas-Stern, Founder and Director, The Latino Center, Tufts University—Medford, Massachusetts

1:00–3:00 p.m.  
**VENETIAN**  
Mezzanine Level

### **Toward a Holistic Approach to Recruiting, Educating, and Graduating Students of Color at Post-Secondary Institutions**

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

This session proposes a holistic approach to recruiting and graduating students of color based on a combination of successful programs currently being implemented across the country. Emphasis will be placed on those noncognitive variables that are all too often ignored in the admissions and retention process, and the session will focus on the need for comprehensive programs that respect alternative epistemologies and work with students and their communities from infancy through adulthood. This session should particularly benefit those who are concerned about the recruitment, retention, and graduation rates of students of color at post-secondary institutions.

Ms. Monique M. Chism, Assistant Director, Minority Student Services, Central Michigan University—Mount Pleasant, Michigan

Dr. Ayayi A. Fubara, Director, Minority Student Services, Central Michigan University—Mount Pleasant, Michigan

1:00–3:00 p.m.  
**LOUIS XVI**  
Mezzanine Level

### **Creating Cultural Competence: A Model for Producing Institutional Change**

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

This session examines a model for developing individual, interpersonal, organizational, and professional cultural competence that is being tested at the University of San Diego under a grant from the Irving Foundation. Presenters will (1) highlight new ways a multidisciplinary, cross-cultural team can work together in developing and implementing a model applicable to students, faculty, staff, and administrators; (2) examine specific individual and organizational activities that support behaviors promoting inclusion; and (3) provide information on implementing project teams and programs and assessing project outcomes. This session should particularly benefit those who seek a comprehensive model to increase cultural competence and promote an inclusive campus community.

Ms. Perla Maria Bleisch, Faculty Secretary, School of Law, University of San Diego—San Diego, California

Ms. Guadalupe R. Corona, Assistant Director of Student Activities and Staff, United Front Multicultural Center, University of San Diego—San Diego, California

Mr. L. Reuben Mitchell, Diversity Development Director, Human Resources, University of San Diego—San Diego, California

Dr. Joe Nalven, Lawyering Skills Instructor, School of Law, University of San Diego—San Diego, California

Dr. Susan M. Zgliczynski, Counseling Program Director, School of Education, University of San Diego—San Diego, California

1:00–3:00 p.m.  
**KENTSHIRE**  
Third Floor

### **Prophets in Our Own Land: Using Faculty and Student Focus Groups to Address Issues of Race and Gender in the Classroom**

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

This session describes a faculty development project undertaken at Hamlin University that used faculty and student focus groups to address sensitive issues of race and gender in the classroom. The presenter will share selected study findings; explore methodological strengths and weaknesses of the focus group design and the use of "in-house" faculty as group facilitators; and discuss participants' experiences and lessons learned in addressing diversity issues, participating in action research with internal applications, and working as social change agents as members of the campus community. This session should particularly benefit those who seek to create change at the faculty level; faculty and administrators involved in assessing faculty development needs and programming; faculty interested in applied research, critical research, feminist research, and/or multiracial issues in education and communication studies; and faculty and administrators involved in multicultural teaching on campuses with diverse faculty and/or students.

Dr. James Francisco Bonilla, Assistant Professor, Education and Public Administration,  
Hamline University—St. Paul, Minnesota

1:00–3:00 p.m.  
**BOARD ROOM**  
Mezzanine Level

### **Hand-Me-Down Picture of America: The Y2K Identity Crisis in the United States**

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

This session features a series of logical discussion topics and exercises about race and ethnicity and attempts to address hand-me-down notions of race, identity, and culture and a redefinition of American identity for the 21st Century. It demonstrates an approach that, rather than telling students what to think about race and culture, offers information about issues and lets students do the thinking. The session should particularly benefit those who are involved in teaching or conducting interactive workshops in areas related to race, culture, and ethnic studies.

Mr. Vandon E. Jenerette, Instructor, Political Science, Sociology, and Leadership Development, Southeastern Community College—Whiteville, North Carolina and  
Doctoral Candidate, Department of Sociology, University of South Carolina—Columbia, South Carolina

1:00–3:00 p.m.  
**ALONZO LOCKE**  
Mezzanine Level

### **Building Community Through Technology: Using A Distance-Learning Team to Teach Diversity**

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

This session explores both the powerful potential of distance learning for addressing diversity and the challenges of diverse classrooms connected only through technology. The cover story of a recent issue of *Black Issues in Higher Education*, the model to be described combined students from a predominantly white institution and a historically black institution into classes that are team taught by a faculty member on each campus. This session should particularly benefit those from homogenous institutions that seek to provide their students with a diverse classroom experience and are willing to explore technology as one way to address this concern.

Dr. Carole A. Beere, Dean and Assistant Vice President for Research, Central Michigan University—Mount Pleasant, Michigan  
Dr. Maureen N. Eke, Assistant Professor, Department of English, Central Michigan University—Mount Pleasant, Michigan  
Dr. Robert G. Newby, Professor and Chair, Department of Sociology, Anthropology, and Social Work, Central Michigan University—Mount Pleasant, Michigan

1:00–3:00 p.m.  
**JACKSON**  
Third Floor

### **The Mosaic Program: A Model for Diversity Seminars and a Focused Learning Community for First-Year Students**

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

This session reports on a curricular model that introduces issues of diversity in a comprehensive learning environment for first-year students. It explores how faculty in the College of Arts and Science, staff in Residential Life, graduate students, undergraduate peer mentors, and resident advisors can implement a program that allows students to explore aspects of diversity in and out of the classroom. Presenters will provide information on the program from inception to assessment, indicate program modifications, and share examples of seminar materials, including an interactive disk. This session should particularly benefit those who seek a curricular model that introduces issues of diversity on campus through discussion and active learning across campus divisions and offices.

Ms. Barbara E. Chester, First-Year Adviser, Mosaic Hall, Miami University—Oxford, Ohio  
Dr. Steven M. DeLue, Associate Dean, College of Arts and Sciences, Miami University—Oxford, Ohio  
Dr. Todd Robert Holcomb, Director of Residence Life and New Student Programs, Miami University—Oxford, Ohio

For a related session,  
see page 51

Ms. Rosalind L. Minor, Multicultural Coordinator/Diversity Manager, 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

1:00–3:00 p.m.  
**DEVONSHIRE**  
Third Floor

### **Teaching About Racism and Oppression With International Students**

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

This session addresses issues of racism and oppression in settings that include both U.S. and international students. Conceptual frameworks for teaching oppression theory (i.e., definitions; individual/institutional/cultural levels; social identity group development, and allied behaviors) will be presented and contrasted with frameworks and perceptions from an international perspective, and strategies and resources for teaching about oppression from an international perspective will be suggested. The session should particularly benefit those who work with international students in classroom and campus community settings.

Dr. Claire B. Halverson, Professor, Master's Program for Intercultural Management, School of International Training—Brattleboro, Vermont

2:00–3:00 p.m.  
**LANSDOWNE**  
Third Floor

### **MAJOR WORKSHOP 42**

#### **How to Submit a Winning NCORE Proposal**

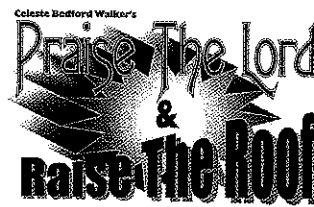
The conference director and selected members of the Proposal Review Committee will provide insights into key elements of a winning NCORE proposal, the proposal submission timeline, and the proposal selection process. Participants will be assisted in examining as case studies several winning proposals selected as models.

Dr. Maggie Abudu, Executive Director, The Southwest Center for Human Relations Studies, and selected members of the Proposal Review Committee, The University of Oklahoma—Norman, Oklahoma

3:30–5:30 p.m.  
**MEMPHIS BALLROOM**  
Mezzanine Level

### **PERFORMANCE**

#### **PRAISE THE LORD AND RAISE THE ROOF**



Hailed by critics as "a hot ticket," "full of fervor," "uplifting," and "a lesson in racial harmony."

While it will probably tickle your funny bone, make you clap your hands, and dance in your seat as you tap your feet to lively gospel music, *Praise the Lord and Raise the Roof* is a thought-provoking musical about an African American congregation who gladly takes in a friendly white drifter . . . then grows suspicious of him when the church burnings hit the news. Selected by the Atlanta Committee on the Olympic Games to be performed at the Statewide Cultural Celebration for the 1996 Olympics in Atlanta, this timely play was written by award-winning playwright Celeste Bedford Walker, recipient of the NAACP Image Award for her positive portrayal of African Americans in the media. Walker is also playwright for such critically acclaimed performances as *Camp Logan*, *Over Forty*, *Welfare Queens*, *Distant Voices*, and *Once in a Wife Time*.



6:00–8:00 p.m.  
**VENETIAN**  
Mezzanine Level

### **SPECIAL FEATURE**

The John D. O'Bryant National Think Tank for Black Professionals in Higher Education on Predominantly White Campuses (JDOTT) National Summit Meeting.

8:00–10:00 p.m.  
For description and scheduling,  
see page 21

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

8:30–10:30 p.m.:  
**CONTINENTAL BALLROOM**  
Mezzanine 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, and artistic and cultural expressions of the diverse racial and ethnic communities from which the conference draws.

## DAY AT A GLANCE ■ MONDAY, JUNE 7

8:00–8:30 a.m.

- GREETING THE NEW DAY

8:45–10:00 a.m.

### INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT

- PRIME 2000 Minority Leadership Academy: African American Leadership in the Next Millennium
- Synergy from Others: Cultural Diversity on Campus
- What Have WE Done for US Lately?
- A Primary Summer Preparation Program for Newly Admitted Graduate Students at the University of Michigan: An Assessment of Program Satisfaction
- The Spirit of Healing: Native American Partnerships in Excellence
- The Diversity Policy Institute: A Model for Diagnosis and Planning
- White Male Faculty Opposition to a "White Racism" Course: Arguments, Power, and Curriculum Conflict
- An Effective Model for Recruitment and Retention of Students of Color
- Faculty Perceptions of the Campus Multicultural Climate at Public Research Universities
- The Influence of Culture on Latino Undergraduates' Academic Self-Concept, Academic Performance, and Psychological Distress
- Evaluating the Undergraduate Research Opportunity Program at the University of Michigan
- Beating the Odds: Colleges and Universities Embracing the Underrepresented in Their Larger Community Settings
- The Impact of College Racial Composition on African American Students' Racial Identity
- Collegiate Variables as Predictors of Academic Self-Confidence, Academic Self-Efficacy, and Academic Motivation Among Black and White Student-Athletes
- Coalition Building Among Schools, Community, and Government: Designing a Structure and a Process
- A Multicultural Perspective on Evaluating Diversity Curriculum and Programs

10:00 a.m.–7:00 p.m.

- EXHIBITOR SHOWCASE AND RESOURCE CENTER

10:15–11:30 a.m.

- KEYNOTE ADDRESS: Juan Williams

11:30 a.m.–12:30 p.m.

- BOOK SIGNING OF *THURGOOD MARSHALL: AMERICAN REVOLUTIONARY*: Juan Williams

2:00–3:00 p.m.

- DIALOGUE WITH JUAN WILLIAMS

2:00–3:15 p.m.

- The Student Network Program: A Case in "Diversiteam" Building

**2:00–4:00 p.m.**

- Designing, Implementing, and Developing Successful Diversity Programs
- Funding Opportunities and Grant Writing
- Insider/Outsider
- Dynamics of Diversity in the Workplace: Nonthreatening Approaches
- Retaining Minority Students in Institutions of Higher Education: Concerns, Solutions, and Best Practices
- Diversity Training: Where Do We Go from Here?

**2:00–4:30 p.m.**

- A New Dynamic Intergroup Relations Model: From Query and Theory to Action

**2:00–5:00 p.m.**

- Major Workshop 43: Adding Class to the Mix: Practical Methods for Addressing Socioeconomic Class Discrimination in Diversity Training
- Major Workshop 44: Still Staying in the Fray
- Major Workshop 45: An Action Plan for Retention of Latinos in Higher Education
- Racial Identity Theory: Developing Leadership Competencies

**3:45–5:00 p.m.**

- Building Community and Student Empowerment Systems: Retention and Academic Success for Diverse Student Populations
- Exploring Issues of Racial Diversity at a Midsized Southern University

**6:00–7:30 p.m.**

- FAREWELL RECEPTION

## MONDAY, JUNE 7, 1999

8:00–8:30 a.m.  
**CONTINENTAL BALLROOM**  
Mezzanine Level

### GREETING THE NEW DAY

Hosted by the American Indian Networking Group, this event features a brief ceremony to welcome the new day.

8:45–10:00 a.m.  
**HERNANDO DE SOTO**  
Mezzanine Level

For an overview of sessions comprising the Institute on Student Leadership and Empowerment, see page 3

### INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT

An 18-part institute designed for students to address issues relating to student leadership and empowerment. A Certificate of Participation will be available with documented attendance at 12 hours of this institute's sessions, and admission priority will be given to those who are pursuing a Certificate of Participation.

### PRIME 2000 Minority Leadership Academy: African American Leadership in the Next Millennium

This session reports on PRIME 2000 (Providing Real Initiatives for Minorities through Empowerment), a program that develops strategies for African American leadership in the next millennium. Presenters will contrast historical and 21st century models of leadership, with a focus on leadership selection, communication, and networking as key factors impacting the progress of African American communities. This session should particularly benefit those who are interested in the leadership development of African American professionals, as well as students who seek effective tools to meet the needs of their communities.

Ms. Lois Hampton, Manager of Chemical Operations and Instructor Trainer, Lockheed Martin Utility Services, and Facilitator, Paducah Community College PRIME 2000 Minority Leadership Academy—Paducah, Kentucky

Mr. Anton R. Reece, Minority Affairs Coordinator, Counselor, and Coordinator, PRIME 2000 Minority Leadership Academy, Paducah Community College—Paducah, Kentucky

Ms. Timyata Williams, Undergraduate Student, Early Elementary Education, Paducah Community College—Paducah, Kentucky

8:45–10:00 a.m.

### 75-MINUTE CONCURRENT SESSIONS

8:45–10:00 a.m.  
**CONTINENTAL BALLROOM**  
Mezzanine Level

### Synergy from Others: Cultural Diversity on Campus

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

This session combines factual information with theatrical vignettes, at times hilarious and heartwarming, to illustrate the importance of embracing diversity in higher education. Presenters will discuss key divisions of diversity and traditional institutional responses; examine barriers such as stereotyping, garbled communication, and collusion; and offer a five-step process for managing growing diversity. This session should particularly benefit those who are involved in orientation programs for incoming students and those who provide counseling, residence hall, and related services to students.

Ms. Susan Anderson, SST Communications, Inc.—Chicago, Illinois

Ms. Susan Donofrio, SST Communications, Inc.—Chicago, Illinois

Mr. Jeffrey W. Mangrum, SST Communications, Inc.—Chicago, Illinois

Mr. David Thibodeaux, SST Communications, Inc.—Chicago, Illinois

8:45–10:00 a.m.  
**VENETIAN**  
Mezzanine Level

### **What Have WE Done for US Lately?**

#### ◆◆ Interactive Training ◆◆

This humorous, insightful, and thought-provoking workshop incorporates new materials to take a much needed, open and honest look at issues impacting African American and Hispanic students, faculty, staff, and administrators on predominantly white campuses. It is designed to shift collective focus from "What can an institution do for me/us?" toward "What can/should we do for ourselves?" This session is a must for individuals who seek a proactive approach to dealing with longstanding issues that impact African Americans and Hispanics. Come prepared to move from affirmation to action!

Mr. Steve Birdine, President, Creative Diversity Communications—Bloomington, Indiana

8:45–10:00 a.m.  
**BEN HOLLANDER**  
Mezzanine Level

### **A Primary Summer Preparation Program for Newly Admitted Graduate Students at the University of Michigan: An Assessment of Program Satisfaction**

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

This session focuses on the University of Michigan's Rackham Summer Institute, a summer transition program for newly admitted merit fellows from historically underrepresented student groups. Now in its eleventh year, this program is designed to provide an optional eight-week intellectual, professional, and social introduction to the campus for students prior to their first semester in graduate school. The presenter will provide a comprehensive program guide and will describe the program's evolution, current structure, and results of a recent program satisfaction study that measured participants' experiences through the lens of gender, age, and race. This session should particularly benefit those who are interested in retention/support programs designed to increase the number of underrepresented students in graduate programs.

Ms. Mary Katherine Clark, Program Representative, H. H. Rackham School of Graduate Studies, University of Michigan—Ann Arbor, Michigan

8:45–10:00 a.m.  
**COCKRELL**  
Mezzanine Level

### **The Spirit of Healing: Native American Partnerships in Excellence**

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

This session highlights the five purposes and a variety of activities being undertaken by the Native American Center of Excellence Consortium at the University of Oklahoma Health Sciences Center to identify Native American college and high school students for entry into the professions of medicine and dentistry. The presenter will discuss the development, evaluation, positive impacts, and challenges that have emerged over a seven-year effort, highlighting what works, lessons learned, and promising directions. Ways to develop among Native American professionals a desire to return to their native populations or to pursue research activities designed to benefit the health of Native Americans will also be discussed. This session should particularly benefit those who seek to enhance the diversity of their programs with respect to Native American culture and involvement and those who are interested in the success of Native American students.

Mr. Jerry Tahsequah, Assistant Director, Native American Center of Excellence, The University of Oklahoma Health Sciences Center—Oklahoma City, Oklahoma

8:45–10:00 a.m.  
**KENTSHIRE**  
Third Floor

### **The Diversity Policy Institute: A Model for Diagnosis and Planning**

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

This session describes the development of the Diversity Policy Institute at Ball State University as a model for diagnosing diversity tension and for planning and implementing institutional change. The presenter will describe the history and structure of the institute, its mission, goals, funding strategies, initial accomplishments, and future plans and will identify valuable lessons learned in this process. This session should particularly benefit those who seek to develop or enhance strategies for institutional change and those who seek an institutional alternative to short-lived or narrowly focused faculty advisory committees.

Dr. Michael R. Stevenson, Director, Diversity Policy Institute, and Professor, Department of Psychological Science, Ball State University—Muncie, Indiana



8:45–10:00 a.m.  
**FOREST**  
Mezzanine Level

### **White Male Faculty Opposition to a “White Racism” Course: Arguments, Power, and Curriculum Conflict**

◆◆ Curricular/Pedagogical Models ◆◆

This session examines a curriculum conflict over teaching a “White Racism” course and suggests that successful attempts to diversify college curricula may benefit from the following: (1) solid arguments that address such issues as the importance of the proposed course topic and its appropriateness as subject matter of a particular academic discipline, (2) solid support from both the academic department and students, and (3) effective use of the media and off-campus community-based forums to mobilize important resources for curriculum change. This session should particularly benefit those who seek to initiate successful efforts of diversity-related curriculum transformation.

Mr. Noel A. Cazenave, Associate Professor, Department of Sociology, The University of Connecticut—Storrs, Connecticut

8:45–10:00 a.m.  
**LOUIS XVI**  
Mezzanine Level

### **An Effective Model for Recruitment and Retention of Students of Color**

◆◆ Case Studies/Model Programs ◆◆

This session examines how a small, private, predominantly white New England college created Project SPIRIT, an effective partnership that supports minority recruitment and retention. Recruitment efforts involve three key components—strong possibility for job placement with a program partner, screening for academic readiness, and family support. Retention strategies address academic, financial, professional, and social issues. This session should particularly benefit those who are involved with or who seek to create successful higher education retention programs for students of color and nontraditional-age students, as well as those who seek to form partnerships between higher education institutions, public schools, and community-based organizations.

Mr. Jonathan Swan, Project SPIRIT Alumnus and History Teacher, Roger L. Putnam Vocational High School—Springfield, Massachusetts

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

8:45–10:00 a.m.  
**LANSDOWNE**  
Third Floor

### **Faculty Perceptions of the Campus Multicultural Climate at Public Research Universities**

◆◆ Research/Assessment/Evaluation ◆◆

This session reports findings of a study involving more than 200 faculty members at four public research universities, representing various ethnic groups, faculty ranks, and both genders. The study was designed to determine the level of faculty awareness regarding campus racial issues and multicultural climate and to identify practical strategies for improving campus climate through active faculty involvement. This session should particularly benefit administrators and faculty who seek practical ways to involve faculty in the development of campus multicultural policies and programs.

Dr. Phillip D. Birdine, Associate Vice President for Student Affairs, Langston University—Langston, Oklahoma

8:45–10:00 a.m.  
**INTERNATIONAL and  
HAWTHORNE**  
Third Floor

### **The Influence of Culture on Latino Undergraduates’ Academic Self-Concept, Academic Performance, and Psychological Distress**

◆◆ Theoretical Models ◆◆

This session addresses cultural variables that influence Latinos’ perceptions of academic ability and performance at the undergraduate level. The significance of prior educational experiences, the role of family, cultural values, financial stressors, lack of faculty mentors, and feelings of alienation and isolation will be discussed. Implications of a comparative study of Latino and white undergraduates—in which Latinos reported significantly less confidence in their academic abilities and significantly greater psychological distress than did whites—will be addressed. This session should particularly

benefit those who are involved in Latino recruitment and retention, those who provide academic or personal counseling to Latinos, and others who are concerned with the academic experience of Latinos.

Dr. Kathleen H. Canul, Lecturer, Social Sciences, and Clinical Psychologist, University of California—Irvine, California

8:45–10:00 a.m.

**GALAXIE**

Third Floor

For related sessions, see page 65 and the Institute on Program Assessment/Evaluation on page 3

### **Evaluating the Undergraduate Research Opportunity Program at the University of Michigan**

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

This session focuses on an in-depth, five-year program evaluation funded by the U.S. Department of Education to evaluate the University of Michigan's Undergraduate Research Opportunity Program, originally developed in 1988 to increase the retention and improve the academic performance of underrepresented minority students by engaging them in research. The effort has four dimensions: (1) to evaluate the program's effect on student performance; (2) to assess the program's impact on students' attitudes toward their intellectual capability, college work, and academic potential; (3) to measure the effect of student-faculty research partnerships on faculty and their perceptions of students; and (4) to assess the mechanics of program operation and recommend changes for improvement. This session should particularly benefit those who seek to better understand the structure and methodology behind program evaluation.

Ms. Angela M. Locks, Summer Biomedical/General Electric Fellowship Programs Coordinator and Program Associate, Undergraduate Research Opportunity Program, University of Michigan—Ann Arbor, Michigan

8:45–10:00 a.m.

**BARCLAY**

Third Floor

### **Beating the Odds: Colleges and Universities Embracing the Underrepresented in Their Larger Community Settings**

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

This session reports on PREP (The Post-Secondary Readiness Enrichment Program), a model academic enrichment and outreach initiative that empowers at-risk youth in middle and high school to pursue a post-secondary education by developing socio-academic skills as building blocks to success. Information on the development and implementation of this statewide model will be provided, and program implications, community ramifications, and concrete strategies and interventions designed to empower traditionally powerless youth will be highlighted. This session should particularly benefit those who are committed to and/or responsible for developing youth programs; recruiting, retaining, and graduating students; and/or leveling the playing field for all students to succeed.

Mr. Lee Anzola, Coordinator, Post-Secondary Readiness Enrichment Program (PREP), Gainesville College—Gainesville, Georgia

Mr. German DuBois III, Assistant Director, Pre-College Programs, Office of Academic Affairs, Board of Regents of the University System of Georgia—Atlanta, Georgia

8:45–10:00 a.m.

**AUBURN**

Third Floor

### **The Impact of College Racial Composition on African American Students' Racial Identity**

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

This session reports on a study of the impact of attending Historically Black Colleges and Universities (HBCUs) and Predominantly White Colleges and Universities (PWCUs) on African American students' racial identity development. Data on the racial attitudes of 206 African American college students obtained from three HBCUs and two PWCUs were used to identify specific racial ideologies that are facilitated by racially homogenous and heterogenous college environments. Information on the study's data collection

instruments will be provided, and implications of study findings for programs and policies at the institutional level will be discussed. This session should particularly benefit those who are involved in researching the psychosocial development of African American college students and student affairs professionals who program for African American students.

Dr. Kevin O'Neal Cokley, Assistant Professor, Counseling Psychology, Southern Illinois University—Carbondale, Illinois

8:45–10:00 a.m.  
**BRINKLEY**  
Mezzanine Level

### **Collegiate Variables as Predictors of Academic Self-Confidence, Academic Self-Efficacy, and Academic Motivation Among Black and White Student-Athletes**

◆◆ Research/Assessment/Evaluation ◆◆

This session reports on preliminary findings of a study to identify predictors of academic self-confidence, academic self-efficacy, and academic motivation among Black and white student-athletes. The presenter will highlight major study findings, provide information on the study's data collection instruments, and discuss implications for increased awareness and specific interventions designed to produce campus environments more conducive to learning by student athletes. This session should particularly benefit educators, athletic administrators, and student-athlete support personnel who provide services to student-athletes.

Mr. Jeff R. Frazier Jr., Graduate Assistant and Doctoral Student, College of Education, The University of Oklahoma—Norman, Oklahoma

8:45–10:00 a.m.  
**BOARD ROOM**  
Mezzanine Level

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

◆◆ Case Studies/Model Programs ◆◆

This session describes successful organizational and programmatic strategies of a coalition building plan that brought together representatives from public and private schools, law enforcement, county and municipal agencies, community volunteers, the business sector, and the media to create and implement community projects to reduce prejudice and encourage participants to become ambassadors of racial harmony. Lessons learned over the coalition's first six years in such important areas as mobilizing the community, obtaining funding, focusing projects, and supporting project expansion will be highlighted, and strategies for overcoming challenges will be offered. This session should particularly benefit those who seek to forge stronger partnerships between higher education institutions and surrounding communities that face intergroup relations challenges.

Dr. Leo S. Thorne, Director of Multicultural Affairs/Affirmative Action, Fairleigh Dickinson University—Teaneck, New Jersey

8:45–10:00 a.m.  
**ALONZO LOCKE**  
Mezzanine Level

### **A Multicultural Perspective on Evaluating Diversity Curriculum and Programs**

◆◆ Curricular/Pedagogical Models ◆◆

This session provides a framework for identifying the different types of issues to be considered in the evaluation of diversity curriculum and programs—a process that raises questions about issues of power, culture, and context. Six criteria to make explicit the psychological and social/cultural issues in an evaluation will be identified, and three major challenges relating to these criteria will be discussed: (1) evaluating diverse viewpoints in appropriate and effective ways; (2) creating flexible responses to ethnicity, gender, and other population characteristics; and (3) maintaining a consistent focus on short-term and overall program evaluations. This session should particularly benefit those who are responsible for assessing the impact of diversity efforts on faculty and students, as well as those whose programs undergo periodic evaluation.

Dr. Sherwood E. Smith, Assistant Research Professor, Center for Cultural Pluralism, University of Vermont—Burlington, Vermont

10:00 a.m.–7:00 p.m.  
**FOYER AREA**  
Mezzanine Level

10:15–11:30 a.m.  
**MEMPHIS BALLROOM**  
Mezzanine Level

For a dialogue with Juan Williams, see below

For a book signing of *Thurgood Marshall: American Revolutionary*, see below

11:30 a.m.–12:30 p.m.  
**MEMPHIS BALLROOM C**  
Mezzanine Level

2:00–3:00 p.m.  
**INTERNATIONAL and HAWTHORNE**  
Third Floor

2:00–3:15 p.m.

2:00–3:15 p.m.  
**BEN HOLLANDER**  
Mezzanine Level

## EXHIBITOR SHOWCASE AND RESOURCE CENTER

(The Exhibitor Showcase is open daily from 10:00 a.m.–7:00 p.m. through Monday, June 7)

## CONFERENCE CLOSING PLENARY SESSION

### Keynote Address:

#### “Perspectives on Race in America As We Stretch Toward a New Millennium”



Juan Williams is one of the best known journalists in America and ranks among the nation's foremost political analysts. For 16 years, he has served with *The Washington Post* as an editorial writer, columnist, and White House Correspondent, where he has forged a unique outlook on “inside the Beltway” power politics. Williams is the author of *Eyes on the Prize: America's Civil Rights Years, 1954–1965*, companion book to the acclaimed PBS series of the same name, and *Thurgood Marshall: American Revolutionary*, a biography of Supreme Court Justice Thurgood Marshall. Recently released, this work has already been hailed as a “magisterial biography” and a “richly detailed portrait.” A frequent guest commentator for National Public Radio, CNN's “Crossfire,” “The MacNeil-Lehrer Newshour,” and ABC's “Nightline,” Williams' expertise on Washington politics has earned him the respect of conservatives and liberals alike, and his articles regularly appear in such wide ranging magazines as *Ebony*, *The Atlantic*, *Fortune*, and *The New Republic*.

## BOOK SIGNING OF *THURGOOD MARSHALL: AMERICAN REVOLUTIONARY*

Juan Williams

## DIALOGUE WITH JUAN WILLIAMS

## 75-MINUTE CONCURRENT SESSIONS

### The Student Network Program: A Case in “Diversiteam” Building

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

This session reports on a model program to strengthen initiatives to recruit and retain diverse students, enhance the diversity of the campus community, and facilitate and nurture student leadership development. Presenters will discuss the program's organizational structure; examine data on retention rates, academic performance, job placement, and evaluation by participants; and offer examples of diversity and team-building activities and learning tools. This session should particularly benefit those who initiate or coordinate programs that blend student involvement with college initiatives and those who seek to improve the recruitment, retention, and diversity of their campus communities.

Mr. Travis D. Kennedy, Undergraduate Student Assistant, College of Business Undergraduate Programs, Colorado State University—Fort Collins, Colorado  
Ms. Vernichel D. Tharps, Graduate Assistant, College of Business Undergraduate Programs, Colorado State University—Fort Collins, Colorado

2:00–4:00 p.m.

## 2-HOUR CONCURRENT SESSIONS

2:00–4:00 p.m.

**COCKRELL**

Mezzanine Level

### **Designing, Implementing, and Developing Successful Diversity Programs**

#### ◆◆ Interactive Training ◆◆

This session describes ongoing diversity efforts, action programs, and services of Sinclair Community College, providing a comprehensive mix of useful and customized training tools and expert guidelines. Presenters will provide sample program design models and materials and will suggest leadership roles that diversity officers should play to ensure the success and continuity of diversity efforts. This session should particularly benefit those who develop and implement campus diversity programs, activities, and services.

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

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

2:00–4:00 p.m.

**LOUIS XVI**

Mezzanine Level

### **Funding Opportunities and Grant Writing**

#### ◆◆ Interactive Training ◆◆

This session provides information on funding sources for projects at both the international and national levels. Corporate, foundation, and individual funding sources at the federal, state, and local levels will be identified, and participants will engage in an activity designed to provide an opportunity to write a miniproposal for a source of funding available at the time of the conference or on a topic of their choice. The presenter will continue to make himself available through e-mail following the conference. This session should particularly benefit those who have not written grant proposals before and seek to learn grant-writing skills.

Dr. Ricardo J. Cornejo, Professor of Educational Research and Multicultural Education, San Diego State University—San Diego, California

2:00–4:00 p.m.

**GENERAL MOORMAN**

Mezzanine Level

### **Insider/Outsider**

#### ◆◆ Interactive Training ◆◆

This session examines unconscious behaviors that create exclusion and explores the phenomenon of labeling, i.e., the assignment of negative values to outsiders. Discussion will center around the concepts of change and difference, and participants will engage in a dialogue designed to expand the meaning of diversity. Participants will also interact in an insider/outsider exercise that illustrates the dynamics of creating groups, assigning values, and the impacts of these behaviors on individuals. This session should benefit administrators, faculty, staff, and student leaders in their efforts to better deal with issues of inclusion and should help participants to better understand their own complicity in creating and/or making it difficult to create campus environments that welcome and encourage participation by all.

Mr. Dennard K. Clendenin, Diversity Trainer/Consultant, Dennard Clendenin & Associates—San Diego, California

2:00–4:00 p.m.

**BARCLAY**

Third Floor

### **Dynamics of Diversity in the Workplace: Nonthreatening Approaches**

#### ◆◆ Interactive Training ◆◆

This interactive session identifies nonthreatening methods for heightening diversity/cultural awareness and enhancing diversity programming in the workplace. It focuses on initiatives of Northeastern University's Division of Cooperative Education and features a workshop titled Stress Management Across Cultures. Participants will engage in demonstrations and exercises, cultural awareness prizes will be issued, and a relaxation exercise will be used to end the session. This session should particularly benefit those who are responsible for or interested in diversity/cultural awareness training.

Ms. Patricia A. Venter, Diversity Coordinator, Division of Cooperative Education, Northeastern University—Boston, Massachusetts



2:00–4:00 p.m.  
**KENTSHIRE**  
Third Floor

### **Retaining Minority Students in Institutions of Higher Education: Concerns, Solutions, and Best Practices**

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

This session explores findings and implications of a study conducted during the 1997–98 academic year by the Charles A. Dana Center at the request of the Texas Senate Education Committee to examine student retention at institutions of higher learning in Texas and across the nation. Discussion will include information on nationally recognized retention programs, retention statistics, and critical factors affecting the success of retention efforts and programs. This session should greatly benefit those who are involved in the practical application of retention initiatives and programs.

Mr. Kevin R. Carreathers, Associate Dean of Students, University of Memphis—  
Memphis, Tennessee

2:00–4:00 p.m.  
**BOARD ROOM**  
Mezzanine Level

### **Diversity Training: Where Do We Go from Here?**

#### ◆◆ Policy Issues ◆◆

This session details the five-year process of diversity planning, assessment, and training that occurred at a multicampus community college district and the courage required to face the myriad of difficulties and levels of resistance encountered. The commitment to change policies and practices required to support diversity initiatives will be highlighted. This session should particularly benefit those who seek to effect change in institutional policy and practices and those who are grappling with inertia and burnout in this important area.

Dr. Mark J. Lidman, Instructor of English, Maple Woods Community College—Kansas  
City, Missouri

Dr. Denise E. Lloyd-McDowell, Director, Project Success, Penn Valley Community  
College—Kansas City, Missouri

Dr. Karen West, Assistant Dean of Instruction, Penn Valley Community College—Kansas  
City, Missouri

Mr. Malcolm T. Wilson, Interim Vice Chancellor of Student and Resource Development,  
The Metropolitan Community Colleges—Kansas City, Missouri

2:00–4:30 p.m.

### **2½-HOUR CONCURRENT SESSIONS**

2:00–4:30 p.m.  
**FOREST**  
Mezzanine Level

### **A New Dynamic Intergroup Relations Model: From Query and Theory to Action**

#### ◆◆ Interactive Training ◆◆

This session focuses on approaches and training activities used by Arizona State University's Intergroup Relations Center, which was created to promote positive intergroup relations among students, faculty, and staff and to improve campus climate. The first half of the session will introduce theoretical constructs used in intergroup relations training and will suggest ways to codify and apply these theories in practice. The second half of the session will provide opportunities to participate in a variety of intergroup relations training exercises. This session should particularly benefit intergroup relations/diversity trainers, teachers, and practitioners working in higher education and community settings.

Ms. Kris M. Ewing, Manager and Trainer, Intergroup Relations Center, and Doctoral  
Student, Educational Leadership and Policy Studies, College of Education, Arizona State  
University—Tempe, Arizona

Mr. José Luis Malvido, Program Coordinator and Trainer, Intergroup Relations Center,  
Arizona State University—Tempe, Arizona

Mr. Joel J. Montemayor, Program Coordinator and Trainer, Intergroup Relations Center,  
and Doctoral Student, Educational Leadership and Policy Studies, College of Education,  
Arizona State University—Tempe, Arizona

2:00–5:00 p.m.  
**VENETIAN**  
Mezzanine Level

### **MAJOR WORKSHOP 43**

#### **Adding Class to the Mix: Practical Methods for Addressing Socioeconomic Class Discrimination in Diversity Training**

Typically, issues of socioeconomic class discrimination are ignored or avoided in the design of diversity training programs for higher education faculty and staff. Even when class is addressed, it can be misused as a substitute for continuing to work on issues of discrimination based on race, color, and ethnicity, resulting in a message that these kinds of discrimination would go away if there were only enough money to go around. This session involves participants in several exercises they can adapt and use on their campuses to raise the issue of socioeconomic class discrimination and to integrate it into the conversation about creating a more respectful and inclusive environment.

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

2:00–5:00 p.m.  
**CONTINENTAL BALLROOM**  
Mezzanine Level

### **MAJOR WORKSHOP 44**

#### **Still Staying in the Fray**

The daily, ongoing struggle for change and justice in our institutions is frequently exhausting and demoralizing. One of the ways to nourish ourselves is to share strategies for emotional and physical survival. This session follows up on a well-received NCORE '96 session and features a panel of "veterans" who will discuss ways they are able to keep on keeping on.

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

2:00–5:00 p.m.  
**LANSLOWNE**  
Third Floor

### **MAJOR WORKSHOP 45**

#### **An Action Plan for Retention of Latinos in Higher Education**

This session explores methodologies for impacting the retention of freshman Latino students in higher education. It is designed to provide faculty, staff, and administrators with effective tools for improving the retention of Latino students. The focus will be on the application of existing retention research to the Latino student population. Participants will become actively involved in group discussion and the design of an action plan.

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

2:00–5:00 p.m.

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

2:00–5:00 p.m.  
**BRINKLEY**  
Mezzanine Level

#### **Racial Identity Theory: Developing Leadership Competencies**

##### **◆◆ Interactive Training ◆◆**

This session is designed to assist clinicians and educators understand the salience of racial identity and develop leadership skills in this area. It is divided into three parts: (1) a didactic presentation highlighting key racial identity development models; (2) small-group work to role-play persons exhibiting different racial identity development statuses and to process and share these experiences; and (3) discussion of advantages and challenges of incorporating into one's work a theoretical orientation that includes an awareness of racial identity. This session should particularly benefit group leaders, those practicing group counseling, and educators who work with diverse populations.

Ms. Suzie J. Choi, Doctoral Student, Counseling Psychology, Temple University—Philadelphia, Pennsylvania

Dr. Portia Hunt, Professor of Counseling Psychology, Temple University—Philadelphia, Pennsylvania  
Mr. Michael S. Licker, Doctoral Student, Counseling Psychology, Temple University—Philadelphia, Pennsylvania  
Ms. Kelly Ramón Ozambela, Doctoral Student, Counseling Psychology, Temple University—Philadelphia, Pennsylvania  
Ms. Marquita C. Williams, Doctoral Student, Counseling Psychology, Temple University—Philadelphia, Pennsylvania

3:45–5:00 p.m.

### 75-MINUTE CONCURRENT SESSIONS

3:45–5:00 p.m.  
**BEN HOLLANDER**  
Mezzanine Level

#### **Building Community and Student Empowerment Systems: Retention and Academic Success for Diverse Student Populations**

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

This session explores programs that encourage student affiliation and identification with academic institutions as a strategy for improving student retention and highlights programs and services of the University of Minnesota's Student Parent HELP Center. These initiatives are designed to build student support and empowerment and include a peer assistant program; linking incoming and returning students; Round the Circle problem solving; co-curricular events; multicultural approaches to counseling, advising, and career planning; student and staff lobbying efforts; and a web page and newsletter. This session should particularly benefit those who seek to better understand key multicultural and retention issues, as well as to search out relevant information and link students with appropriate resources.

Ms. Stacey L. Parshall, Assistant Counselor Advocate, Student Parent HELP Center, General College, University of Minnesota—Minneapolis, Minnesota  
Ms. Beverly J. Stewart, Senior Counselor Advocate, Student Parent HELP Center, General College, University of Minnesota—Minneapolis, Minnesota  
Ms. Diane Wartchow, Program Director/Senior Counselor Advocate, Student Parent HELP Center, General College, University of Minnesota—Minneapolis, Minnesota

3:45–5:00 p.m.  
**GALAXIE**  
Third Floor

#### **Exploring Issues of Racial Diversity at a Midsized Southern University**

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

This session reports on a study of students' attitudes and beliefs about diversity on a predominantly white campus within the jurisdiction of the Fifth Circuit Court of Appeals, which rendered the *Hopwood* decision. Multiple regression was used to measure whether students' support for a required race/ethnicity class, institutional diversity initiatives, and the need for specialized minority recruitment are significantly influenced by race, gender, education, age, income, and political party affiliation. This session should particularly benefit those who are involved in the initial stages of implementing diversity programs in culturally conservative regions of the United States.

Dr. Celina Valentina Echols, Assistant Professor and Coordinator of Diversity Issues, College of Education, Southern Louisiana University—Hammond, Louisiana

6:00–7:30 p.m.  
**MEMPHIS BALLROOM**  
Mezzanine Level

### FAREWELL RECEPTION

NOTES

## CONCURRENT SESSION 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.

**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.

**TRAINING OF TRAINERS:** Sessions designed to teach attendees how to become effective trainers in specific content areas or how to set up programs for developing effective 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.

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





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