

PROGRAM AND RESOURCE GUIDE

# NCCORE 2003



16th ANNUAL

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

May 27 through May 31, 2003 ♦ San Francisco, California

Sponsored by

The Southwest Center for Human Relations Studies  
Public and Community Services Division ♦ College of Continuing Education  
THE UNIVERSITY OF OKLAHOMA



## 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. Richard Allen**  
Policy Analyst  
The Cherokee Nation  
Tahlequah, Oklahoma



**Dr. George Henderson**  
David Ross Boyd Professor  
S. N. Goldman Professor and  
Regents' Professor of Human  
Relations  
The University of Oklahoma  
Norman, Oklahoma



**Dr. David I. Tan**  
Associate Professor and  
Program Area Coordinator  
Adult and Higher Education  
Program  
Department of Educational  
Leadership and Policy Studies  
The University of Oklahoma  
Norman, Oklahoma



**Mr. Willie L. Batson II**  
Administrator II  
Henderson Scholars  
The University of Oklahoma  
Norman, Oklahoma



**Dr. Richard E. Hilbert (Chair)**  
Professor Emeritus  
Department of Sociology  
The University of Oklahoma  
Norman, Oklahoma



**Ms. Beth Wilson, JD**  
Attorney, Consultant  
Oklahoma City, Oklahoma



**Dr. Willie V. Bryan**  
Vice Provost  
Educational Services and  
Registrar  
The University of Oklahoma  
Health Sciences Center  
Oklahoma City, Oklahoma



**Dr. Thomas L. Hill**  
Vice President  
Student Affairs  
Iowa State University  
Ames, Iowa

#### Ex-officio Members:



**Dr. Charles E. Butler**  
Professor Emeritus  
Education, Human Relations,  
and African and African American  
Studies  
The University of Oklahoma  
Norman, Oklahoma



**Dr. Silas Law**  
Orient Express  
Norman, Oklahoma



**Dr. James P. Pappas**  
Vice President for  
University Outreach and  
Dean  
College of Liberal Studies  
The University of Oklahoma  
Norman, Oklahoma



**Ms. Yolanda Charney**  
Director  
Oklahoma Governors Council  
on Hispanic Affairs and  
Founder  
Hispanic American Foundation  
Tulsa, Oklahoma



**Mr. Larry Garza-Medina**  
Superintendent  
Commander Support Staff Security  
Forces Squadron  
Tinker Air Force Base  
Oklahoma



**Dr. Belinda P. Biscoe**  
Assistant Vice President  
Public and Community Services  
College of Continuing Education  
The University of Oklahoma  
Norman, Oklahoma



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



**Dr. Ruth L. Okediji**  
Professor  
School of Law  
The University of Oklahoma  
Norman, Oklahoma



**Mr. Jerry E. Jensen**  
University Equal Opportunity  
and Affirmative Action Officer  
The University of Oklahoma  
Norman, Oklahoma



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



**Dr. Lotsee F. Patterson**  
Professor  
School of Library and  
Information Studies  
The University of Oklahoma  
Norman, Oklahoma



**Dr. Hisauro Garza**  
Director  
Southwest Center for Human  
Relations Studies  
The University of Oklahoma  
Norman, Oklahoma

**ON THE COVER: The Gate**, a 24" X 20" acrylic on canvas. The Gate symbolizes the door to opportunity, equality, and freedom available to all, by Patricia Lian Yu-Vanasse, an Asian American artist whose vision has been profoundly influenced by a blending of Eastern and Western cultures. Currently residing in San Francisco, Yu-Vanasse's artwork celebrates life in many forms and interpretations. Ms. Yu-Vanasse says, "Art touches the heart and soul. The images I paint, and the colors I choose, ease the mind from pain and confusion in this sometimes crazy world. It captures the eyes of people, pulling them closer to a world of movement that makes the heart beat a little faster and feeds the soul with pure contentment." A daughter of artists, she was born and raised in Manila, Philippines. Her work reflects a diversity of cultures - her Chinese heritage, the Filipino culture, and the western influences. Ms. Yu-Vanasse studied fine art at the University of Santo Tomas in Manila and at the Academy of Arts College in San Francisco. One of her paintings showing the Chinese Koi under the Golden Gate Bridge represents her interpretation of East meets West. This painting has been made into a neighborhood street banner hung on over fifty lamp posts in her San Francisco Richmond neighborhood. For more information about the artist and her art medium, please visit her web site at [www.plydoodles.com](http://www.plydoodles.com).

# PROGRAM SCHEDULE AT A GLANCE

## MONDAY, MAY 26

<input type="checkbox"/> Registration and On-Site Check-in	2:00-8:00 p.m.	5
<input type="checkbox"/> Pre-Conference Tour		
The Communities and Neighborhoods of San Francisco	2:00-6:00 p.m.	5
<input type="checkbox"/> Latino/a Meetings		
Latino/a Caucus Executive Committee Planning	3:00-5:00 p.m.	5
Latino/a Caucus and General Membership	6:00-10:00 p.m.	5

## TUESDAY, MAY 27

<input type="checkbox"/> Pre-Conference Institute Sessions	8:30 a.m.-5:30 p.m.	8-20
<input type="checkbox"/> Exhibitor Showcase Opens	10:00 a.m.-7:00 p.m.	21
(Open 10:00 a.m.-7:00 p.m. daily through Saturday, May 31)		
<input type="checkbox"/> Pre-Conference Institute Luncheon	11:45 a.m.-12:45 p.m.	21
<input type="checkbox"/> Registration and On-Site Check-in	1:00-8:00 p.m.	21
(Open 8:00 a.m.-5:00 p.m. daily through Saturday, May 31)		
<input type="checkbox"/> JDOTT Board Meeting	6:00-9:00 p.m.	21
<input type="checkbox"/> Latino/a General Meeting	7:00-10:00 p.m.	21

## WEDNESDAY, MAY 28

<input type="checkbox"/> Pre-Conference Institute Sessions	8:30 a.m.-11:30 a.m.	24-32
<input type="checkbox"/> Workshop Sessions	8:30 a.m.-6:00 p.m.	32-48
<input type="checkbox"/> Informal Networking Meetings	noon-12:45 p.m.	34
<input type="checkbox"/> Opening Keynote Address: Henrietta Mann	1:00-1:45 p.m.	35
<input type="checkbox"/> Book Signing— <i>Cheyenne-Arapaho Education: 1871-1982</i>	1:50-2:15 p.m.	35
<input type="checkbox"/> Dialogue with Henrietta Mann	2:30-3:30 p.m.	35
<input type="checkbox"/> Welcoming Reception	6:30-8:00 p.m.	48
<input type="checkbox"/> Latino/a General Meeting	8:30-10:00 p.m.	48
<input type="checkbox"/> JDOTT Summit Meeting	8:30-10:30 p.m.	49
<input type="checkbox"/> Special Event: Human Experience Theater	8:30-10:30 p.m.	49

## THURSDAY, MAY 29

<input type="checkbox"/> Greeting the New Day	7:30-8:00 a.m.	52
(Held daily through Saturday, May 31)		
<input type="checkbox"/> Continental Breakfast	8:00-9:00 a.m.	52
<input type="checkbox"/> Keynote Address: Carlos E. Cortés	9:00-9:45 a.m.	52
<input type="checkbox"/> Book Signing— <i>The Children are Watching: How the Media Teach About Diversity</i>	10:00-10:20 a.m.	52
<input type="checkbox"/> Dialogue with Carlos Cortés	10:30-11:30 a.m.	52
<input type="checkbox"/> Workshop Sessions	10:30 a.m.-6:00 p.m.	53-71
<input type="checkbox"/> Informal Networking Meetings	12:30-1:30 p.m.	60
<input type="checkbox"/> Video Preview and Discussion	3:30-5:00 p.m.	68
<input type="checkbox"/> Special Event: <i>Follow Me Home</i>	8:30-11:00 p.m.	71

## FRIDAY, MAY 30

<input type="checkbox"/> Workshop Sessions	8:30 a.m.-6:30 p.m.	74-99
<input type="checkbox"/> Video Preview and Discussion	10:00 a.m.-6:00 p.m.	85, 91, 97
<input type="checkbox"/> Informal Networking Meetings	noon-12:45 p.m.	86
<input type="checkbox"/> Keynote Address: Kip Fulbeck	1:00-1:45 p.m.	86
<input type="checkbox"/> Book Signing— <i>The Paper Bullets: A Fictional Autobiography</i>	1:50-2:15 p.m.	86
<input type="checkbox"/> Dialogue with Kip Fulbeck	2:30-3:30 p.m.	86
<input type="checkbox"/> Entertainment Showcase	8:30-10:30 p.m.	99
<input type="checkbox"/> JDOTT-Sponsored Dance	10:30 p.m.-1:00 a.m.	99

## SATURDAY, MAY 31

<input type="checkbox"/> Workshop and Dialogue Sessions	9:00 a.m.-5:30 p.m.	102-121
<input type="checkbox"/> Informal Networking Meetings	12:30-1:30 p.m.	114
<input type="checkbox"/> Book Signing— <i>Jefferson's Pillow: The Founding Fathers and the Dilemma of Black Patriotism</i>	6:00-6:30 p.m.	121
<input type="checkbox"/> Dinner	6:15-7:15 p.m.	121
<input type="checkbox"/> Closing Keynote Address: Roger Wood Wilkins	7:15-8:00 p.m.	122
<input type="checkbox"/> Closing Celebration	8:00 p.m.	122

## SUNDAY, JUNE 1

<input type="checkbox"/> Post-Conference Tour		
The Communities and Neighborhoods of San Francisco	8:30 a.m.-12:30 p.m.	122

# PRE-CONFERENCE INSTITUTES

## INSTITUTE ON STUDENT LEADERSHIP AND EMPOWERMENT

□ Principles of Dynamic Student Leadership Tuesday, May 27—8:30–11:30 a.m.	8
□ Building Interculturally Inclusive Communities Among the Student Population Tuesday, May 27—1:00–3:00 p.m.	8
□ Building Intraculturally Inclusive Communities Among the Student Population Tuesday, May 27—3:30–5:30 p.m.	8
□ LEAD: A Social Change Model for Creating Leaders in a Diverse College Student Population Wednesday, May 28—8:30–11:30 a.m.	24

## INSTITUTE FOR SENIOR ADMINISTRATIVE OFFICERS

□ How the Effective Implementation of Diversity Can Inform High-Level Decision Making Among Senior Administrators: When Leadership, Ethics, and Excellence Collide Tuesday, May 27—8:30–11:30 a.m.	8–9
□ What Do We Mean By “Leadership” in 2003? Tuesday, May 27—1:00–5:00 p.m.	9
□ Creating a Context for Keeping Diversity on the Front Burner Wednesday, May 28—8:30–11:30 a.m.	24–25

## INSTITUTE ON MULTICULTURAL ORGANIZATIONAL DEVELOPMENT

□ Part I—Transforming Our Institutions Using Multicultural Organizational Development Tuesday, May 27—8:30–11:30 a.m.	9
□ Part II—Next Steps: Creating the Conditions for Success Tuesday, May 27—1:00–5:00 p.m.	10

## INSTITUTE ON AMERICAN INDIANS—THE INVISIBLE MINORITY IN HIGHER EDUCATION: CONTEMPORARY ISSUES AFFECTING NATIVE STUDENT EXPERIENCES IN COLLEGES AND UNIVERSITIES

□ Part I—Tuesday, May 27—8:30–11:30 a.m.	10
□ Part II—Tuesday, May 27—1:00–5:00 p.m.	10
□ Part III—Wednesday, May 28—8:30–11:30 a.m.	25

## INSTITUTE ON RACE, IDENTITY, AND COMMUNITY: REALITIES OF ASIAN PACIFIC AMERICA IN HIGHER EDUCATION

□ Part I—Identity Tuesday, May 27—8:30–11:30 a.m.	11
□ Part II—Recruitment/Retention Tuesday, May 27—1:00–5:00 p.m.	11
□ Part III—Education Wednesday, May 28—8:30–11:30 a.m.	25–26

## INSTITUTE ON THE EXPERIENCES OF BLACK PROFESSIONALS AT PREDOMINANTLY WHITE INSTITUTIONS

□ Part I—Strategies for Students of Color Tuesday, May 27—8:30–11:30 a.m.	11–12
□ Part II—Strategies for Faculty of Color Tuesday, May 27—1:00–5:00 p.m.	12
□ Part III—Strategies for Administrators of Color Wednesday, May 28—8:30–11:30 a.m.	26

## INSTITUTE ON EXPLOSIVE LATINO/A GROWTH AND HIGHER EDUCATION: TOWARD PREPARING THE ACADEMY

□ Part I—The Latinization/Browning of America Tuesday, May 27—8:30–11:30 a.m.	12–13
□ Part II—Social and Cultural Issues Tuesday, May 27—1:00–5:00 p.m.	13
□ Part III—What is to be Done: Implications for Action and Further Research Wednesday, May 28—8:30–11:30 a.m.	27

Pre-Conference Institutes continued on next page

## INSTITUTE ON ESTABLISHMENT AND DYNAMIC DEVELOPMENT OF CULTURAL CENTERS

□ Part I—An Establishment and Growth Model for Cultural Centers Tuesday, May 27—8:30–11:30 a.m.	13
□ Part II—Continuing the Development Model for Cultural Center: Interventions and Methodologies Tuesday, May 27—1:00–5:00 p.m.	14
□ Part III—Experiential Application of the Establishment and Growth Model Wednesday, May 28—8:30–11:30 a.m.	27

## THE FACULTY INSTITUTE FOR CULTURALLY RESPONSIVE TEACHING

□ Encouraging Motivation and Learning in the College Classroom: Powerful Teaching With Diverse Learners Tuesday, May 27—8:30–11:30 a.m. and 1:00–5:00 p.m.; and continuing Wednesday, May 28—8:30–11:30 a.m.	14 28
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------

## INSTITUTE FOR DIVERSITY TRAINERS

□ Part I—Understanding Your Audience, Designing Appropriately, and Recognizing Your Own Programming Tuesday, May 27—8:30–11:30 a.m. and continuing 1:00–5:00 p.m.	15
□ Part II—Problem Solving for Complex Design and Delivery Issues Wednesday, May 28—8:30–11:30 a.m.	28

## INSTITUTE ON EXAMINING WHITENESS IN THE CLASSROOM

□ Part I—What is Whiteness and White Privilege? Tuesday, May 27—8:30–11:30 a.m.	15
□ Part II—Story Telling in the Construction of Knowledge/Hearing the Voices of People of Color/Addressing the Barriers to Communication Tuesday, May 27—1:00–5:00 p.m.	15
□ Part III—Action and Allies Wednesday, May 28—8:30–11:30 a.m.	28

## INSTITUTE ON FUNDING OPPORTUNITIES AND GRANT WRITING

□ Part I—Funding Sources and Grant Writing Skills Tuesday, May 27—8:30–11:30 a.m.	16
□ Part II—Individual Consultations by Appointment Tuesday, May 27—1:00–5:00 p.m.	16
□ Part III—Proposal Development and Refinement Wednesday, May 28—8:30–11:30 a.m.	29

## INSTITUTE ON LEADERSHIP DEVELOPMENT AND CAREER ADVANCEMENT FOR WOMEN OF COLOR

□ Part I—Career Opportunities and Career Mapping Using Personal Values and Priorities Tuesday, May 27—8:30–11:30 a.m.	16
□ Part II—Successfully Navigating the Search Process Tuesday, May 27—1:00–4:00 p.m.	16
□ Part III—Keeping Your Eye on Upward Mobility Wednesday, May 28—8:30–11:30 a.m.	29

## INSTITUTE FOR MINORITY AFFAIRS PROFESSIONALS

□ Part I—Maintaining an Effective Minority Affairs Office Tuesday, May 27—8:30–11:30 a.m.	17
□ Part II—Creating Inclusive Programs With Class, Culture, and Character Tuesday, May 27—1:00–4:00 p.m.	17
□ Part III—Developing the Multicultural Student Leader for a Global Society Wednesday, May 28—8:30–11:30 a.m.	29

## INSTITUTE ON MULTICULTURAL STUDENT LEADERSHIP AND DEVELOPMENT—CULTURALLY CENTERED LEADERSHIP AND THE ART OF CHANGE MAKING

□ Part I—Multiculturalism, Higher Education and Me? Tuesday, May 27—8:30–11:30 a.m.	17
□ Part II—Leadership in a Multicultural Context Tuesday, May 27—1:00–4:00 p.m.	18
□ Part III—Paradigm Shifting: The Art of Change Making Wednesday, May 28—8:30–11:30 a.m.	30

Pre-Conference Institutes continued on next page

**INSTITUTE ON PROGRAM ASSESSMENT/EVALUATION**

- **Part I—Infusing Critical Assessment Concepts, Perspectives, and Practices** ..... 18  
 Tuesday, May 27—8:30–11:30 a.m.
- **Part II—Creating a Bridge Between Assessment Theory and Practice** ..... 18  
 Tuesday, May 27—1:00–5:00 p.m.
- **Part III—Assessment Practicum: Doing the Right Thing Right** ..... 30  
 Wednesday, May 28—8:30–11:30 a.m.

**INSTITUTE ON RACIAL IDENTITY DEVELOPMENT, RACIAL PRIVILEGE, AND CONFLICT RESOLUTION IN HIGHER EDUCATION**

- **Part I—Racial Privilege and the Mediation of Conflicts on Campus** ..... 19  
 Tuesday, May 27—8:30–11:30 a.m.
- **Part II—Racial Identity, Power Imbalances, and Conflict Intervention on Campus** ..... 19  
 Tuesday, May 27—1:00–5:00 p.m.
- **Part III—Developing a Social Justice Conflict Intervention Program in Higher Education** ..... 31  
 Wednesday, May 28—8:30–11:30 a.m.

**INSTITUTE ON SOCIAL JUSTICE EDUCATION**

- **Part I—Key Concepts and Principles** ..... 20  
 Tuesday, May 27—8:30–11:30 a.m.
- **Part II—Constructing a Social Justice Pedagogy** ..... 20  
 Tuesday, May 27—1:00–5:00 p.m.
- **Part III—Developing an Action Plan and Building Institutional and Personal Support** ..... 31  
 Wednesday, May 28—8:30–11:30 a.m.

**INSTITUTE FOR STAFF DIVERSITY TRAINING**

- **Part I—Tuesday, May 27—8:30–11:30 a.m.** ..... 20
- **Part II—Tuesday, May 27—1:00–5:00 p.m.** ..... 20
- **Part III—Wednesday, May 28—8:30–11:30 a.m.** ..... 32

**DIALOGUES**

- **Affirmative Regression: Questioning How Colleges and Universities Might Sabotage the Best Qualified** ..... 108  
 Saturday, May 31—8:30–11:30 a.m.
- **Arabs and Muslims in America and the World: Culture, Politics, and Current World Crisis** ..... 108  
 Saturday, May 31—8:30–11:30 a.m.
- **The “Real” Minority Meets the “Model” Minority: A Black-Asian Dialogue Across Color, Class, and Religion** ..... 108  
 Saturday, May 31—8:30–11:30 a.m. and continuing 2:00–5:00 p.m.
- **Building Inclusive Communities Through Dialogue and Action—Student Dialogue** ..... 119  
 Saturday, May 31—2:00–5:00 p.m.
- **Talking Stories: Sharing Our Asian American and Pacific Islander Experiences** ..... 119  
 Saturday, May 31—2:00–5:00 p.m.
- **Being White Allies on Predominantly White Campuses: Let’s Talk About Motivations, Presumptions, Guilt, and Responsibility** ..... 120  
 Saturday, May 31—2:00–5:00 p.m.
- **Got Dialogue? Frameworks and Tools for Inter/Intragroup Interaction on Campus** ..... 121  
 Saturday, May 31—2:00–5:30 p.m.

**DAY AT A GLANCE**

- **Tuesday, May 27** ..... 6–7
- **Wednesday, May 28** ..... 22–23
- **Thursday, May 29** ..... 50–51
- **Friday, May 30** ..... 72–73
- **Saturday, May 31** ..... 100–101

# 16th 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

MONDAY, MAY 26, 2003

2:00–8:00 p.m.

WESTIN ST. FRANCIS HOTEL

Mezzanine Registration Area

Mezzanine Floor

## REGISTRATION AND ON-SITE CHECK-IN

(Registration will remain open daily 8:00 a.m.–5:00 p.m. through Saturday, May 31)

2:00–6:00 p.m.

The cost of the tour is \$25 per person. Make payment at conference registration desk

Each bus tour is limited to 55 persons

For departure information check with the conference registration desk

This tour will be offered again on Sunday, June 1 from 8:30 a.m.–12:30 p.m.

## PRE-CONFERENCE TOUR

### The Communities and Neighborhoods of San Francisco: The New American Tapestry

The 2003 NCORE communities tour is designed to explore the distinctive social, ethnic and physical elements that have contributed to the development of the “City by the Bay.” The two scheduled bus tours will reveal how immigration and migration, geographic site, and the strategic Pacific Rim location have shaped and continue to redefine this cosmopolitan metropolis. Social-cultural, geologic and economic forces have created and maintained a unique landscape of enduring patterns, inter-cultural relations and spatial accommodation. This tour will include visits to historic and contemporary communities, districts and neighborhoods throughout San Francisco and environs.

**Dr. Cedric D. Page**, Dean of Faculty, DigiPen Institute of Technology, Redmond, Washington where he serves as the Institute’s chief academic officer. Dr. Page founded and co-led the Community Experiences in Denver (1998), Memphis (1999), Santa Fe (2000), Seattle (2001), and New Orleans (2002) that added to the enrichment of the total NCONF experience. As with previous tours, experts from the local area will be contributors on the tour.

## LATINO/A MEETINGS

For other meetings for Latino/a group, see pages 21 and 48

Meetings are hosted by the Latino/a Caucus Group organized during NCONF Conference. During NCONF 2003 the Latino/a caucus will meet to discuss a series of issues affecting Latino/a faculty, administrators, and students in higher education.

3:00–5:00 p.m.

WESTIN ST. FRANCIS HOTEL

Elizabethan A

Second Floor

### Latino/a Caucus Executive Committee Planning Meeting

Discussion on 2004 Latino/a Institute

6:00–10:00 p.m.

WESTIN ST. FRANCIS HOTEL

Elizabethan A

Second Floor

### Latino/a Caucus and General Membership (All Welcome)

Dinner Discussion on Latino/a Retention and Social Event in San Francisco

## DAY AT A GLANCE ■ TUESDAY, MAY 27

**8:30–11:30 a.m.**

■ <b>INSTITUTE ON Student Leadership and Empowerment</b> Principles of Dynamic Student Leadership .....	8
■ <b>INSTITUTE FOR Senior Administrative Officers</b> How the Effective Implementation of Diversity Can Inform High-Level Decision Making Among Senior Administrators: When Leadership, Ethics, and Excellence Collide .....	8–9
■ <b>INSTITUTE ON Multicultural Organizational Development (MCOB)</b> Part I—Transforming Our Institutions Using Multicultural Organizational Development .....	9
■ <b>INSTITUTE ON American Indians—The Invisible Minority in Higher Education: Contemporary Issues Affecting Native Student Experiences in Colleges and Universities</b> Part I .....	10
■ <b>INSTITUTE ON Race, Identity, and Community: Realities of Asian Pacific America in Higher Education</b> Part I—Identity .....	11
■ <b>INSTITUTE ON The Experiences of Black Professionals at Predominantly White Institutions</b> Part I—Strategies for Students of Color .....	11–12
■ <b>INSTITUTE ON Explosive Latino Growth and Higher Education: Toward Preparing the Academy</b> Part I—The Latinization/Browning of America .....	12–13
■ <b>INSTITUTE ON Establishment and Dynamic Development of Cultural Centers</b> Part I—An Establishment and Growth Model for Cultural Centers .....	13
■ <b>THE FACULTY INSTITUTE FOR Culturally Responsive Teaching</b> Part I—Encouraging Motivation and Learning in the College Classroom: Powerful Teaching With Diverse Learners .....	14
■ <b>INSTITUTE FOR Diversity Trainers</b> Part I—Understanding Your Audience, Designing Appropriately, and Recognizing Your Own Programming .....	15
■ <b>INSTITUTE ON Examining Whiteness in the Classroom</b> Part I—What is Whiteness and White Privilege? .....	15
■ <b>INSTITUTE ON Funding Opportunities and Grant Writing</b> Part I—Funding Sources and Grant Writing Skills .....	16
■ <b>INSTITUTE ON Leadership Development and Career Advancement for Women of Color</b> Part I—Career Opportunities and Career Mapping Using Personal Values and Priorities .....	16
■ <b>INSTITUTE FOR Minority Affairs Professionals</b> Part I—Maintaining an Effective Minority Affairs Office .....	17
■ <b>INSTITUTE ON Multicultural Student Leadership and Development—Culturally Centered Leadership and the Art of Change Making</b> Part I—Multiculturalism, Higher Education and Me? .....	17
■ <b>INSTITUTE ON Program Assessment/Evaluation</b> Part I—Infusing Critical Assessment Concepts, Perspectives, and Practices .....	18
■ <b>INSTITUTE ON Racial Identity Development, Racial Privilege, and Conflict Resolution in Higher Education</b> Part I—Racial Privilege and the Mediation of Conflicts on Campus .....	19
■ <b>INSTITUTE ON Social Justice Education</b> Part I—Key Concepts and Principles .....	20
■ <b>INSTITUTE FOR Staff Diversity Training</b> Part I .....	20

**10:00 a.m.–7:00 p.m.**

EXHIBITOR SHOWCASE AND RESOURCE CENTER ..... 21

**11:45 a.m.–12:45 p.m.**

PRE-CONFERENCE INSTITUTE LUNCHEON ..... 21

**1:00–8:00 p.m.**

REGISTRATION AND ON-SITE CHECK-IN ..... 21

**1:00–3:00 p.m.**

■ <b>INSTITUTE ON Student Leadership and Empowerment</b> Part II—Building Interculturally Inclusive Communities Among the Student Population .....	8
-------------------------------------------------------------------------------------------------------------------------------------------------------	---



**1:00–4:00 p.m.**

■ **INSTITUTE ON Leadership Development and Career Advancement for Women of Color**  
Part II—Successfully Navigating the Search Process . . . . . 16

■ **INSTITUTE FOR Minority Affairs Professionals**  
Part II—Creating Inclusive Programs With Class, Culture, and Character . . . . . 17

■ **INSTITUTE ON Multicultural Student Leadership and Development—Culturally Centered Leadership and the Art of Change Making**  
Part II—Leadership in a Multicultural Context . . . . . 18

**1:00–5:00 p.m.**

■ **INSTITUTE FOR Senior Administrative Officers**  
What Do We Mean By “Leadership” in 2003? . . . . . 9

■ **INSTITUTE ON Multicultural Organizational Development (MCOB)**  
Part II—Next Steps: Creating the Conditions for Success . . . . . 10

■ **INSTITUTE ON American Indians—The Invisible Minority in Higher Education: Contemporary Issues Affecting Native Student Experiences in Colleges and Universities**  
Part II . . . . . 10

■ **INSTITUTE ON Race, Identity, and Community: Realities of Asian Pacific America in Higher Education**  
Part II—Recruitment/Retention . . . . . 11

■ **INSTITUTE ON The Experiences of Black Professionals at Predominantly White Institutions**  
Part II—Strategies for Faculty of Color . . . . . 12

■ **INSTITUTE ON Explosive Latino/a Growth and Higher Education: Toward Preparing the Academy**  
Part II—Social and Cultural Issues . . . . . 13

■ **INSTITUTE ON Establishment and Dynamic Development of Cultural Centers**  
Part II—Continuing the Development Model for Cultural Center: Interventions and Methodologies . . . . . 14

■ **THE FACULTY INSTITUTE FOR Culturally Responsive Teaching**  
Continuing (see 8:30–11:30 a.m.) . . . . . 14

■ **INSTITUTE FOR Diversity Trainers**  
Part I continues—Understanding Your Audience, Designing Appropriately, and Recognizing Your Own Programming . . . . . 15

■ **INSTITUTE ON Examining Whiteness in the Classroom**  
Part II—Story Telling in the Construction of Knowledge/Hearing the Voices of People of Color/Addressing the Barriers to Communication . . . . . 15

■ **INSTITUTE ON Funding Opportunities and Grant Writing**  
Part II—Individual Consultations by Appointment . . . . . 16

■ **INSTITUTE ON Program Assessment/Evaluation**  
Part II—Creating a Bridge Between Assessment Theory and Practice . . . . . 18

■ **INSTITUTE ON Racial Identity Development, Racial Privilege, and Conflict Resolution in Higher Education**  
Part II—Racial Identity, Power Imbalances, and Conflict Intervention on Campus . . . . . 19

■ **INSTITUTE ON Social Justice Education**  
Part II—Constructing a Social Justice Pedagogy . . . . . 20

■ **INSTITUTE FOR Staff Diversity Training**  
Part II . . . . . 20

**3:30–5:30 p.m.**

■ **INSTITUTE ON Student Leadership and Empowerment**  
Part III—Building Intraculturally Inclusive Communities Among the Student Population . . . . . 8

**6:00–9:00 p.m.**

JDOT BOARD MEETING . . . . . 21

**7:00–10:00 p.m.**

LATINO/A MEETING . . . . . 21

**8:30–10:30 p.m.**

INFORMAL NETWORKING MEETINGS . . . . . 21

TUESDAY, MAY 27, 2003

## PRE-CONFERENCE INSTITUTE SESSIONS

A series of 20 Institutes is scheduled all day Tuesday, May 27 and the first half day of Wednesday, May 28. Participants may register for only ONE Pre-Conference Institute of their choice. PRE-ENROLLMENT IS REQUIRED.

For an overview of sessions comprising the Institute on Student Leadership and Empowerment, see page 2

8:30–11:30 a.m.

**HILTON HOTEL**

**Union Square 17 and 18**  
Fourth Floor

1:00–3:00 p.m.

**HILTON HOTEL**

**Union Square 17 and 18**  
Fourth Floor

3:30–5:30 p.m.

**HILTON HOTEL**

**Union Square 17 and 18**  
Fourth Floor

For an overview of sessions comprising the Institute for Senior Administrative Officers, see page 2

### **INSTITUTE ON Student Leadership and Empowerment**

This institute is designed to address critical student issues and concerns. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

### **Principles of Dynamic Student Leadership**

The role of student leader carries a tremendous amount of responsibility and accountability. The influence that peers have on one another is often far greater than that exerted by faculty and/or staff. This session provides a unique opportunity for students to support one another academically, and to develop a vision of success. The session will present proven components of leadership that will enhance student leaders effectiveness in meeting their organizational goals and objectives.

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

While it is increasingly important that students on college campuses acknowledge and appreciate diversity, such efforts are often met with resistance based on stereotypes and misconceptions about the members of other cultures. This, in turn, affects students' ability to foster a spirit of inclusiveness between the members of these groups. This interactive session will engage students in a variety of activities that contribute to an enhanced sensitivity to a broad range of diversity issues. Exercises will explore such components as preconceived notions, attitudinal barriers, and alliance building.

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

There is a need for students to build inclusive communities within their own cultural groups as a means of managing the development and growth of the organizations. Often heterogeneity leads to misperceptions regarding members within the same cultural circle, compounding the many issues that students face in their pursuit of academic excellence. This session will identify and explore critical issues that impact the process of intracultural community building including, leadership style, conflict management, and managing organizational change.

**Mr. Kenneth Anderson**, Psychology Instructor, Calhoun Community College-Decatur, Alabama; and Consultant, Maximum Life Enhancement—Madison, Alabama

### **INSTITUTE FOR Senior Administrative Officers**

This institute is directed toward persons at the rank of vice presidents, provosts, presidents, chancellors, and related titles. The institute is designed to provide higher education leaders with timely and pragmatic information for addressing campus diversity issues. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.  
**WESTIN ST. FRANCIS HOTEL**  
Tower A and B  
Lobby Level

### **How the Effective Implementation of Diversity Can Inform High-Level Decision Making Among Senior Administrators: When Leadership, Ethics, and Excellence Collide**

As senior administrators grapple with the challenges and opportunities associated with diversity and its presence/absence on their campuses, they need to utilize models of management and decision-making that can produce genuine impact, and have a history of success at other institutions. This session will examine effective approaches to the tough leadership challenges. What criteria should be utilized as one ponders resource distribution for competing diversity projects? How/when do diversity goals become institutional priorities? Do existing organizational structures allow for an effective implementation of diversity, and if not, what needs to happen? Are there good models that connect diversity to one's academic vision? What role does leadership really play across all levels of the campus community when the diversity discussion elevates to a "critical dialogue." Why should I rely on the assessment of diversity to inform my decision-making?

**Dr. James A. Anderson**, Vice Provost for Undergraduate Affairs, North Carolina State University—Raleigh, North Carolina

1:00–5:00 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Tower A and B  
Lobby Level

### **What Do We Mean By "Leadership" in 2003?**

Often, too little emphasis is placed on developing senior administrators as leaders; it is assumed that those who have risen to the highest administrative levels of the institution have, through experience, learned what it means to lead. Further, the theoretical and practical findings reported in the corporate literature are frequently not translated for use in academic settings. In this session, participants will examine cutting edge theories of how people become leaders and how they, then, encourage others throughout the institution to lead. We will then explore the ways in which they can apply these concepts of leadership to their institutions.

**Dr. Frances E. Kendall**, Consultant on Organizational Change and Communication, Specializing in Issues of Diversity-Albany, California

For an overview of sessions comprising the Institute on Multicultural Organizational Development, see page 2

### **INSTITUTE ON Multicultural Organizational Development (MCOB)**

A two-part institute is designed for Deans, Department Chairs and Academic Program Directors, as well as for those who have responsibility for effecting change in their institutions around issues of diversity and social justice. The institute will introduce participants to the concept of Multicultural Organizational Development as a framework for envisioning, directing, and sustaining long-term systemic multicultural change efforts. Participants will become familiar with the organizational stages of multiculturalism, learn how to implement an organizational change process, identify sources and forms of resistance, and develop strategies for dealing with resistance to multicultural changes. A case study using the Community, Diversity, and Social Justice Initiative from the University of Massachusetts-Amherst will be used to illustrate the implementation of an MCOB approach in higher education. Throughout the institute, experiential activities, as well as large- and small-group discussions, will provide participants with opportunities to apply theory to practice, and to develop a plan of action for implementation in their institutions. **MAXIMUM BENEFIT WILL BE DERIVED FOR PARTICIPANTS WHO CAN ATTEND THIS INSTITUTE AS PART OF AN INSTITUTIONAL TEAM, IF AT ALL POSSIBLE.** A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.  
**WESTIN ST. FRANCIS HOTEL**  
Elizabethan A  
Second Floor

### **Part I—Transforming Our Institutions Using Multicultural Organizational Development**

This session explores some of the reasons why efforts to effect systemic multicultural change in higher education institutions often have limited success. The concept of Multicultural Organizational Development will be introduced as a framework for understanding organizations as systems, and identifying the stages that organizations move through as they become more multicultural. Academic leaders will have an opportunity to use this framework to examine institutional policies, practices and resource management issues, and their relationship to the challenges and opportunities of building a multicultural organization. The session presents an organizational change process that institutional teams can use to assess their organization's current status, and how to plan and implement change strategies, as well as how to evaluate and monitor the end results. A case study will be used to illustrate the implementation of an MCOB approach in higher education.

1:00–5:00 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Elizabethan A  
Second Floor

For an overview of sessions comprising the Institute on American Indians—The Invisible Minority in Higher Education: Contemporary Issues Affecting Native Student Experiences in Colleges and Universities, see page 2

8:30–11:30 a.m.  
**HILTON HOTEL**  
Union Square 1 and 2  
Fourth Floor

1:00–5:00 p.m.  
**HILTON HOTEL**  
Union Square 1 and 2  
Fourth Floor

For Part III, see page 25

### **Part II—Next Steps: Creating the Conditions for Success**

This session focuses on identifying key leadership and support efforts that create the conditions for MCOE success. Sources and forms of resistance to multiculturalism will be discussed, as well as strategies for dealing with resistance. The session will identify the organizational and personal resources that participants bring to the MCOE change effort, and will discuss ways on how to obtain the additional resources. Participants will leave with an understanding of the most appropriate next steps to take in their efforts to become a multicultural campus.

**Dr. Bailey Jackson**, former Dean and current Faculty, Social Justice Education Program, School of Education, University of Massachusetts—Amherst, Massachusetts

**Dr. Linda Marchesani**, Manager, Training and Development and adjunct faculty, Social Justice Education Program, School of Education, University of Massachusetts—Amherst, Massachusetts

### **INSTITUTE ON American Indians—The Invisible Minority in Higher Education: Contemporary Issues Affecting Native Student Experiences in Colleges and Universities**

A three-part institute designed to address critical issues and concerns faced by American Indian students' experience in higher education. It will further define social and cultural issues as these students pursue their educational goals. This institute reflects both on the importance of Native American representation in higher education and the institutional progression toward enhancing a diverse campus climate. Diversity and multiculturalism is not a Black vs. White issue. The goal of this institute is to increase knowledge and awareness of educators about the challenges and experiences of American Indian students in academe. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

**Part I**—This session examines the effect of Indian mascots and logos on the educational success of American Indian students, as well as the politically correct response to the question, "What should we call you?" The session will present and discuss (1) the research on American Indian student satisfaction at institutions with Indian mascots and logos; (2) the cultural dichotomies regarding American Indian students, and institutions' cultural climates in comparison with institutions that have no Indian specific support programs; (3) the problem of political correctness in our society, and how Native people identify themselves; (4) information on American Indian preparedness for college, what Native students are looking for in a college; (5) information on best practice programs, and institutions that are retaining Indian students; and (6) statistics on Native students who enter as first-year students and retention rates at the end of their first year.

**Part II**—This session is designed to examine Native Americans as the invisible minority group. Diversity initiatives in higher education tend to focus on "Black versus White issues." The Native American student concerns have continued to be disregarded. The session will present and discuss (1) information on curriculum and pedagogical concerns for Indian students in higher education; (2) information on why many Indian educational professionals and students are left out of most diversity programs and discussions; (3) romantic notions about American Indian cultures, preconceived notions, myths and stereotypes of Native peoples from popular culture; (4) the integration of higher education and traditional education, and traditional Native communities; (5) information on American Indian student completion from bachelor programs and the professional choices of graduates; and (6) information and importance of matriculation to graduate programs.

**Dr. Pete Coser**, Coordinator, Native American Student Programs, Oklahoma State University—Stillwater, Oklahoma

**Dr. Denise Kiona Henning**, Executive Director, Intercultural Programs, and Sociology Faculty, Loras College—Dubuque, Iowa

**Mr. Stuart Sparvier**, Hlicott Community Director, Resident Life, University of Maryland—College Park, Maryland



For an overview of sessions comprising the Institute on Race, Identity, and Community: Realities of Asian Pacific America in Higher Education, see page 2

### **INSTITUTE ON Race, Identity, and Community: Realities of Asian Pacific America in Higher Education**

A three-part institute is designed to address critical issues and concerns faced by Asian Pacific American students related to identity development, enhancement, and fusion during their higher education experience. Internal factors such as family, culture, and social upbringing will be introduced initially, while external factors such as stereotyping and media portrayal will also be explored as a means to understand the development of the Asian Pacific American identity. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.  
**HILTON HOTEL**  
**Union Square 3 and 4**  
Fourth Floor

#### **Part I—Identity**

This session examines basic identity development of Asian Pacific American students, as well as all students in general. The session will present and discuss (1) common psychosocial characteristics that contribute to the growth and evolution of students over the course of their four year college careers; (2) the unique cultural and social characteristics that students of color at predominantly white institutions face, and potentially pose as obstacles during their identity development; and (3) the specific factors that further complicate Asian Pacific American student development such as internalized oppression, the role of family and culture, social upbringing (class, education, neighborhood), stereotypes, and popular media/culture portrayal.

1:00–5:00 p.m.  
**HILTON HOTEL**  
**Union Square 3 and 4**  
Fourth Floor

#### **Part II—Recruitment/Retention**

This session examines the role of recruitment and retention as external mitigating factors in the identity development of Asian Pacific American students. The session will present and discuss (1) the psychological and social impact of alienation and isolation, both common stressors of students of color at predominantly white institutions, on the overall emotional competence of Asian Pacific American students; (2) the historical under- and over-representations of various Asian ethnic groups, and its impact on those students in their collegiate careers; and (3) the various obstacles specifically language barriers that marginalize and negatively impact the intellectual and emotional progress of Asian Pacific American students.

**Mr. Jason Minh Alt**, Residence Coordinator and Coordinator, Human Intercultural Relations, State University of New York-Purchase College—Purchase, New York

**Ms. Pamela Huang Chao**, Professor, Sociology, American River College—Sacramento, California

**Dr. Evelyn Hu-DeHart**, Professor of History, and Director, Center for the Study of Race and Ethnicity in America, Brown University—Providence, Rhode Island

**Dr. Gemma Skillman**, Assistant Professor of Psychology, University of South Dakota—Vermillion, South Dakota

**Dr. Jean Wu**, Senior Lecturer, American Studies Program, and Program and Education Director, Diversity Office, Tufts University—Medford, Massachusetts

For an overview of sessions comprising the Institute on The Experiences of Black Professionals at Predominantly White Institutions, see page 2

### **INSTITUTE ON The Experiences of Black Professionals at Predominantly White Institutions**

A three-part highly interactive institute is designed to address the unique challenges which students, administrators, and faculty of color encounter in predominantly white campuses. The institute explores those challenges in detail and provides participants with successful coping strategies for addressing them. Each session will provide an opportunity for small and/or large group discussions to probe questions, problem solve, and create new strategic models. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

**HILTON HOTEL**

**Union Square 15 and 16**  
Fourth Floor

**Part I—Strategies for Students of Color**

This interactive session provides an overview of how to prepare students and families for change. Presenters will explain the cultural and social divisions—by applying student development, psychoanalytical, and family systems theory—that affects first and second generation students as they navigate between predominantly white institutions, family, and communities. The session will present (1) a foundation for discussion on the issues that students of color experience and the difficulty of readjusting to family and provide solutions for cultural readjustment, and assist in putting theory into practice with basic theoretical understanding of student experiences; (2) articulate strategies for existence, persistence, and resistance in predominantly white campuses, in collaboration with a group of college students; and (3) identify specific problems faced by students of color along with useful tips and methods to help students to turn these challenges into opportunities. Participants are encouraged to bring at least one question that speaks to their issues or concerns in this area.

**Ms. Nzingha S. Dugas**, Business Director and Student Advisor, University of California—Berkeley, California

**Ms. Phyllis Harris**, Director, Multicultural Affairs, University of Nebraska—Kearney, Nebraska

**Dr. Charles Taylor**, Academic Dean, Herzog College—Madison, Wisconsin

**Ms. Pamela S. Thomas**, Dean and Director of Intercultural Affairs/Opportunity Programs, Hobart and William Smith Colleges—Geneva, New York

1:00–5:00 p.m.

**HILTON HOTEL**

**Union Square 15 and 16**  
Fourth Floor

**Part II—Strategies for Faculty of Color**

This session explores the critical factors in the successful completion of the doctorate for students of color, will address the overlooked challenges critical to success in this endeavor, and will discuss mastering the politics of academe, spiritual and self-concept issues. The session will (1) provide a historical overview of our presence in higher education, as well as current demographics; (2) discuss the present status of minority faculties on predominantly white campuses, including their relative numbers and representation, self-reported job satisfaction, tenure status, publication rates, the plight of a faculty in the academic workplace by focusing on the effects of race and gender of the faculty of color, and recommendations on how the faculty can effectively mentor a faculty of color and how institutions can better attract and retain the faculty of color; and (3) address how African American and other faculty of color can cope with prejudice, racism, and power found in predominantly white institutions. Participants will work in groups to address a series of practical situations in which they will apply the tools they learned, and will examine the barriers caused by race, gender, age, class, identity, sexual orientation, and other aspects of human identity they perceive as hindering their success in predominantly white institutions and strategically address them in ways which will not compromise one's values, beliefs, or own best self-interest.

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

**Dr. Sheila T. Gregory**, Associate Professor, Educational Leadership and Higher Education, Clark Atlanta University—Atlanta, Georgia

**Dr. Sherwood Smith**, Assistant Professor, Human Development and Educational Foundation, and Director, Center for Cultural Pluralism, University of Vermont—Burlington, Vermont

For an overview of sessions comprising the Institute on Explosive Latino Growth and Higher Education: Toward Preparing the Academy, see page 2

**INSTITUTE ON Explosive Latino/a Growth and Higher Education: Toward Preparing the Academy (formerly titled "Beyond Black and White: Preparing Higher Education for the Latinization of America")**

A three-part institute will provide information on the key issues surrounding the expected extraordinary influx of first-generation Hispanic (Latino) students entering the nation's colleges and universities. Because much of the pertinent information about the extraordinary growth of this population group is poorly understood, the aim of the institute is to provide a comprehensive understanding of the phenomenon and its many and varied implications, particularly with respect to higher education, but also to the broader society. Concerted attention is required to the historic background of the formation of Hispanic America, and to the social and cultural issues surrounding the group's successful positioning and integration within higher education. Topics which require further research will be discussed, as well as strategies for action to facilitate the success of Hispanic (Latino) students. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.  
**HILTON HOTEL**  
Union Square 5 and 6  
Fourth Floor

### **Part I—The Latinization/Browning of America**

Having already surpassed African Americans in sheer numbers, with populations increases and projected to continue at a rapid pace, Latinos will doubtless come to play an increasingly major role in both the society at large and our institutions of higher education. This session will provide a clear and thorough presentation of the key issues surrounding the origins of this population, their current conditions, and their discernible prospects for the future. Presenters will share a brief example of one of the many misunderstandings of Latinos' concerns and their socioeconomic status. The session will highlight such issues as (1) Latinos outnumbering African Americans, and what accounts for this dramatic transformation; (2) Latino populations with higher numbers of youth than Whites, Asian Americans, and African Americans (hence, their potential representation in colleges and universities); (3) geographic origins of Latino populations main settlement areas, and the impact on colleges and universities; and (4) how well Latinos are doing with an eye to the future?

**Dr. Robert Aponte**, Associate Professor of Sociology, Indiana University-Indianapolis; and Research Affiliate, Julian Samora Research Institute, Michigan State University—East Lansing, Michigan

1:00–5:00 p.m.  
**HILTON HOTEL**  
Union Square 5 and 6  
Fourth Floor

### **Part II—Social and Cultural Issues**

This session draws from the demographic items discussed in Part I. It will focus on the wide array of issues concerning Latino students' participation in higher education, along with additional concerns. Special attention is devoted to the numerous barriers that Latino students face in their quest for educational attainment. The session examines (1) the Latino students' track record thus far; (2) special problems students and educators will confront in the front lines; and (3) students' internal diversity, and their enormous potential for greater participation in the academy. Solutions are being sought to address the related problems, as well as opportunities for the future.

**Ms. Anamaria Cobo de Paci**, Director, Center for Hispanic Excellence, University of Pennsylvania—Philadelphia, Pennsylvania

**Ms. Guadalupe R. Corona**, Director, United Front Multicultural Center—San Diego, California

For Part III, see page 27

For an overview of sessions comprising the Institute on Establishment and Dynamic Development of Cultural Centers, see page 3

### **INSTITUTE ON Establishment and Dynamic Development of Cultural Centers**

A three-part interactive institute designed to explore the successful establishment and dynamic development of cultural centers on college campuses. The "Cultural Center Establishment and Growth Model," was developed by the California Council of Cultural Centers in Higher Education (CaCCCHE). The scope of this innovative model incorporates all of the critical stages necessary for the establishment and successful growth of cultural centers—assessment, development, implementation, and long-range strategic planning. Through dialogue, experiential activities, and presentation of case studies this institute will provide participants with tools and strategies for the application of the model on their campus. A Certificate of Participation will be available for persons with documented attendance at all institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.  
**WESTIN ST. FRANCIS HOTEL**  
California West  
Second Floor

### **Part I—An Establishment and Growth Model for Cultural Centers**

This session presents the "Cultural Center Establishment and Growth Model" for the development and institutional implementation of an effective cultural center. The model drew from the collective expertise of cultural centers currently in place throughout California's two- and four-year, public and private institutions. This broad-based model extends beyond the usual focus on multicultural "programming." Rather the model incorporates assessment, development, implementation, as well as strategic planning. Presenters will share the key to an exploration of a step-by-step process, and a discussion of critical questions as they apply at each juncture of the model. At the end of Part I, participants will be able to (1) be conversant with the various stages of establishing and developing a cultural center, (2) anticipate and identify problems and potentials at different stages of a center's development, and (3) strategize for the long-term growth of a cultural center on campus.

1:00–5:00 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
California West  
Second Floor

For Part III, see page 27

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

8:30–11:30 a.m.  
**WESTIN ST. FRANCIS HOTEL**  
Borgia  
Mezzanine Floor

Session continues  
1:00–5:00 p.m.

Session will continue Wednesday,  
May 28—8:30–11:30 a.m.

### **Part II—Continuing the Development Model for Cultural Center: Interventions and Methodologies**

Through dialogue, discussion, and presentation of case studies, and pragmatic enactments, this session will share effective tools and methodologies for the practical application of the Establishment and Growth model. This interactive session examines the role of campus cultural centers in impacting the campus climate. It brings together the collective expertise and strategies of the California Council of Cultural Centers in Higher Education (CaCCCHE). At the end of Part II, participants will be able to (1) identify the many models of centers presently used throughout the country; (2) become familiar with assessment tools for verifying effectiveness of cultural centers; and (3) acquire some skills training in aesthetic communication techniques, conflict mediation, and positive intercultural interventions.

**Ms. Corliss P. Bennett**, Director, Center for Black Cultural and Student Affairs, University of Southern California—Los Angeles, California

**Ms. Hyon Chu Yi**, Director, MOSAIC Cross Cultural Center, San Jose State University—San Jose, California

**Ms. Winnie Moore LaNier**, Assistant Professor, Student Development and Leadership, and Campus Life Coordinator, Cosumnes River College—Sacramento, California

**Ms. Marylyn Paik-Nicely**, Director, Multicultural Center, Humboldt State University—Arcata, California

**Dr. James Manseau Saucedo**, Professor, Communication Studies, and Founding Director, Multicultural Center, California State University—Long Beach, California

**Mr. Greg Toya**, Interim Director, Cross-Cultural Center & Lesbian, Gay, Bi-Sexual and Transgender Resource Center, University of California—Davis, California

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

#### **THE FACULTY INSTITUTE FOR Culturally Responsive Teaching**

An interactive institute to engage participants in exercises to create high performance post-secondary classrooms where diverse student groups are motivated to learn. Participants will apply a research-validated pedagogical framework that includes four conditions for optimal learning. They will learn strategies to (1) create respect and connectedness among all students, (2) develop a positive attitude among students toward academic learning, (3) create challenge and engagement, and (4) use assessment that equitably audits learning and supports competence in ways that matter to students and communities. Participants will apply the pedagogical framework and strategies to personal teaching plans. A Certificate of Participation will be available for persons with documented attendance at all institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

### **Encouraging Motivation and Learning in the College Classroom: Powerful Teaching With Diverse Learners**

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

**Dr. Raymond J. Wlodkowski**, Psychologist and Director, Center for the Study of Accelerated Learning, Regis University—Denver, Colorado



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

8:30–11:30 a.m.  
**WESTIN ST. FRANCIS HOTEL**  
Elizabethan B  
Second Floor

Part I continues  
1:00–5:00 p.m.

For Part II, see page 28

For an overview of sessions comprising the Institute on Examining Whiteness in the Classroom, see page 3

8:30–11:30 a.m.  
**HILTON HOTEL**  
Powell  
Sixth Floor

1:00–5:00 p.m.  
**HILTON HOTEL**  
Powell  
Sixth Floor

For Part III, see page 28

### **INSTITUTE FOR Diversity Trainers**

A two-part institute focusing on a comprehensive set of essential issues that must be addressed in planning, implementing, and/or supervising effective diversity training. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

#### **Part I—Understanding Your Audience, Designing Appropriately, and Recognizing Your Own Programming**

This daylong session will be devoted to four goals: (1) to provide participants with tools to assess the perspectives of their audience members, and the communities and learnings these members bring with them into the training; (2) how to recognize the learning domains, and how to design an effective curriculum within them; (3) to discuss and identify how “diversity training” needs to be redefined to meet the current needs of society; and (4) to explore our deep programming around issues of difference, privilege, and diversity in the United States, and how it affects the work we do.

**Dr. Cristine Clifford Cullinan**, Training and Development Administrator, Human Resources, University of Oregon—Eugene, Oregon

**Ms. Terry Leary**, Multicultural Community Liaison, Springfield School District—Springfield, Oregon

**Ms. Simma Lieberman**, President, Simma Lieberman Associates—Albany, California

**Ms. Bettie Sing Luke**, Multicultural Trainer/Equity Specialist, Eugene Public School—Eugene, Oregon

**Dr. Janice Mitchell**, Professor, German and Intercultural/International Education, Gallaudet University—Washington, D.C.

### **INSTITUTE ON Examining Whiteness in the Classroom**

A three-part institute designed for those who have begun their own work on racial identity and want to work with a pre-designed curriculum on whiteness that can be offered for students, staff, and faculty. As educators, we have a responsibility to ourselves and our students to understand how we have been socialized to maintain whiteness. Participants will experience and learn to deliver the Understanding Whiteness/Unraveling Racism (UW/UR) model, which combines experiential techniques, and a workbook format, using readings, group and individual exercises, and journaling. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

#### **Part I—What is Whiteness and White Privilege?**

This session contextualizes whiteness in discussions about race, and involves participants in introductory exercises. The importance of establishing a safe environment for deep intra and interpersonal work is modeled, and sets the stage for the session. Social geography, as it defines each participant, will be shared interactively, leading to an understanding of the social construction of race. Then, the session will move into a discussion of white privilege, including sharing of identified privileges, how white people and people of color experience each other, how white people can use their white privilege to support people of color, and how racism hurts white people.

#### **Part II—Story Telling in the Construction of Knowledge/Hearing the Voices of People of Color/Addressing the Barriers to Communication**

How do we bring all the voices to the dialog? In this session, participants begin by examining their own social position in relation to their students, explore ways of making whiteness visible in the classroom, get in touch with not being heard, and explore ways to bring the voices of people outside mainstream media into daily life and into the classroom. Presenters will discuss the relationship of fear and anger as barriers to interracial interactions, and how to work constructively with anger in the classroom. In this session also we will look at how the media perpetuates racist stereotypes and promotes fear. Participants will engage in interactive experiences to identify personal fears surrounding interactions with people of color, and brainstorm ways to get beyond fear. Other issues to be discussed in this session include definitions and sharings around guilt and shame; the need for white people to face up to the history of slavery, genocide, and colonization in the U.S.; identifying how guilt limits anti racist impulses, and discussion of romanticizing the oppressed.

**Ms. Judy Helfand**, Lecturer, Sonoma State University-Rohnert Park; and Director, IMPACT Training, Lippin & Associates—Rohnert Park, California

**Dr. Laurie B. Lippin**, Instructor, Community and Regional Development, University of California-Davis; and CEO, Lippin & Associates—Rohnert Park, California

For an overview of sessions comprising the Institute on Funding Opportunities and Grant Writing, see page 3

### **INSTITUTE ON Funding Opportunities and Grant Writing**

A three-part institute designed for new and junior tenure-track faculty, junior administrators and professional staff, and grant personnel. Participants will engage in hands-on, substantive work on proposal development for a source of funding available at the time of the conference, or on a topic of their choice. There will be opportunities for small-group work in related proposal areas; individual consultations; and input, sharing, and feedback from the group. Dr. Cornejo will make himself available to participants for consultation following the conference. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

**WESTIN ST. FRANCIS HOTEL**

**California East**

Second Floor

#### **Part I—Funding Sources and Grant Writing Skills**

This session provides information on funding sources for projects at both the national and international levels. Participants will receive information about a wide range of funding sources, including federal and state agencies, corporations, foundations, and individuals. They will learn the basic skills of grant proposal writing, and how to use the ERIC system, the Internet, and other media to locate and apply for grants.

1:00–5:00 p.m.

**WESTIN ST. FRANCIS HOTEL**

**California East**

Second Floor

#### **Part II—Individual Consultations by Appointment**

Dr. Cornejo will be available for individual consultation by appointment with participants who seek individualized guidance on key grant writing concepts and strategies.

For Part III, see page 29

**Dr. Ricardo J. Cornejo**, Professor of Educational Research and Multicultural Education, College of Education and Director, Urban Community Service Grant, School of Teacher Education, San Diego State University—San Diego, California

For an overview of sessions comprising the Institute on Leadership Development and Career Advancement for Women of Color, see page 3

### **INSTITUTE ON Leadership Development and Career Advancement for Women of Color**

An experiential, interactive, three-part institute designed for women of color who serve at the director's level and above and who seek to develop personal goals and strategies for career advancement. Successful career progression models developed by the Office of Women in Higher Education at the American Council on Education will be discussed. Models will include (1) developing leadership skills, (2) identifying career advancement directions, (3) selecting mentors, and (4) coping with campus climates. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

**WESTIN ST. FRANCIS HOTEL**

**Georgian**

Mezzanine Floor

#### **Part I—Career Opportunities and Career Mapping Using Personal Values and Priorities**

Match your values, and aspects of your personal life to the career opportunities and mapping are the most important to your professional growth.

1:00–4:00 p.m.

**WESTIN ST. FRANCIS HOTEL**

**Georgian**

Mezzanine Floor

#### **Part II—Successfully Navigating the Search Process**

Preparation for engaging in the search process, and creating a competitive edge.

**Ms. Gloria D. Thomas**, Associate Director, Fellows Program, American Council on Education—Washington, D.C.

**Dr. Claire A. Van Ummersen**, Vice President and Director, Office of Women in Higher Education, American Council on Education—Washington, D.C.

For Part III, see page 29

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

8:30–11:30 a.m.  
**HILTON HOTEL**  
Union Square 25  
Fourth Floor

1:00–4:00 p.m.  
**HILTON HOTEL**  
Union Square 25  
Fourth Floor

For Part III, see page 29

For an overview of sessions comprising the Institute on Multicultural Student Leadership and Development—Culturally Centered Leadership and the Art of Change Making, see page 3

8:30–11:30 a.m.  
**HILTON HOTEL**  
Lombard  
Sixth Floor

### **INSTITUTE FOR Minority Affairs Professionals**

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

#### **Part I—Maintaining an Effective Minority Affairs Office**

Minority Affairs offices have played a very important role in the education and socialization of minority students at predominantly white institutions. Currently, these offices may find themselves at a crossroad because of institution's expectation of these offices to perform multiple functions such as recruitment, retention, diversity education, and program development. Unfortunately, these offices do not have the resources to provide all of the services expected of them. This session is designed to provide practical solutions to help them survive unrealistic expectations. Discussion will center around effective ways to weave these offices into the fabric of the institution, and assist them with becoming sound administrative and student friendly offices.

#### **Part II—Creating Inclusive Programs With Class, Culture, and Character**

Too often, campus programs that have a minority student focus (i.e., Black History Month, Hispanic Heritage Month, etc.) are not well attended by the campus community. These programs sometimes encounter problems with funding, advertising, planning and quality, and they are surrounded by questions. This session provides helpful information on how to produce quality programs with the assistance of student leaders that are inclusive of the campus community. The presenter will share information on the program planning, creative ways to increase attendance, and how to select a successful program for your campus.

**Mr. Kevin R. Carreathers**, President, Carreathers Consulting (a comprehensive student services consulting firm)—Houston, Texas

### **INSTITUTE ON Multicultural Student Leadership and Development—Culturally Centered Leadership and the Art of Change Making**

A three-part, highly interactive institute designed for multicultural student leaders and the Student Affairs professionals who advise them. The institute explores the foundations of Multicultural Student Leadership, provides proven skills and strategies for culturally-centered nonviolent leadership and activism, and includes a dialogue on issues between administrators and students. Definitions and the expectations associated with the idea of multiculturalism will be presented to examine the implications on identity and leadership development. Participants will look at these issues in the context of their multicultural student organization's development, and will be introduced to the tools necessary for the effective management/leadership of multicultural student organizations. Through a case study, participants will also learn how to conduct a Social Action Survey as a method of waging a nonviolent campaign. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

#### **Part I—Multiculturalism, Higher Education and Me?**

This session will focus on the idea of multiculturalism and its implications upon "multicultural" students, and their organizations. The session begins by focusing on the evolution of the "multicultural idea," and its components, then will place this idea within the context of *the higher education project*. In this segment, students will understand how this idea plays out on college campuses; how multicultural students are impacted; and what is the resulting "politics." Students will use the multicultural model as a vehicle for providing "centrism," and grounding to their lives and their organizations. This grounding will provide the basis from which to run the organization's internal, and cross-cultural affairs.

1:00–4:00 p.m.  
**HILTON HOTEL**  
**Lombard**  
Sixth Floor

For Part III, see page 30

For an overview of sessions comprising the Institute on Program Assessment/Evaluation, see page 4

8:30–11:30 a.m.  
**WESTIN ST. FRANCIS HOTEL**  
**Olympic**  
Second Floor

1:00–5:00 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
**Olympic**  
Second Floor

For Part III, see page 30

### **Part II—Leadership in a Multicultural Context**

This session will focus on the nuts and bolts of running organizations. Students will trouble shoot their organizations, and learn to deal with internal dynamics (i.e., apathy, workloads, meetings, wellness, intra-group diversity, consensus building, decision making, and delegation). Personal leadership styles, and the styles of others will be the focus. Finally, the session will address external (campus) concerns such as coalition building, working with the administration, understanding campus power players and factors, utilizing and supporting key faculty members, creating action plans, and developing movements.

**Mr. Timothy E. Sams**, Assistant Dean of the College and Director, Black Cultural Center, Swarthmore College—Swarthmore, Pennsylvania

### **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, 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 for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

### **Part I—Infusing Critical Assessment Concepts, Perspectives, and Practices**

This session lays the informational groundwork for demystifying the program assessment process and for clarifying its intimate connections to effective program development and continuous improvement. The aim is to produce 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.

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

This session provides participants 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 Policy and Planning Analyst, Office of Human Resources Development/The Equity and Diversity Resource Center, University of Wisconsin—Madison, Wisconsin



For an overview of sessions comprising the Institute on Racial Identity Development, Racial Privilege, and Conflict Resolution in Higher Education, see page 4

### **INSTITUTE ON Racial Identity Development, Racial Privilege, and Conflict Resolution in Higher Education**

A three-part institute designed to explore the integral relationship between racial identity and racial privilege in the intervention of disputes on college and university campuses. Conflict resolution programs are developed for the purposes of resolving disputes, reducing tensions, improving communication, and building community. While most programs have demonstrated some success in these areas, recent research has shown that they can also serve to reproduce racial privilege both structurally within the institution and interpersonally between disputing parties. This institute will present an overview of the typical approaches to mediation, and offer a critique of how they do not serve a social justice agenda. Participants will have opportunities to utilize the theories presented on racial identity and privilege to analyze video clips of actual mediation sessions. A new approach to mediation will be introduced which seeks to account for racial privilege. In addition, we will explore effective strategies for developing and implementing a social justice conflict intervention program on campus. No previous training in mediation is expected. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

**HILTON HOTEL**

**Mason**

Sixth Floor

#### **Part I—Racial Privilege and the Mediation of Conflicts on Campus**

Mediation in the U.S. is seen as a neutral process designed to assist parties in resolving their disputes in mutually agreeable terms. However, recent research has shown that the typical approach that focuses on neutrality can undermine the experience, and outcome for participants of color. This routinely results in mediated agreements which privilege white, and anglophone participants. This session will examine the dynamics of white and anglophone privilege as they surface in the mediation of interracial disputes in higher education. The presenter will provide a critique of typical mediation practice by presenting theoretical frameworks grounded in the fields of critical race theory, cultural studies, multicultural education, and conflict resolution.

1:00–5:00 p.m.

**HILTON HOTEL**

**Mason**

Sixth Floor

#### **Part II—Racial Identity, Power Imbalances, and Conflict Intervention on Campus**

In this session, we will utilize case studies to examine the impact of racial identity and power imbalances on actual campus conflicts. Participants will have an opportunity to work in small groups to analyze common dilemmas which face those intervening. For example, we will consider when one party sees race as an issue, and another does not. In addition, we will consider the impact of the mediators' racial identities on the interventions. After having considered the challenges racism raises for campus mediators, an introduction to a social justice approach to mediation will be offered; one which is premised on both a commitment to racial justice, as well as to a process in which parties can reach mutually agreeable solutions.

For Part III, see Page 31

**Dr. Leah Wing**, Lecturer, Legal Studies Department, University of Massachusetts—Amherst, Massachusetts

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

### **INSTITUTE ON Social Justice Education**

A three-part institute designed for faculty and staff who teach in higher education and secondary settings, as well as for those who engage in staff, student and/or faculty development focusing on diversity and social justice issues. The institute will introduce principles and practices of social justice education, focusing on effective tools and strategies educators/trainers can use within their own settings. Experiential activities, as well as small and large group discussion will provide opportunities for participants to apply theory to practice throughout the institute. Presenters will help participants to identify specific issues and challenges they encounter in teaching about oppression and social justice, and develop constructive ways to address them. Participants will design an action plan, and identify sources of support in their home institutions. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

**WESTIN ST. FRANCIS HOTEL**

**Elizabethan C**

Second Floor

#### **Part I—Key Concepts and Principles**

Part I will explore key concepts for understanding oppression in this society. The session examines the process of socialization into an oppressive system and the significance of social identities for instructors, and students. We will consider how different perspectives generate the range of feelings, reactions, assumptions, and perspectives, that make teaching and learning about oppression so complex and challenging. The session will reflect upon what we need to know about ourselves as educators in order to effectively deal with these issues.

1:00–5:00 p.m.

**WESTIN ST. FRANCIS HOTEL**

**Elizabethan C**

Second Floor

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

Part II will focus 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. Through the application of theory and sharing experiences we will identify constructive ways to address these situations.

For Part III, see page 31

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

**Dr. Lee Anne Bell**, Professor and Director of the Education Program, Barnard College—New York, New York

**Dr. Beverly Daniel Tatum**, President, Spelman College—Atlanta, Georgia

**Dr. Sharon J. Washington**, Provost, Spelman College—Atlanta, Georgia

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

### **INSTITUTE FOR Staff Diversity Training**

A three-part institute designed for those who develop and conduct staff diversity training programs. The key elements to be addressed are philosophy and approach to diversity training, needs assessment, course design and content, group facilitation skills, and issues in implementation. The institute will demonstrate how to design programs and materials that value differences, identify and reduce prejudice, address dynamics that cause misunderstanding among diverse people, and increase communication and effective resolution of conflict. Participants will be exposed to training tools and materials that (1) assess what is needed, (2) are interactive and stimulate learning, and (3) offers variety and structure to program design. Participants practice facilitation skills using sample exercises provided by the trainers. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

**WESTIN ST. FRANCIS HOTEL**

**Elizabethan D**

Second Floor

**Part I**—This session covers philosophy and approach, needs assessment, and course design.

1:00–5:00 p.m.

**WESTIN ST. FRANCIS HOTEL**

**Elizabethan D**

Second Floor

**Part II**—This session focuses on content and group facilitation skills.

**Ms. Diane Burbie**, Principal, The ASPIRE Group—Pasadena, California

**Dr. Onolee Zwick**, President, The HIOZHO Institute & Consulting Group—Santa Barbara, California

For Part III, see page 32

10:00 a.m. - 7:00 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Colonial  
Mezzanine Floor

## EXHIBITOR SHOWCASE AND RESOURCE CENTER

(Open daily 10:00 a.m.-7:00 p.m. through Saturday, May 31)

11:45 a.m.-12:45 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Grand Ballroom  
Mezzanine Floor

## PRE-CONFERENCE INSTITUTE LUNCHEON

1:00-8:00 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Mezzanine Registration Area  
Mezzanine Floor

## REGISTRATION AND ON-SITE CHECK-IN

(Registration will remain open daily 8:00 a.m.-5:00 p.m. through Saturday, May 31)

6:00-9:00 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Yorkshire  
Second Floor

## JDOTT BOARD MEETING



Two meetings are hosted 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 NCORE's African American Networking Group.

For JDOTT Summit Meeting,  
see page 49

7:00-10:00 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Elizabethan A  
Second Floor

## LATINO/A MEETING

The meetings are hosted by Latino/a Networking groups.

### "The Latino Glass Ceiling in Higher Education"

Guest Speaker: Dr. Robert Haro, Professor Emeritus, Ethnic Studies Department, San Francisco State University

8:30-10:30 p.m.

## INFORMAL NETWORKING MEETINGS

While you participate in the excellent and the diverse programming of NCORE, and witness the commitment of the NCORE to be inclusive, we invite you to visit the caucus group meetings. The NCORE have seven active caucuses: African American, American Indian, Asian/Pacific Islander (APINCORE), Caucasian/White, Latino/a, Multi-Ethnic/Multi-Racial, and Students. These groups will provide an important intra-group comfort zone and identification, and will organize discussion on the important issues and topics. Meeting rooms are available for informal meetings to facilitate networking and discussion. Rooms may be scheduled in the evening through conference headquarters 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 ■ WEDNESDAY, MAY 28

**8:30–11:30 a.m.**

■ <b>INSTITUTE ON Student Leadership and Empowerment</b> LEAD: A Social Change Model for Creating Leaders in a Diverse College Student Population .....	24
■ <b>INSTITUTE FOR Senior Administrative Officers</b> Creating a Context for Keeping Diversity on the Front Burner .....	24–25
■ <b>INSTITUTE ON American Indians—The Invisible Minority in Higher Education: Contemporary Issues Affecting Native Student Experiences in Colleges and Universities</b> Part III .....	25
■ <b>INSTITUTE ON Race, Identity, and Community: Realities of Asian Pacific America in Higher Education</b> Part III—Education .....	25–26
■ <b>INSTITUTE ON The Experiences of Black Professionals at Predominantly White Institutions</b> Part III—Strategies for Administrators of Color .....	26
■ <b>INSTITUTE ON Explosive Latino/a Growth and Higher Education: Toward Preparing the Academy</b> Part III—What is to be Done: Implications for Action and Further Research .....	27
■ <b>INSTITUTE ON Establishment and Dynamic Development of Cultural Centers</b> Part III—Experiential Application of the Establishment and Growth Model .....	27
■ <b>THE FACULTY INSTITUTE FOR Culturally Responsive Teaching</b> Session continues (see Tuesday, May 27) .....	28
■ <b>INSTITUTE FOR Diversity Trainers</b> Part II—Problem Solving for Complex Design and Delivery Issues .....	28
■ <b>INSTITUTE ON Examining Whiteness in the Classroom</b> Part III—Action and Allies .....	28
■ <b>INSTITUTE ON Funding Opportunities and Grant Writing</b> Part III—Proposal Development and Refinement .....	29
■ <b>INSTITUTE ON Leadership Development and Career Advancement for Women of Color</b> Part III—Keeping Your Eye on Upward Mobility .....	29
■ <b>INSTITUTE FOR Minority Affairs Professionals</b> Part III—Developing the Multicultural Student Leader for a Global Society .....	29
■ <b>INSTITUTE ON Multicultural Student Leadership and Development—Culturally Centered Leadership and the Art of Change Making</b> Part III—Paradigm Shifting: The Art of Change Making .....	30
■ <b>INSTITUTE ON Program Assessment/Evaluation</b> Part III—Assessment Practicum: Doing the Right Thing Right .....	30
■ <b>INSTITUTE ON Racial Identity Development, Racial Privilege, and Conflict Resolution in Higher Education</b> Part III—Developing a Social Justice Conflict Intervention Program in Higher Education ...	31
■ <b>INSTITUTE ON Social Justice Education</b> Part III—Developing an Action Plan and Building Institutional and Personal Support .....	31
■ <b>INSTITUTE FOR Staff Diversity Training</b> Part III .....	32

**9:00 a.m.–noon**

■ <b>A CAMPUS OF DIFFERENCE: An Anti-Bias and Diversity Training Program of the Anti- Defamation League's A WORLD OF DIFFERFNCE Institute</b> .....	32
■ <b>Faculty Cohorts as Change Agents: Beyond Preaching to the Diversity Choir</b> .....	32
■ <b>Wearing Whiteness Well: Strategies for Building Bridges Between Women of Color and White Women Through Interrogation of Privilege and Power</b> .....	33
■ <b>Sundaes on Monday: A Different Approach to Peer Diversity Facilitation</b> .....	33
■ <b>The Fence-Sitting on Students of Color: Negotiating Race, Ethnicity, and Sexual Orientation on College Campuses</b> .....	33

**10:00 a.m.–noon**

■ <b>Desegregating Higher Education in Tennessee: From Compliance to Commitment</b> .....	34
■ <b>Affirmative Action 101: An Affirmative Action Primer</b> .....	34

**10:00 a.m.–7:00 p.m.**

EXHIBITOR SHOWCASE AND RESOURCE CENTER .....	34
----------------------------------------------	----

**noon–12:45 p.m.**

INFORMAL NETWORKING MEETINGS .....	34
------------------------------------	----

**1:00–1:45 p.m.**

CONFERENCE OPENING PLENARY SESSION—Keynote Address by: Dr. Henrietta Mann ...	35
-------------------------------------------------------------------------------	----

**1:50–2:15 p.m.**

BOOK SIGNING— <i>Cheyenne-Arapaho Education: 1871-1982</i> by Henrietta Mann .....	35
------------------------------------------------------------------------------------	----

**2:30–3:30 p.m.**

DIALOGUE WITH HENRIETTA MANN .....	35
------------------------------------	----



2:30–3:45 p.m.

■ The COURSEMAP Model: Implications for Longitudinal Approaches to Infusing Diversity Content into Curriculum Transformation Efforts . . . . .	36
■ Portraits of Interactions: Student Intergroup Relations Across Racial/Ethnic Communities . . . . .	36
■ The Bystander Mentality: How Can We Encourage Our Students to Take a “Hands-On” Moral Stand Against Racial, Religious, and Ethnic Intolerance? . . . . .	37
■ Juggling Accommodations: An Urban University’s Struggle to Find Balance Between Offering Services and Avoiding Institutional Racism . . . . .	37
■ Student Dispositions: Issues of Diversity Affecting the Learning Process . . . . .	38
■ Silent Sacrifices: Voices of the Filipino American Family . . . . .	38
■ A Successful African American Male Model: Student African American Brotherhood (S.A.A.B.) . . . . .	38
■ Faces Behind the Statistics: Latino Achievement in Higher Education . . . . .	39
■ Teaching Cultural Interrelatedness: The Past Speaks Through the Present . . . . .	39
■ From the Face of Hate to the Face of Hope: The Institute for Action Against Hate . . . . .	39
■ Center for Science Excellence: Attracting and Retaining Underrepresented Students in the Sciences . . . . .	40
■ Those Mexicans are Taking Over: A Conversation About Mexican–African American Relations . . . . .	40
■ A Study of Climate in Three Multicultural Organizations . . . . .	40

2:30–5:30 p.m.

■ <b>Major Workshop 1:</b> San Francisco Bay Area: Race Relations Amidst Growing Immigration and Technological Advancement . . . . .	41
■ <b>Major Workshop 2:</b> The Use of Powerful Non-Confrontational Methods in Race Relations Training . . . . .	41
■ <b>Major Workshop 3:</b> Positioning Asian Americans: Between and Beyond Black and White . . . . .	41

2:30–6:00 p.m.

■ <b>Major Workshop 4:</b> Maintaining Access to a Highly Selective Public Institution in a Post-Affirmative Action Environment: The University of California Experience . . . . .	42
■ <b>Major Workshop 5:</b> Be Careful What You Ask For: Creating a Genuinely Diverse Institution Will Probably Require Changing the Landscape of Your School . . . . .	42

3:00–6:00 p.m.

■ Beyond White and Clueless: Eliminating the Fear Factor and Participating in Institutional Change From the Inside Out . . . . .	43
■ <i>The Way Home</i> , a Video/Dialogue Presentation . . . . .	43
■ One More River to Cross: The Intersections of Race and Sexual Orientation in Today’s Society . . . . .	43

4:00–6:00 p.m.

■ <b>Major Workshop 6:</b> Academy and Community: A New Model for Social Justice Collaboration . . . . .	44
■ African American Women in Higher Education. Is Our Work Hazardous to Our Health: Strategies for Healing, Reaffirmation and Success . . . . .	44
■ Multicultural Leadership Class: Training and Retaining Student Leaders . . . . .	45
■ Social Justice and Health Education: Asking the Questions, Creating the Dialogue, Making the Connections . . . . .	45
■ How Universal Are the Arts? Dance as Healing and the Construction of Asian Identity . . . . .	46
■ On Target: Together We Can Make a Difference . . . . .	46
■ Institutional Transformation for Diversity: Linking Assessment With Curricular/Co-Curricular Change . . . . .	46
■ ASPIRE: A Strategic Paradigm for Developing an Innovative Relationship and Education Program . . . . .	47

4:30–6:00 p.m.

■ Native Americans in the Academy: A Review of the State University of New York–Potsdam’s Relationship with Mohawks . . . . .	47
■ An End to “Business as Usual”: Strategies to Improve the Recruitment and Retention of Faculty of Color at St. Lawrence University . . . . .	47
■ Developing a Student-Based Model for Recruitment and Retention of Students of Color . . . . .	48
■ Understanding the Sensitive Issues and Meeting the Unique Needs of Different Racial and Ethnic Groups on Campus—A Guideline for Multi-Cultural Directors/Advisors to Student Organizations . . . . .	48
■ Learning the How and the Why of Latino College Students’ High Achievement . . . . .	48

6:30–8:00 p.m.

WELCOMING RECEPTION . . . . .	48
-------------------------------	----

8:30–10:00 p.m.

LATINO/A MEETING . . . . .	48
----------------------------	----

8:30–10:30 p.m.

JDOTT SUMMIT MEETING . . . . .	49
SPECIAL EVENT—TAKING IT TO THE STREETS (Human Experience Theater) . . . . .	49
INFORMAL NETWORKING MEETINGS . . . . .	49

## WEDNESDAY, MAY 28, 2003

### PRE-CONFERENCE INSTITUTE SESSIONS

A series of 20 Institutes is scheduled all day Tuesday, May 27 and the first half day of Wednesday, May 28. Participants may register for only ONE Pre-Conference Institute of their choice. PRE-ENROLLMENT IS REQUIRED.

For an overview of sessions comprising the Institute on Student Leadership and Empowerment, see page 2

8:30–11:30 a.m.  
**HILTON HOTEL**  
Union Square 17 and 18  
Fourth Floor

#### **INSTITUTE ON Student Leadership and Empowerment**

This institute is designed to address critical student issues and concerns. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

#### **LEAD: A Social Change Model for Creating Leaders in a Diverse College Student Population**

This session highlights the success of four ethnic centers developing cross-cultural collaboration as a vehicle to empower students of color at Stanford University. Using the Social Change Model of Leadership Development, the ethnic centers designed and implemented the LEAD Project: Leading through Education, Activism and Diversity. The Social Change Model has been designed to increase the capacity of diverse student groups to work together, and assumes that all students possess the potential for leadership. Participants will learn about individual histories of the four Ethnic Centers and their constituent student organizations. A sample curriculum will be presented, built upon individual, group, and societal/community values. Presenters will provide an overview and tools on how to conduct leadership by utilizing the Social Change Model.

**Ms. Jan Barker-Alexander**, Assistant Dean, Student Affairs, and Director, Black Community Services Center, Stanford University—Stanford, California

**Mr. Chris Gonzalez Clarke**, Assistant Director, El Centro Chicano, Student Affairs, Stanford University—Stanford, California

**Ms. DaShaun Evins**, Administrative Associate, Black Community Services Center, Stanford University—Stanford, California

**Dr. Troy L. Franklin**, Assistant Director, Black Community Services Center, Student Affairs, Stanford University—Stanford, California

**Mr. Greg Graves**, Coordinator, Graduate Recruitment and Retention, Native American Cultural Center, Student Affairs, Stanford University—Stanford, California

**Dr. Frances Morales**, Assistant Dean, Student Affairs, and Director, El Centro Chicano, Stanford University—Stanford, California

**Ms. Cindy Ng**, Assistant Director, Asian American Activities Center, Student Affairs, Stanford University—Stanford, California

**Dr. Winona F. Simms**, Assistant Dean, Student Affairs, and Director, Native American Cultural Center, Stanford University—Stanford, California

**Ms. Denni Dianne Woodward**, Assistant Director, Native American Cultural Center, Student Affairs, Stanford University—Stanford, California

**Mr. Richard Yuen**, Assistant Dean, Student Affairs, and Director, Asian American Activities Center, Stanford University—Stanford, California

For an overview of sessions comprising the Institute for Senior Administrative Officers, see page 2

#### **INSTITUTE FOR Senior Administrative Officers**

This institute is directed toward persons at the rank of vice presidents, provosts, presidents, chancellors, and related titles. The institute is designed to provide higher education leaders with timely and pragmatic information for addressing campus diversity issues. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

**WESTIN ST. FRANCIS HOTEL**

**Tower A and B**  
Lobby Level

**Creating a Context for Keeping Diversity on the Front Burner**

While diversity initiatives are relatively easy to begin, the greatest challenge lies in creating an institutional context that necessitates diversity being a primary lens through which all institutional decisions are examined. The final session of this institute examines potential collision points of leadership, excellence, and ethics as senior administrators work to keep diversity in the forefront of the institution's priorities. Participants will gain tools for assessing the impact of leaders' decisions and for developing broader based support for carrying out long-term diversity plans.

**Dr. James A. Anderson**, Vice Provost for Undergraduate Affairs, North Carolina State University—Raleigh, North Carolina

**Dr. Frances E. Kendall**, Consultant on Organizational Change and Communication, Specializing in Issues of Diversity—Albany, California

For an overview of sessions comprising the Institute on American Indians—The Invisible Minority in Higher Education: Contemporary Issues Affecting Native Student Experiences in Colleges and Universities, see page 2

**INSTITUTE ON American Indians—The Invisible Minority in Higher Education: Contemporary Issues Affecting Native Student Experiences in Colleges and Universities**

A three-part institute designed to address critical issues and concerns faced by American Indian students' experience in higher education. It will further define social and cultural issues as these students pursue their educational goals. This institute reflects both on the importance of Native American representation in higher education and the institutional progression toward enhancing a diverse campus climate. Diversity and multiculturalism is not a Black vs. White issue. The goal of this institute is to increase knowledge and awareness of educators about the challenges and experiences of American Indian students in academe. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

**HILTON HOTEL**

**Union Square 1 and 2**  
Fourth Floor

**Part III**— This session is designed to increase the awareness and knowledge of educators about American Indian students' experiences. Case study processes will be used in small groups to discuss American Indian students' stories. This process will lead participants to a reassessment of ways to improve their institution's academic and student services program. The session will (1) focus on problem-solving issues that are controversial, or have pre-established social meaning; (2) raise critical thinking skills of educators by analyzing and solving problems presented in the case studies; and (3) examine and discuss the factors of successful models for American Indian students at all levels, and look at potential applications for higher education nationwide.

**Dr. Pete Coser**, Coordinator, Native American Student Programs, Oklahoma State University—Stillwater, Oklahoma

**Dr. Denise Kiona Henning**, Executive Director, Intercultural Programs, and Sociology Faculty, Loras College—Dubuque, Iowa

**Mr. Stuart Sparvier**, Ellicott Community Director, Resident Life, University of Maryland—College Park, Maryland

For an overview of sessions comprising the Institute on Race, Identity, and Community: Realities of Asian Pacific America in Higher Education, see page 2

**INSTITUTE ON Race, Identity, and Community: Realities of Asian Pacific America in Higher Education**

A three-part institute is designed to address critical issues and concerns faced by Asian Pacific American students related to identity development, enhancement, and fusion during their higher education experience. Internal factors such as family, culture, and social upbringing will be introduced initially, while external factors such as stereotyping and media portrayal will also be explored as a means to understand the development of the Asian Pacific American identity. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

8:30-11:30 a.m.  
**HILTON HOTEL**  
**Union Square 3 and 4**  
Fourth Floor

### **Part III—Education**

This session examines various initiatives and programs that enhance, and positively promote the identity development of Asian Pacific American students. The session will present and discuss (1) the role of curriculum that includes the contributions of Asian Pacific Americans throughout United States history, as well as the inclusion of Asian Pacific Americans in race and racism studies; (2) the growth of Asian specific student groups on the college campus, and their impact on the identity development of its participants; and (3) the imperative need for Asian Pacific American faculty and staff to serve as mentors, and resources to the Asian Pacific American student population.

**Mr. Jason Minh Ait**, Residence Coordinator and Coordinator, Human Intercultural Relations, State University of New York-Purchase College—Purchase, New York

**Ms. Pamela Huang Chao**, Professor, Sociology, American River College—Sacramento, California

**Dr. Evelyn Hu-DeHart**, Professor of History, and Director, Center for the Study of Race and Ethnicity in America, Brown University—Providence, Rhode Island

**Dr. Gemma Skillman**, Assistant Professor of Psychology, University of South Dakota—Vermillion, South Dakota

**Dr. Jean Wu**, Senior Lecturer, American Studies Program, and Program and Education Director, Diversity Office, Tufts University—Medford, Massachusetts

For an overview of sessions comprising the Institute on The Experiences of Black Professionals at Predominantly White Institutions, see page 2

### **INSTITUTE ON The Experiences of Black Professionals at Predominantly White Institutions**

A three-part highly interactive institute is designed to address the unique challenges which students, administrators, and faculty of color encounter in predominantly white campuses. The institute explores those challenges in detail and provides participants with successful coping strategies for addressing them. Each session will provide an opportunity for small and/or large group discussions to probe questions, problem-solve, and create new strategic models. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

8:30-11:30 a.m.  
**HILTON HOTEL**  
**Union Square 15 and 16**  
Fourth Floor

### **Part III—Strategies for Administrators of Color**

In this session, through case studies and sharing of stories, participants will be given new insights into what the typical work environment is like for administrators of color on several predominantly white campuses. The bulk of the session will be spent on working with participants on assessing their own situations, and developing individual coping strategies. Participants will also learn about the different types of administrative jobs on campuses, and learn about new emerging opportunities in the field. It has been predicted that there will be substantial administrative job openings on the nation's campuses, and by considering the changing demographics, this could mean greater opportunities for educators of color interested in administration as a career. Administrative work involves a wide range of duties such as direction, leadership, daily management of educational activities on campuses, and must constantly balance the concerns of faculty, students, and various constituencies. Administrators need to possess the ability to make sound decisions, and to organize/coordinate work efficiently. This session offers a wealth of information that will benefit new administrators, and experienced professionals.

**Ms. Ramona Curtis**, Director, Human Relations, Baylor University—Waco, Texas

**Dr. Mordean Taylor-Archer**, Vice Provost for Diversity and Equal Opportunity, University of Louisville—Louisville, Kentucky

**Dr. Lajuana K. Steward-Williams**, Director, Office of Multicultural Affairs, University of Alaska—Fairbanks, Alaska

For an overview of sessions comprising the Institute on Explosive Latino Growth and Higher Education: Toward Preparing the Academy, see page 2

**INSTITUTE ON Explosive Latino/a Growth and Higher Education: Toward Preparing the Academy (formerly titled "Beyond Black and White: Preparing Higher Education for the Latinization of America")**

A three-part institute will provide information on the key issues surrounding the expected extraordinary influx of first generation Hispanic (Latino) students entering the nation's colleges and universities. Because much of the pertinent information about the extraordinary growth of this population group is poorly understood, the aim of the institute is to provide a comprehensive understanding of the phenomenon and its many and varied implications, particularly with respect to higher education, but also to the broader society. Concerted attention is required to the historic background of the formation of Hispanic America, and to the social and cultural issues surrounding the group's successful positioning and integration within higher education. Topics which require further research will be discussed, as well as strategies for action to facilitate the success of Hispanic (Latino) students. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

**HILTON HOTEL**

**Union Square 5 and 6**  
Fourth Floor

**Part III—What is to be Done: Implications for Action and Further Research**

This session will consist of two parts. In the first part, a panel of scholars, with substantial experience in the field of Latino students in higher education, will discuss the key issues affecting Latinos in the academy, and look at what has been done to address the problems. The session will address which arrays of programs work well, which ones don't, which are needed, and what sorts of information is needed to illuminate the path to developing more effective strategies. Part III will provide an opportunity for small working groups to address the issues and share ideas and insights.

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

**Ms. Imelda Crinklaw**, Assistant Director, Cross-Cultural Educational Programs, Western Illinois University—Moline, Illinois

For an overview of sessions comprising the Institute on Establishment and Dynamic Development of Cultural Centers, see page 3

**INSTITUTE ON Establishment and Dynamic Development of Cultural Centers**

A three-part interactive institute designed to explore the successful establishment and dynamic development of cultural centers on college campuses. The "Cultural Center Establishment and Growth Model" was developed by the California Council of Cultural Centers in Higher Education (CaCCCHE). The scope of this innovative model incorporates all of the critical stages necessary for the establishment and successful growth of cultural centers—assessment, development, implementation, and long-range strategic planning. Through dialogue, experiential activities, and presentation of case studies this institute will provide participants with tools and strategies for the application of the model on their campus. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.

**WESTIN ST. FRANCIS HOTEL**

**California West**  
Second Floor

**Part III—Experiential Application of the Establishment and Growth Model**

The session will provide an opportunity for participants to put theory into practice. Participants will work in small groups, using contemporary real life scenarios set in a college environment, and will apply the Cultural Center Establishment and Growth Model to "create" a center. In addition, the exercise will offer strategies to partner a center with academic components of the college, or assess the services and function of a center. At the end of Part III, participants will be able to apply the components of the primary "Establishment and Growth Model" to one's individual campus, and discuss strategies for programmatic interventions and academic partnerships.

**Ms. Corliss P. Bennett**, Director, Center for Black Cultural and Student Affairs, University of Southern California—Los Angeles, California

**Ms. Hyon Chu Yi**, Director, MOSAIC Cross Cultural Center, San Jose State University—San Jose, California

**Ms. Winnie Moore LaNier**, Assistant Professor, Student Development and Leadership, and Campus Life Coordinator, Cosumnes River College—Sacramento, California

**Ms. Marylyn Paik-Nicely**, Director, Multicultural Center, Humboldt State University—Arcata, California

**Dr. James Manseau Saucedo**, Professor, Communication Studies, and Founding Director, Multicultural Center, California State University—Long Beach, California

**Mr. Greg Toya**, Interim Director, Cross-Cultural Center & Lesbian, Gay, Bi-Sexual and Transgender Resource Center, University of California—Davis, California

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



8:30–11:30 a.m.  
**WESTIN ST. FRANCIS HOTEL**  
**Borgia**  
Mezzanine Floor

### THE FACULTY INSTITUTE FOR Culturally Responsive Teaching

(For Institute description, see page 14)

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

### INSTITUTE FOR Diversity Trainers

A two-part institute focusing on a comprehensive set of essential issues that must be addressed in planning, implementing, and/or supervising effective diversity training. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.  
**WESTIN ST. FRANCIS HOTEL**  
**Elizabethan B**  
Second Floor

### Part II—Problem Solving for Complex Design and Delivery Issues

This session builds upon the issues and strategies generated during Part I. The session will go further to discuss the special problems involved in diversity training. These issues will be identified during the first day of the institute both from the response by participants, and the analysis generated from the Training Problem Survey which they completed. The session will provide strategies on (1) how to negotiate appropriate curricula designs; (2) how to discuss and design for multiple diversity issues while avoiding “oppression competition”; (3) how to recognize institutional readiness to create effective learning environments for faculty, administrators, and staff regarding inclusion, respect, and social justice; and (4) how to recognize and build effective ally structures.

**Dr. Cristine Clifford Cullinan**, Training and Development Administrator, Human Resources, University of Oregon—Eugene, Oregon

**Ms. Terry Leary**, Multicultural Community Liaison, Springfield School District—Springfield, Oregon

**Ms. Simma Lieberman**, President, Simma Lieberman Associates—Albany, California

**Ms. Bettie Sing Luke**, Multicultural Trainer/Equity Specialist, Eugene Public School—Eugene, Oregon

**Dr. Janice Mitchell**, Professor, German and Intercultural/International Education, Gallaudet University—Washington, D.C.

For an overview of sessions comprising the Institute on Examining Whiteness in the Classroom, see page 3

### INSTITUTE ON Examining Whiteness in the Classroom

A three-part institute designed for those who have begun their own work on racial identity and want to work with a pre-designed curriculum on whiteness that can be offered for students, staff, and faculty. As educators, we have a responsibility to ourselves and our students to understand how we have been socialized to maintain whiteness. Participants will experience and learn to deliver the Understanding Whiteness/Unraveling Racism (UW/UR) model, which combines experiential techniques, and a workbook format, using readings, group and individual exercises, and journaling. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.  
**HILTON HOTEL**  
**Powell**  
Sixth Floor

### Part III—Action and Allies

This session includes process summation and discussion of honesty, commitment, and vision in anti racism work. Presenters will address the model, and how to adapt it to the variety of campuses. Participants make commitments to action, and work with one another to identify allies, with specific application to the work environment. The session will provide strategies on how to apply the Understanding Whiteness/Unraveling Racism model in their classrooms for staff and/or faculty development, and in residence life programs.

**Ms. Judy Helfand**, Lecturer, Sonoma State University-Rohnert Park; and Director, IMPACT Training, Lippin & Associates—Rohnert Park, California

**Dr. Laurie B. Lippin**, Instructor, Community and Regional Development, University of California-Davis; and CEO, Lippin & Associates—Rohnert Park, California

For an overview of sessions comprising the Institute on Funding Opportunities and Grant Writing, see page 3

8:30–11:30 a.m.  
**WESTIN ST. FRANCIS HOTEL**  
**California East**  
Second Floor

#### **INSTITUTE ON Funding Opportunities and Grant Writing**

A three-part institute designed for new and junior tenure-track faculty, junior administrators and professional staff, and grant personnel. Participants will engage in hands-on, substantive work on proposal development for a source of funding available at the time of the conference, or on a topic of their choice. There will be opportunities for small-group work in related proposal areas; individual consultations; and input, sharing, and feedback from the group. Dr. Cornejo will make himself available to participants for consultation following the conference. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

#### **Part III—Proposal Development and Refinement**

This session addresses typical grant-writing challenges and hurdles, including measurable outcomes, budget justification, in-kind contributions, and evaluation. It will also provide participants with an opportunity to work in refining their proposal drafts based on knowledge acquired during the institute.

**Dr. Ricardo J. Cornejo**, Professor of Educational Research and Multicultural Education, College of Education, and Director, Urban Community Service Grant, School of Teacher Education, San Diego State University—San Diego, California

For an overview of sessions comprising the Institute on Leadership Development and Career Advancement for Women of Color, see page 3

8:30–11:30 a.m.  
**WESTIN ST. FRANCIS HOTEL**  
**Georgian**  
Mezzanine Floor

#### **INSTITUTE ON Leadership Development and Career Advancement for Women of Color**

An experiential, interactive, three-part institute designed for women of color who serve at the director's level and above and who seek to develop personal goals and strategies for career advancement. Successful career progression models developed by the Office of Women in Higher Education at the American Council on Education will be discussed. Models will include (1) developing leadership skills, (2) identifying career advancement directions, (3) selecting mentors, and (4) coping with campus climates. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

#### **Part III—Keeping Your Eye on Upward Mobility**

Professional skills development as advancement progresses.

**Ms. Gloria D. Thomas**, Associate Director, Fellows Program, American Council on Education—Washington, D.C.

**Dr. Claire A. Van Ummersen**, Vice President and Director, Office of Women in Higher Education, American Council on Education—Washington, D.C.

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

8:30–11:30 a.m.  
**HILTON HOTEL**  
**Union Square 25**  
Fourth Floor

#### **INSTITUTE FOR Minority Affairs Professionals**

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

#### **Part III—Developing the Multicultural Student Leader for a Global Society**

As the demographics of this nation continue to show an increase in the minority population, it is imperative that we continue to develop minority students for various leadership roles that will be available to them. More than ever before, these students must be ready to assume major leadership roles on our campuses, and in society. This session focuses on ways to develop future leaders with courage, commitment and a conscience. The presenter will share information on various leadership styles, and ways to empower students. Staff members from leadership programs, student activities, and minority affairs offices will benefit from this session.

**Mr. Kevin R. Carreathers**, President, Carreathers Consulting (a comprehensive student services consulting firm)—Houston, Texas

For an overview of sessions comprising the Institute on Multicultural Student Leadership and Development—Culturally Centered Leadership and the Art of Change Making, see page 3

### **INSTITUTE ON Multicultural Student Leadership and Development—Culturally Centered Leadership and the Art of Change Making**

A three-part, highly interactive institute designed for multicultural student leaders and the Student Affairs professionals who advise them. The institute explores the foundations of Multicultural Student Leadership, provides proven skills and strategies for culturally-centered nonviolent leadership and activism, and includes a dialogue on issues between administrators and students. Definitions and the expectations associated with the idea of multiculturalism will be presented to examine the implications on identity and leadership development. Participants will look at these issues in the context of their multicultural student organization's development, and will be introduced to the tools necessary for the effective management/leadership of multicultural student organizations. Through a case study participants will also learn how to conduct a Social Action Survey as a method of waging a nonviolent campaign. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.  
**HILTON HOTEL**  
Lombard  
Sixth Floor

#### **Part III—Paradigm Shifting: The Art of Change Making**

The session will focus on waging a movement through nonviolent activism. In this segment, students will use a case study to learn how to conduct Social Action Surveys, which are designed to bring all relevant constituents into the process of change making. Participants will leave the session with a concrete approach to moving their campus.

**Mr. Timothy E. Sams**, Assistant Dean of the College and Director, Black Cultural Center, Swarthmore College—Swarthmore, Pennsylvania

For an overview of sessions comprising the Institute on Program Assessment/Evaluation, see page 4

### **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, 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 for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.  
**WESTIN ST. FRANCIS HOTEL**  
Olympic  
Second Floor

#### **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 solid 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 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 Policy and Planning Analyst, Office of Human Resources Development/The Equity and Diversity Resource Center, University of Wisconsin—Madison, Wisconsin

For an overview of sessions comprising the Institute on Racial Identity Development, Racial Privilege, and Conflict Resolution in Higher Education, see page 4

### **INSTITUTE ON Racial Identity Development, Racial Privilege, and Conflict Resolution in Higher Education**

A three-part institute designed to explore the integral relationship between racial identity and racial privilege in the intervention of disputes on college and university campuses. Conflict resolution programs are developed for the purposes of resolving disputes, reducing tensions, improving communication, and building community. While most programs have demonstrated some success in these areas, recent research has shown that they can also serve to reproduce racial privilege both structurally within the institution and interpersonally between disputing parties. This institute will present an overview of the typical approaches to mediation, and offer a critique of how they do not serve a social justice agenda. Participants will have opportunities to utilize the theories presented on racial identity and privilege to analyze video clips of actual mediation sessions. A new approach to mediation will be introduced which seeks to account for racial privilege. In addition, we will explore effective strategies for developing and implementing a social justice conflict intervention program on campus. No previous training in mediation is expected. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.  
**HILTON HOTEL**  
Mason  
Sixth Floor

### **Part III—Developing a Social Justice Conflict Intervention Program in Higher Education**

In this session, we will finish our introduction to a Social Justice Conflict Intervention Program that began in Part II. Participants will have an opportunity to engage in activities which explore this mediation model. Both the theoretical basis and practical details for developing and implementing such a program on campus will be examined. Participants will be given materials to use in the needs assessment and planning phases, and we will discuss typical barriers and useful resources which can lead to programmatic success.

**Dr. Leah Wing**, Lecturer, Legal Studies Department, University of Massachusetts—Amherst, Massachusetts

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

### **INSTITUTE ON Social Justice Education**

A three-part institute designed for faculty and staff who teach in higher education and secondary settings, as well as for those who engage in staff, student and/or faculty development focusing on diversity and social justice issues. The institute will introduce principles and practices of social justice education, focusing on effective tools and strategies educators/trainers can use within their own settings. Experiential activities, as well as small and large group discussion will provide opportunities for participants to apply theory to practice throughout the institute. Presenters will help participants to identify specific issues and challenges they encounter in teaching about oppression and social justice, and develop constructive ways to address them. Participants will design an action plan, and identify sources of support in their home institutions. A Certificate of Participation will be available for persons with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.  
**WESTIN ST. FRANCIS HOTEL**  
Elizabethan C  
Second Floor

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

Part III will build 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 the concepts and practices discussed during the institute in their home situations. Participants will have an opportunity to consider ways to build institutional and personal support to implement their plans. At the end of the session, we will reconvene the large group for a closing activity.

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

**Dr. Lee Anne Bell**, Professor and Director of the Education Program, Barnard College—New York, New York

**Dr. Beverly Daniel Tatum**, President, Spelman College—Atlanta, Georgia

**Dr. Sharon J. Washington**, Provost, Spelman College—Atlanta, Georgia



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

### **INSTITUTE FOR Staff Diversity Training**

A three-part institute designed for those who develop and conduct staff diversity training programs. The key elements to be addressed are philosophy and approach to diversity training, needs assessment, course design and content, group facilitation skills, and issues in implementation. The institute will demonstrate how to design programs and materials that value differences, identify and reduce prejudice, address dynamics that cause misunderstanding among diverse people, and increase communication and effective resolution of conflict. Participants will be exposed to training tools and materials that (1) assess what is needed, (2) are interactive and stimulate learning, and (3) offers variety and structure to program design. Participants practice facilitation skills using sample exercises provided by the trainers. A Certificate of Participation will be available for persons with documented attendance at all institute sessions. Admission priority will be given to those who are pursuing a Certificate of Participation.

8:30–11:30 a.m.  
**WESTIN ST. FRANCIS HOTEL**  
Elizabethan D  
Second Floor

**Part III**—This session engages the group in dialogue on issues of developing and implementing programs.

**Ms. Diane Burbie**, Principal, The ASPIRE Group—Pasadena, California  
**Dr. Onolee Zwicke**, President, The IIOZIO Institute & Consulting Group—Santa Barbara, California

9:00 a.m.–noon

9:00 a.m.–noon  
**WESTIN ST. FRANCIS HOTEL**  
Essex  
Second Floor

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

#### **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 session will model and highlight A CAMPUS OF DIFFERENCE anti-bias and diversity training program of the Anti-Defamation League's A WORLD OF DIFFERENCE Institute. A CAMPUS OF DIFFERENCE is a market leader in the development and delivery of diversity and anti-bias training and resources on college and university campuses nationally. This program is highly adaptive and interactive, designed to help participants increase their self-awareness and learn to celebrate diversity. This hands-on session begins with awareness, incorporates experiential exercises, provides an understanding of diversity, explores cultural identity, and encourages proactive involvement in campus coalition building. This session should particularly benefit those with continued and deep commitment to diversity as part of their overall institutional mission, as well as those seeking to develop forms of understanding and mutual respect on which the present and future health of their college campus depends.

**Mr. Douglas Schacke**, ADL Training Specialist and Facilitator, Anti-Defamation League's A WORLD OF DIFFERENCE Institute—Los Angeles, California

**Level of Experience:** All

9:00 a.m.–noon  
**WESTIN ST. FRANCIS HOTEL**  
Victorian  
Second Floor

#### **Faculty Cohorts as Change Agents: Beyond Preaching to the Diversity Choir**

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

This interactive session will describe a four-year faculty development project at a small midwestern university that focused on improving the classroom climate for diversity. The presenter will describe the use of a five-tier approach to multicultural teaching that led to faculty work at the individual, group, departmental, school and institution-wide levels. The session will provide strategies and approaches on (1) how to use faculty networks to support and revitalize the faculty currently engaged in multicultural teaching, (2) employing a curriculum development grants model for advancing discipline-specific solutions to multicultural teaching, and (3) utilizing campus-wide award ceremonies and seminars to stimulate ongoing dialogues and expand the core leadership on diversity. There will be discussion on utilizing external evaluations and the implications for those interested in connecting multicultural teaching and organizational change. Participants will be engaged in a dialogue and the exchange of their experiences as a basis for reflection, problem solving and further action. This session should particularly benefit faculty, department chairs, and deans interested in creating organizational change, as well as those who wish to make their academic community more welcoming to increasingly diverse populations.

**Dr. James Francisco Bonilla**, Assistant Professor, Conflict Studies and Graduate Public Administration and Management, Hamline University—St. Paul, Minnesota

**Level of Experience:**  
Intermediate and Advanced



9:00 a.m.–noon  
**WESTIN ST. FRANCIS HOTEL**  
Yorkshire  
Second Floor

**Level of Experience:** All

**Wearing Whiteness Well: Strategies for Building Bridges Between Women of Color and White Women Through Interrogation of Privilege and Power**

◆◆ Theoretical Models ◆◆

This interactive session will provide skills, tools, and strategies for the implementation of a process for white women to build alliances with women of color. The session will explore the issues and challenges white women are often confronted with when doing anti-racist work, and will share information and resources to generate insights about power and privilege within an institution. Presenters will highlight the retreat process and present the tools to engage participants in ethnic consciousness building through personal and political empowerment. This session should particularly benefit faculty and staff who are interested in building a women's alliance group at their institution, and those committed to affecting change regarding white privilege and power in the institution.

**Ms. Cynthia Dowling**, Administrative Assistant, Office of Diversity, De Anza College—Cupertino, California

**Dr. Cynthia Kaufman**, Professor of Philosophy, De Anza College—Cupertino, California

**Ms. Jean Miller**, Professor, Language Arts, De Anza College—Cupertino, California

**Ms. Elizabeth Mjelde**, Professor of Arts, De Anza College—Cupertino, California

**Dr. Jennifer R. Myhre**, Professor, Sociology and Women's Studies, De Anza College—Cupertino, California

9:00 a.m.–noon  
**WESTIN ST. FRANCIS HOTEL**  
Oxford  
Second Floor

**Level of Experience:**  
Intermediate

**Sundaes on Monday: A Different Approach to Peer Diversity Facilitation**

◆◆ Case Studies/Model Programs ◆◆

"Sundaes on Monday" is a new program that was initiated by Columbia undergraduate students, as a way for the campus community to discuss multicultural issues, while eating ice cream. Students from ROOTED (Respecting Ourselves and Others Through Education) designed and implemented frequent workshops that facilitate dialogue around issues of power and privilege. The session will provide strategies on how this four-year-old peer diversity facilitation program was designed, implemented, evaluated, and how to create similar dialogue programs on different campuses. Participants will have an opportunity to experience an actual ROOTED session on a multicultural topic affecting many college campuses. This session should particularly benefit professionals interested in creating peer facilitation dialogue programs specifically focused on issues of power and privilege, as well as those who have peer diversity programs and are looking for creative ways of implementing their objectives.

**Ms. Stephany Collamore**, Undergraduate Student, Economics Major, Columbia University—New York, New York

**Mr. Kevin Nadal**, Doctoral Student, Counseling Psychology, Teachers College, Program Coordinator, Intercultural Resource Center, Columbia University—New York, New York

**Ms. Krischelle Qua**, Undergraduate Student, Liberal Arts Major, Columbia University—New York, New York

**Ms. Sara Rudow**, Undergraduate Student, Political Sciences Major, Columbia University—New York, New York

**Ms. Susan Stuart**, Director, Intercultural Resource Center, Columbia University—New York, New York

**Ms. Hannah Lucky Tran**, Undergraduate Student, Sociology Major, Columbia University—New York, New York

9:00 a.m.–noon  
**HILTON HOTEL**  
Union Square 21  
Fourth Floor

**Level of Experience:** All

**The Fence-Sitting on Students of Color: Negotiating Race, Ethnicity, and Sexual Orientation on College Campuses**

◆◆ Theoretical Models ◆◆

Students of color with "underrepresented" identities as related to gender, ability, sexual orientation, socioeconomic class, and others, often feel further ostracized from their race and ethnic community on college campuses. This session will examine the noxus of racial and sexual orientation identity, consciousness, and development. Participants will gain a heightened awareness of the multiple impacts of racism, xenophobia, homophobia, and heterosexism. Even though the focus will be race and sexual orientation, participants will acquire a better awareness of how important it is to approach identity development from an intersectional paradigm and critical social theory. This session should particularly benefit those interested in understanding sexual orientation in the context of race and ethnicity, while participating in a discussion of multiple social locations.

**Ms. Debra Elaine Bazarsky**, Assistant to the Dean, Undergraduate Students, LGBT, Princeton University—Princeton, New Jersey

**Ms. Ande Diaz**, Doctoral Candidate, Human and Organizational Development, The Fielding Institute-Santa Barbara; Assistant Dean, Undergraduate Students, Princeton University—Princeton, New Jersey

**Ms. Fleurette King**, Coordinator, Dialogue @ Princeton, Princeton University—Princeton, New Jersey

**Ms. Joi D. Lewis**, Doctoral Student, Education Leadership, University of St. Thomas; Dean, Multicultural Life, Macalester College—St. Paul, Minnesota

**Ms. Aida M. Martínez**, Director, Intercultural Programs, Hollins University—Roanoke, Virginia

**Ms. Sasa Olessi Montano**, Director, The Pace Center for Community Service, Princeton University—Princeton, New Jersey

10:00 a.m.–noon

10:00 a.m. –noon

**WESTIN ST. FRANCIS HOTEL**

**Elizabethan A**

Second Floor

**Level of Experience:**

Intermediate and Advanced

10:00 a.m.–noon

**WESTIN ST. FRANCIS HOTEL**

**Kent**

Second Floor

**Level of Experience:** Novice

10:00 a.m.–7:00 p.m.

**WESTIN ST. FRANCIS HOTEL**

**Colonial**

Mezzanine Floor

noon–12:45 p.m.

## 2-HOUR CONCURRENT SESSIONS

### **Desegregating Higher Education in Tennessee: From Compliance to Commitment**

#### ◆◆ Policy Issues ◆◆

This session will address the challenges and opportunities arising from the implementation of the terms of the settlement of a 35-year discrimination lawsuit in the State of Tennessee. Presenters will discuss various strategies and practices implemented throughout the years and discuss how Black and White students, faculty, and staff have perceived those practices. The session will present the practical aspects of managing a diversity initiative from different perspectives such as system-wide, chief educational officers, and the faculty. Presenters will also discuss specific initiatives and best practices for recruitment and retention of students and faculty resulting from the settlement and address the challenge for higher education practitioners to balance diversity goals with changing legal, political, and cultural attitudes. The session should particularly benefit those involved in policymaking and program development, specifically in the area of student and faculty recruitment.

**Dr. Jacqueline A. Gilbert**, Assistant Professor, Department of Management and Marketing, Middle Tennessee State University—Murfreesboro, Tennessee

**Mr. Carlos González**, Federal Court Monitor—Atlanta, Georgia

**Dr. Sidney McPhee**, President, Middle Tennessee State University—Murfreesboro, Tennessee

**Mr. Theotis Robinson Jr.**, Vice President, Equity and Diversity, University of Tennessee—Knoxville, Tennessee

**Ms. Wendy I. Thompson**, Special Assistant to the Chancellor, Tennessee Board of Regents—Nashville, Tennessee

### **Affirmative Action 101: An Affirmative Action Primer**

#### ◆◆ Policy Issues ◆◆

This session will provide an overview of the legal cases challenging affirmative action in higher education since the 1978 *Bakke* Case. The topics to be presented include: “Jim Crow” laws, the Civil Rights movement, EEO laws, the Civil Rights Act of 1964, Executive Order 11246, AA Plans and Programs. Affirmative Action stirs debate whenever mentioned, particularly since December 2002, when the Supreme Court agreed to hear the University of Michigan cases. Opponents refer to AA as a quota system that grants preferential treatment to ethnic minorities. Supporters of AA at times find themselves in a quandary, with limited historical information on which to base an informed opinion. Often, arguments are based on emotions or inaccurate information. This session should particularly benefit new entrants into the area of EEO/AA, Human Resources administrators, members of higher education institutions (and corporations) responsible for recruitment and hiring, and student leaders, as well as individuals who seek to understand the history of EEO/AA.

**Dr. Eida H. Berrio**, Dean, Community Life and Diversity, and Affirmative Action Officer, St. Olaf College—Northfield, Minnesota

**Ms. Gerry Bradshaw**, Manager, EEO/Affirmative Action, Maricopa Community Colleges—Tempe, Arizona

## EXHIBITOR SHOWCASE AND RESOURCE CENTER

(Open daily 10:00 a.m.–7:00 p.m. through Saturday, May 31)

## INFORMAL NETWORKING MEETINGS

(For description and information, see page 21)

1:00–1:45 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Grand Ballroom  
Mezzanine Floor

For book signing of *Cheyenne-Arapaho Education: 1871–1982* (University Press of Colorado), see below

For a dialogue with Henrietta Mann, see below

## CONFERENCE OPENING PLENARY SESSION



### Keynote Address:

### THE 3Rs OF EDUCATION: CULTURAL DIVERSITY, CULTURAL RESPECT, AND CULTURAL COMPETENCE

**Dr. Henrietta Mann** is a full-blood Cheyenne enrolled with the Cheyenne-Arapaho Tribes of Oklahoma. Dr. Mann holds the Endowed Chair in Native American Studies at Montana State University in Bozeman. She taught at the University of Montana at Missoula for twenty-eight years, where she was a professor of Native American Studies. Some of the other institutions included in her thirty years of administration and/or teaching at the higher education level are the University of California at Berkeley; the Graduate School of Education at Harvard University; University of Sciences and Arts in Chickasha, Oklahoma; and Haskell Indian Nations University in Lawrence, Kansas. Dr. Mann has served as the Director of the Office of Indian Education Programs and Deputy to the Assistant Secretary for the Bureau of Indian Affairs; she was the National Coordinator of the American Indian Religious Freedom Act Coalition for the Association of American Indian Affairs. In 1983, Dr. Mann was selected as the Cheyenne Indian of the Year; in 1987, she was honored as the National American Indian Woman of the Year; and in 1991, *Rolling Stone Magazine* named her one of the ten leading professors in the nation. In 1997, she was inducted into the Distinguished Alumni Hall of Fame at Southwestern Oklahoma State University in Weatherford, Oklahoma. She has been an interviewee and consultant for several television and movie productions, and has lectured throughout the United States, Mexico, Canada, Germany, Italy, and New Zealand. Dr. Mann says that in the way of the Cheyenne, all earth is sacred. But perhaps among the most sacred ground in the United States is the site of the former World Trade Center, said Mann, who was among the first Indian spiritual leaders to conduct sacred ceremonies at Ground Zero.

1:50–2:15 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Colonial  
Mezzanine Floor

## BOOK SIGNING—*Cheyenne-Arapaho Education: 1871–1982*

Dr. Henrietta Mann

2:30–3:30 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Italian Foyer  
Mezzanine Floor

## DIALOGUE WITH HENRIETTA MANN

2:30–3:45 p.m.

2:30–3:45 p.m.

WESTIN ST. FRANCIS HOTEL

Elizabethan D

Second Floor

**Level of Experience:**

Intermediate

2:30–3:45 p.m.

WESTIN ST. FRANCIS HOTEL

Tower A and B

Lobby Level

**Level of Experience:**

Intermediate and Advanced

**75-MINUTE CONCURRENT SESSIONS**

**The COURSEMAP Model: Implications for Longitudinal Approaches to Infusing Diversity Content into Curriculum Transformation Efforts**

◆◆ Research/Assessment/Evaluation ◆◆

This session will report on the COURSEMAP model, a framework developed as a school of nursing diversity initiative to maintain the momentum of a campus-wide diversity plan at the University of Michigan. The project was to link specific faculty-driven initiatives with infusion of diversity content in the classroom at all unit levels. Presenters will define diversity content as a core value and curriculum thread for the undergraduate nursing program, and report on data gathered from a series of studies assessing the impact of diversity on students' learning that provided the foundation for development of the COURSEMAP model. The use of this model has been enhanced over the years by faculty and the curriculum committee as the school revamped its undergraduate program. The session will conclude with examples of best practices and specific recommendations. Participants will have the opportunity to share best practices at their institutions. This session should particularly benefit the faculty, academic administrators, and staff who develop course and curriculum assessments, and are interested in establishing a comprehensive assessment model for incorporating faculty involvement to guide curriculum transformation for ensuring infusion of diversity content in their programs.

**Dr. John Matlock**, Associate Vice Provost, Executive Vice President for Academic Affairs, and Director, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan

**Dr. Margaret Scisney-Matlock**, Associate Professor of Nursing, and Director Acute, Critical and Long-Term Care Programs, School of Nursing, University of Michigan—Ann Arbor, Michigan

**Ms. Katrina Wade-Golden**, Doctoral Candidate, Industrial/Organizational Psychology, Wayne State University—Michigan; Research Coordinator, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan

**Portraits of Interactions: Student Intergroup Relations Across Racial/Ethnic Communities**

◆◆ Research/Assessment/Evaluation ◆◆

This session presents results of a research study on a campus that has become increasingly multiracial despite an institutional history of segregation. The study confirms that many intergroup relation patterns are established before students arrive on campus and indicates that those who feel as part of the campus community are most likely to lead initiatives to increase interaction across race/ethnicity. Results highlight the need for more structured opportunities to allow sustained interactions that can reduce intergroup anxiety, breakdown stereotypes, and prepare students for a diverse workforce. Presenters will report on how the study was guided by a framework which emphasized the importance of understanding psychological, social, and cognitive factors that facilitate or inhibit interactions within and across race. This session should particularly benefit those undertaking such studies, and those setting educational policy and practice at an institutional level.

**Ms. Michelle Asha Cooper**, Doctoral Candidate, Educational Policy and Leadership, University of Maryland; Program Associate, Diversity, Equity and Global Initiatives, Association of American Colleges and Universities (AAC&U)—Washington, D.C.

**Ms. Heather D. Wathington**, Doctoral Candidate, Higher Education Administration, University of Michigan; Director of Programs, Diversity, Equity and Global Initiatives, Association of American Colleges and Universities (AAC&U)—Washington, D.C.

2:30–3:45 p.m.

WESTIN ST. FRANCIS HOTEL

Yorkshire

Second Floor

**Level of Experience:** All

**The Bystander Mentality: How Can We Encourage Our Students to Take a “Hands-On” Moral Stand Against Racial, Religious, and Ethnic Intolerance?**

◆◆ Curricular/Pedagogical Models ◆◆

This session will present a critical overview of the historical and contemporary concept of the bystander’s mentality as it relates to overcoming racial, ethnic, and religious prejudice. The presenter will discuss both past examples of bystander indifference (e.g., during the Holocaust, the process of integrating schools in the deep South, and military confrontations in Africa, particularly in Somalia), and present-day events (e.g., racial profiling of Arabs and African Americans, anti-foreign hostilities in Western European countries, and the Israeli/Palestine conflict). Participants will have an opportunity to interact and find creative ways of overcoming (to some degree) the bystander mentality, which seems to have become more prevalent among a world citizenry terrified of getting involved. This session should particularly benefit those educators in disciplines that focus on efforts to sensitize students to be more aware that they have moral choices, and they need not simply stand by passively and allow incidents of racial, ethnic and religious bias to take place.

**Dr. Richard Kalfus**, Chairperson, Humanities; Professor, German and French; and Coordinator, District Foreign Language, St. Louis Community College—Kirkwood, Missouri

2:30–3:45 p.m.

WESTIN ST. FRANCIS HOTEL

Essex

Second Floor

**Level of Experience:**  
Intermediate and Advanced

**Juggling Accommodations: An Urban University’s Struggle to Find Balance Between Offering Services and Avoiding Institutional Racism**

◆◆ Interactive Training ◆◆

This session reports on an institutional experience regarding students of color with disabilities. Federal policies have been written and laws have been enacted to make access to higher education for persons with disabilities a reality. But what effects have these laws had on students of color? This session will highlight one urban university campus experience working with students of color who have disabilities. The session involves students of color who will act out skits that relay how institutional racism can often be hidden by the word “accommodation.” Participants will be engaged in a discussion about what works and what doesn’t, as well as how to identify best and worst practices in providing services. Through this interactive process, participants will also identify issues of involvement, empowerment, and self efficacy. This session should particularly benefit those who struggle with finding balance and avoiding institutional racism.

**Mr. Timothy L. Anno**, Associate Director, Adaptive Educational Services, Indiana University Purdue University—Indianapolis, Indiana

**Ms. Andrea Blair Bledsoe**, Undergraduate Student, Visual Communication Major, Herron Art School, Indiana University Purdue University—Indianapolis, Indiana

**Mr. Andre DeVale Flake**, Undergraduate Student, Social Work Major, Indiana University Purdue University—Indianapolis, Indiana

**Ms. Pamela A. King**, Director, Adaptive Educational Services, Indiana University Purdue University Indianapolis, Indiana

**Dr. Regina Turner**, Professor, Communication Studies, Indiana University Purdue University—Indianapolis, Indiana

**Mr. Mark Volpatti**, Faculty/Student Liaison, Adaptive Educational Services, Indiana University Purdue University—Indianapolis, Indiana



2:30–3:45 p.m.

**WESTIN ST. FRANCIS HOTEL**

**Victorian**

Second Floor

**Level of Experience:**

Novice and Intermediate

**Student Dispositions: Issues of Diversity Affecting the Learning Process**

◆◆ Long- and Short-Range Planning ◆◆

This session will report on a study to identify dispositions of students enrolled in Clinical Teaching relating to issues of diversity and the learning process. All teacher education candidates enrolled in Clinical Teaching are required to participate in an entrance interview into the teacher's education program. As part of this entrance interview, a survey was administered to determine the students' dispositions relating to diversity and the learning process. Presenters will provide information on the Likert-based survey that was developed by the researchers to assess dispositions in the areas of (1) professional ethical behavior; (2) dignity and respect; (3) social, emotional, and physical health needs of P-12 students; and (4) commitment to education as a collaborative effort. This session should particularly benefit those interested in diversity issues surrounding the teacher education candidate and diversity issues as they affect all teachers and learners.

**Dr. Melissa Roberts Becker**, Chairperson, Department of Teacher Education, Northeastern State University—Tahlequah, Oklahoma

**Dr. Reneé L. Cambiano**, Assistant Professor, Teacher Education, Northeastern State University—Tahlequah, Oklahoma

**Ms. Linda Kay Moss**, Coordinator, Instructional Technology, College of Education, Northeastern State University—Tahlequah, Oklahoma

**Dr. Jocelyn L. Payne**, Assistant Professor, Teacher Education, and Special Assistant to the President, Diversity and Special Projects, Northeastern State University—Tahlequah, Oklahoma

2:30–3:45 p.m.

**WESTIN ST. FRANCIS HOTEL**

**Oxford**

Second Floor

**Level of Experience:**

Novice and Intermediate

**Silent Sacrifices: Voices of the Filipino American Family**

◆◆ Interactive Training ◆◆

This session focuses on issues relating to one of the fastest growing Asian American ethnic groups in the nation, Filipino Americans. They also represent the largest Asian American ethnic group in the state of California. Despite this statistic there are minimal documentation and information available about Filipino Americans. This interactive session will address cultural, educational, historical, psychological, and social issues that affect Filipino American communities. Some of the significant issues include acculturation, ethnic identity, and educational achievement in higher education. Additional issues related to high suicide ideation among Filipino American females and family related stressors will be highlighted. Participants will view a documentary "Silent Sacrifices: Voices of the Filipino American Family," and the presenter will facilitate discussion of participants' reaction to the video. This session should particularly benefit those who are interested in learning more about one of the fastest growing ethnic groups in the nation, and those who currently work with Filipino Americans.

**Ms. N. Judy Patacsil**, Doctoral Candidate, Cultural Psychology, California School of Professional Psychology/Alliant International University; Counselor and Professor, Filipino American Studies, and Officer, Affirmative Action, San Diego Miramar College—San Diego, California

2:30–3:45 p.m.

**HILTON HOTEL**

**Union Square 1 and 2**

Fourth Floor

**Level of Experience: All**

**A Successful African American Male Model: Student African American Brotherhood (S.A.A.B.)**

◆◆ Case Studies/Model Programs ◆◆

This session provides several retention initiatives intended to enhance the experience of African American males in colleges and universities across the country. Due to the positive response through evaluations, it was deemed important to REPEAT this session at this conference. The Student African American Brotherhood (S.A.A.B.) model, has proven after 12 years of research to be an effective intervention with African American males at more than 50 colleges and universities, both at predominantly White and Black institutions. Participants will have an opportunity to review the organizational model and receive information needed to form a S.A.A.B. chapter on their campus. Additionally, participants will hear from students from at least three of the participating universities who have benefitted from the organization. This session should particularly benefit those professionals who are searching for ways to impact the African American male's experience in college.

**Dr. Tyrone Bledsne Sr.**, Vice President, Student Affairs, University of Toledo—Toledo, Ohio

**Dr. Kevin D. Rome**, Assistant Vice Chancellor, Student Life and Diversity, Indiana University Purdue University—Indianapolis, Indiana

2:30-3:45 p.m.

**HILTON HOTEL**

Union Square 3 and 4  
Fourth Floor

**Level of Experience:** All

**Faces Behind the Statistics: Latino Achievement in Higher Education**

◆◆ Case Studies/Model Programs ◆◆

This session outlines the problem of Latino underachievement by giving voice to Latino community college students who have first-hand experience with the inadequacies of the U.S. educational system. The session reports on the Puente Program, designed to increase the transfer of underserved students to four-year institutions. In this session students will flesh out dry, impersonal statistics with personal stories that reflect the structural and cultural disadvantages they face as they begin their college careers. Through an interactive format, the student panelists can help participants to get a real sense of the challenges facing this "majority minority." This session should particularly benefit those involved in program development at the institutional level, instructors and counselors, staffs who are directly involved with Latino students, and those interested in the success of Latino students.

- Mr. Artemio Aboytes**, Undergraduate Student, Pre-Med Major, Foothill College—Los Altos Hills, California  
**Ms. Veronica Cardenas**, Undergraduate Student, Biology Major, Foothill College—Los Altos Hills, California  
**Ms. Claudia Davila**, Undergraduate Student, Criminal Justice Major, Foothill College—Los Altos Hills, California  
**Mr. Alberto Diaz Jr.**, Undergraduate Student, Music Major, Foothill College—Los Altos Hills, California  
**Ms. Theresa Hansen**, Professor, English and Chicano Literature, Foothill College—Los Altos Hills, California  
**Ms. Fatima Jimenez**, Undergraduate Student, Art Major, Foothill College—Los Altos Hills, California  
**Ms. Lidia Ordorica**, Undergraduate Student, Allied Health Major, Foothill College—Los Altos Hills, California  
**Ms. Sandra Simental**, Undergraduate Student, Business Major, Foothill College—Los Altos Hills, California

2:30-3:45 p.m.

**HILTON HOTEL**

Union Square 5 and 6  
Fourth Floor

**Level of Experience:** Novice

**Teaching Cultural Interrelatedness: The Past Speaks Through the Present**

◆◆ Curricular/Pedagogical Models ◆◆

This session provides a pedagogical solution to the problem of relating great writers/thinkers of the past to the contemporary culturally diverse authors and issues in the college classroom. This helps students see the connections between past and present. Through the creation of an interactive environment which involves role-playing and active listening skills, presenters will demonstrate how to facilitate students' understanding and appreciation of how canonical writers like Plato "The Trial of Socrates" have influenced the great leaders of our time, such as the Reverend Martin Luther King Jr. Such a participatory approach encourages critical thinking and reflection. This session should particularly benefit those who teach courses that involve literature, history, and/or cultural studies, as well as those who wish to help students grasp the interrelatedness of different cultures past and present.

- Ms. Chris Christie**, Senior Lecturer, English and Ethnic Studies, University of Wisconsin-Parkside—Kenosha, Wisconsin  
**Dr. Clay Houchens**, Assistant Professor of Spanish, Converse College—Spartanburg, South Carolina

2:30-3:45 p.m.

**HILTON HOTEL**

Union Square 17 and 18  
Fourth Floor

**Level of Experience:** All

**From the Face of Hate to the Face of Hope: The Institute for Action Against Hate**

◆◆ Long- and Short-Range Planning ◆◆

This session reports on The Institute for Action Against Hate, founded in 1998 by Gonzaga University, to fight hate through research, advocacy, and education. The Institute is dedicated to determining what institutions of higher education can contribute to education theory and practice in relation to teaching about and eliminating hate at the post-secondary and K-12 levels. Its genesis derived from concerns surrounding the apparent increase of the phenomenon of hate—especially racial and religious hate—as it manifested itself on campuses and in communities throughout the country. Presenters will provide information on the prevalence of hate crimes, organized hate groups, and hateful Internet sites. This session should particularly benefit educators working at all levels to combat hate in schools, on college campuses, in the community, and in our world.

- Dr. Jerri Shepard**, Director, Institute for Action Against Hate, Gonzaga University—Spokane, Washington  
**Dr. Raymond F. Reyes**, Vice President for Diversity, Institute for Action Against Hate, Gonzaga University—Spokane, Washington

2:30–3:45 p.m.  
**HILTON HOTEL**  
Union Square 21  
Fourth Floor

**Level of Experience:** Novice

### **Center for Science Excellence: Attracting and Retaining Underrepresented Students in the Sciences**

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

This session reports on Contra Costa College's Center for Science Excellence (CSE), which is also the first community college in the country to receive the White House 2001 Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring. CSE has been utilizing concrete strategies to support minority and at-risk students academically, and to provide the opportunity for them to transfer to the best four-year universities. CSE students' academic performances are considered to be better than those of non-CSE students, and retention rates are almost twice that of the non-CSF students in core science and math courses. Graduates of the program have gone on to Columbia, Stanford, Howard, and UC Berkeley. This session should particularly benefit those who work with underrepresented students in math and science, or are particularly interested in the academic success of underrepresented students.

**Ms. Phung Colvin**, Director, Mathematics, Engineering, and Science Achievement (MESA) Program, Contra Costa College—San Pablo, California

**Dr. Carlos G. Murillo-Martinez**, Dean, Division of Natural and Applied Sciences, Contra Costa College—San Pablo, California

**Ms. A. Grace Schoeniger**, Director, Department of Energy School-to-Work Training Program, Contra Costa College—San Pablo, California

2:30–3:45 p.m.  
**HILTON HOTEL**  
Lombard  
Sixth Floor

**Level of Experience:**  
Intermediate and Advanced

### **Those Mexicans are Taking Over: A Conversation About Mexican-African American Relations**

#### ◆◆ Interactive Training ◆◆

This session is designed for African Americans and Mexican nationals who would like to gain understanding and explore solutions to Mexican-African American related conflicts. Especially in the Southwest, the influx of Mexican Nationals into areas previously dominated by African Americans has often created an environment of suspicion and conflict. This conflict is exemplified by comments by African Americans that mirror the White mainstream's assessment about language and custom. Given the historical hierarchy of acceptability in which the White mainstream has often put Black at the bottom there is a sense of encroachment. In some neighborhoods, schools and other community organizations have had to intervene in hot conflicts, frequently over community resources. This session should particularly benefit those who work in human service departments in regions of the country impacted by recent increases in Mexican population.

**Ms. Sherryl N. Weston**, Special Assistant to the President for Diversity Affairs, Naropa University—Boulder, Colorado

2:30–3:45 p.m.  
**HILTON HOTEL**  
Union Square 25  
Fourth Floor

**Level of Experience:** All

### **A Study of Climate in Three Multicultural Organizations**

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

This session reports on an assessment of the organizational climate for three multicultural departments within three Research I universities. These departments provide a combination of inter-group dialogue programs, academic support for students of color, and diversity facilitation for faculty, students, and staff. An assessment instrument was specifically created for this study to begin collective thinking about organizational climate. The session will explore the results and highlight the key themes that emerged. Participants will gain an in-depth understanding of the multicultural climate questionnaire, will enhance their knowledge about common experiences of higher education professionals working in diversity offices and will develop an understanding of unique challenges of multicultural work in the higher education setting. Presenters will share the implications of study findings to practice and show how these understandings can support and contribute to better recruitment and retention of a culturally diverse faculty and staff. Participants will also receive a modified version of the assessment instrument. This session should particularly benefit those who work in multicultural offices and those studying organizational climate.

**Mr. Daniello G. Balón**, Doctoral Student, Department of Education Policy and Leadership, and Coordinator, Diversity Evaluation and Assessment, Office of Human Relations Programs, University of Maryland—College Park, Maryland

**Ms. Susan D. Longerbeam**, Doctoral Student, College Student Personnel Program, University of Maryland—College Park, Maryland

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

2:30–5:30 p.m.

WESTIN ST. FRANCIS HOTEL

California East  
Second Floor

### MAJOR WORKSHOP 1

#### **San Francisco Bay Area: Race Relations Amidst Growing Immigration and Technological Advancement**

San Francisco Bay area is one of the most racially diverse areas in the United States. It is also known for its technological advances, as the financial center of the West, and the gateway to Asia. What is more, it is also reputed to be among the most “liberal” areas in the U.S., and a place where many new ideas, both scientific and social, are given birth and nurtured. Professor Ling-chi Wang, for many years, has served as chair of the Ethnic Studies Department at the University of California, Berkeley—one of the largest and oldest departments of Ethnic Studies in existence. Dr. Ling-chi Wang, a longtime community activist, along with a panel of multiracial scholars will discuss the myths and the realities of the Bay area, its social, political and cultural dynamics, and how the area deals with issues of race relations, and access to higher education. The panel members will also discuss the impact of globalization on businesses, from the high-tech industry in the Silicon Valley to financial services and sweatshop industries.

**Dr. Tomas Almaguer**, Dean, School of Ethnic Studies, San Francisco State University—San Francisco, California

**Ms. Sandy Close**, Executive Editor, Pacific News Service—San Francisco, California

**Dr. Kobie Harris**, Chair and Professor, African American Studies, San Jose State University—San Jose, California

**Dr. L. Ling-chi Wang**, Professor, Asian American Studies, Department of Ethnic Studies, University of California—Berkeley, California

2:30–5:30 p.m.

WESTIN ST. FRANCIS HOTEL

Elizabethan A  
Second Floor

### MAJOR WORKSHOP 2

#### **The Use of Powerful Non-Confrontational Methods in Race Relations Training**

This session will demonstrate how to avoid the pitfalls of confrontation and provide techniques that help people to increase their awareness of personal biases and beliefs about race. The session should benefit the instructors, trainers, administrators, and students who are interested in effectively addressing resistance in the classroom, in an organization, or in training. An awareness exercise is employed to help individuals gain insight into their beliefs and values toward several social groups. Participants learn two non-confrontational techniques, and will use them in helping each other to confront the personal biases uncovered in the exercise. The end result will be that participants learn how to avoid high levels of resistance in helping others critically think about personal reactions to differences.

**Dr. Billy E. Vaughn**, Associate Professor and Director, Culture and Human Behavior Program, Alliant International University—San Diego, California

2:30–5:30 p.m.

WESTIN ST. FRANCIS HOTEL

Elizabethan B  
Second Floor

### MAJOR WORKSHOP 3

#### **Positioning Asian Americans: Between and Beyond Black and White**

This session provides an update on the state of Asian America in the 21st Century. It offers a critical analysis of the relationship between Asian Americans and white Americans, as well as with other Americans of color (especially African Americans and Latinos/as) with whom they share the urban space and the campuses of higher education. The sociology and political economy of Asian America, its global, diasporic, and transnational characteristics, and the shifting stereotypes—from “yellow peril” and “model minority” to “sleazy fundraisers” and “dangerous spies”—will be discussed. Both the theory and practices of racial identity formation and racialization will be presented, all within the context of America’s continuing struggle with its national identity as both white and multicultural.

**Dr. Evelyn Hu-DeHart**, Professor of History, and Director, Center for the Study of Race and Ethnicity in America, Brown University—Providence, Rhode Island

2:30–6:00 p.m.

WESTIN ST. FRANCIS HOTEL

Georgian

Mezzanine Floor

#### MAJOR WORKSHOP 4

##### **Maintaining Access to a Highly Selective Public Institution in a Post-Affirmative Action Environment: The University of California Experience**

The University of California is a unique institution: a multi-campus public research university known for the competitiveness of its admissions process, and situated in one of the most diverse and complex states in the nation. The University was challenged in the early 1990s to maintain broad access to its most competitive campuses while demand for spaces skyrocketed. The University's situation grew enormously more complex with the elimination of all affirmative action programs, beginning with the admission of undergraduates for the Fall of 1998. Over the past five years, UC has implemented a sweeping series of reforms that redefine the nature of academic "merit" as it is traditionally considered in the admission process. This has taken the University directly into the California's most disadvantaged schools, and has sparked major national debate on hot-button issues, like the use of admissions tests. This session examines the complex demographic and policy environment in which UC operates, the initiatives the University has taken to fulfill its mission of access and excellence, and the specific strategies that campuses such as UC Berkeley, UCLA, and UC Santa Barbara have undertaken to select highly qualified students who also encompass the state's broad diversity.

**Dr. Michael T. Brown**, Vice Chair, University of California Board of Admissions and Relations with Schools; Professor of Education, former Chair of the Faculty Committee on Admission and Enrollment, University of California—Santa Barbara, California

**Ms. Pamela L. Burnett**, Director, Undergraduate Admissions, University of California—Berkeley, California

**Dr. Saul R. Geiser**, Director, Research and Evaluation, Student Academic Services, University of California Office of the President—Oakland, California

**Dr. Dennis J. Galligani**, Associate Vice President, Student Academic Services, University of California Office of the President—Oakland, California

**Ms. Nina G. Robinson**, Director of Policy and External Affairs, Student Academic Services, University of California Office of the President—Oakland, California

**Dr. Vu T. Tran**, Director, Undergraduate Admissions and Relations with Schools, University of California Los Angeles, California

#### MAJOR WORKSHOP 5

##### **Be Careful What You Ask For: Creating a Genuinely Diverse Institution Will Probably Require Changing the Landscape of Your School**

Many schools talk about the need to "increase the diversity of the institution" or "recruit and retain 'minority' students and faculty" without understanding or committing to what is required to bring about such changes. Fully prepared to tinker with the ways things are done or enhance the curricular offerings by adding a few courses, schools are disappointed that long-term retention of faculty, staff, and students of color doesn't change dramatically. Participants in this session will look at what it might mean to *really* create a genuinely hospitable campus culture or to serve a diverse population of students. They will also gain tools to (1) identify what is necessary to meet the stated goals of the school, (2) assess where support and resistance lie to making dramatic changes, (3) begin the deconstruction and reconstruction of "the ways things are done," and (4) talk about how these changes are in the best interest of the institution.

**Dr. Frances E. Kendall**, Consultant in Organizational Change and Communication, Specializing in Issues of Diversity—Albany, California

2:30–6:00 p.m.

WESTIN ST. FRANCIS HOTEL

Borgia

Mezzanine Floor



3:00–6:00 p.m.

3:00–6:00 p.m.

**WESTIN ST. FRANCIS HOTEL**

California West

Second Floor

**Level of Experience:** All

### 3-HOUR CONCURRENT SESSIONS

#### **Beyond White and Clueless: Eliminating the Fear Factor and Participating in Institutional Change From the Inside Out**

◆◆ Interactive Training ◆◆

Regardless of the success in recruiting students of color, the college environment remains fundamentally the same in terms of real results in its effort to build a diverse staff. This interactive session will include personal accounts by majority staff and the students with whom they work to achieve a diversity within campus offices. Presenters will discuss the challenges that staff face in overcoming their own blocks and fears to participate fully in diversity initiatives. The session will also include an analysis of historical and current institutional factors and external factors, and how the intersection of race/ethnicity, socio-economic class, institutional class, and gender oppression contribute to this struggle. Participants will be engaged in a series of interactive exercises to experience the work on a personal level with an on-site mentoring opportunity and be given an opportunity to share the struggles faced on their respective campuses. This session should particularly benefit those looking for skills and strategies to move beyond fear and participate fully in institutional change.

**Mr. Omar K. Douglas**, Undergraduate Student, Philosophy Major, College of the Holy Cross—Worcester, Massachusetts

**Ms. Brenda S. Hounsell-Sullivan**, Associate Director, Transition and Leadership, Office of Student Programs and Leadership Development, College of the Holy Cross—Worcester, Massachusetts

**Mr. James K. Levesque**, Coordinator, Community Development, Office of Residence Life, College of the Holy Cross—Worcester, Massachusetts

**Ms. Katie Y. Li**, Undergraduate Student, Asian American Studies Major, College of the Holy Cross—Worcester, Massachusetts

**Ms. Mable L. Millner**, Director, Multicultural Education, College of the Holy Cross—Worcester, Massachusetts

**Mr. Robert Principe**, Director, Special Projects and Multicultural Training, College of the Holy Cross—Worcester, Massachusetts

**Mr. Azizi A. Seixas**, Undergraduate Student, Philosophy Major, College of the Holy Cross—Worcester, Massachusetts

#### **The Way Home, a Video/Dialogue Presentation**

◆◆ Interactive Training ◆◆

*The Way Home* Experiential Journey is an interactive presentation on oppression through the lens of race. Session participants will view this nationally acclaimed video. The viewing will be followed by an interactive presentation that intends to (1) support intensive critical self-inquiry related to internalized issues and institutionalized systems of oppressions, (2) provide opportunities for transformative learning by unearthing new questions related to conscious and unconscious embedded assumptions, and (3) simulate new ideas for taking action that interrupts patterns and systems of behavior linked to oppression. This session should particularly benefit teachers, trainers, and students.

**Dr. Shakti Butler**, Filmmaker and Experiential Facilitator, and Executive Director, World Trust Educational Services, Inc.—Oakland, California

#### **One More River to Cross: The Intersections of Race and Sexual Orientation in Today's Society**

◆◆ Interactive Training ◆◆

As higher education becomes increasingly multicultural, our understanding of the dynamics of diversity becomes increasingly complex. It should be clear that many individuals are members of more than one oppressed group. What issues affect people of color who identify themselves as lesbian, gay, bisexual or transgender? Through interactive exercises and discussion, participants will become aware of the impact of sexual orientation on race and ethnicity and explore how students who are from multiple cultural groups can be supported. This session should particularly benefit those who work with student groups and organizations, as well as those who are interested in expanding their concepts of diversity and multiculturalism.

**Mr. Vernon A. Wall**, Assistant Dean of Students, Iowa State University—Ames, Iowa

**Dr. Jamie Washington**, Senior Consultant and Founder, Washington Consulting Group—Baltimore, Maryland

3:00–6:00 p.m.

**WESTIN ST. FRANCIS HOTEL**

Olympic

Second Floor

**Level of Experience:** All

3:00–6:00 p.m.

**HILTON HOTEL**

Union Square 15 and 16

Fourth Floor

**Level of Experience:**

Intermediate

4:00–6:00 p.m.

WESTIN ST. FRANCIS HOTEL

Elizabethan C

Second Floor

## MAJOR WORKSHOP 6

### Academy and Community: A New Model for Social Justice Collaboration

Higher education institutions are often charged with neglecting to work in any meaningful way with the different communities of color and class that surround them. In 2001, the presidents, mayors, superintendents, and CEOs from the University of Oregon; Lane Community College, Lane County and its Transit District; the City of Eugene and its School District, as well as its Water and Electric Board; the Bethel School District; the City of Springfield and its School District signed a *Memorandum of Understanding* (MOU), pledging to work together on issues of social justice. In this session, members of the Diversity and Human Rights Consortium will present their action planning process and the implementation strategies that have resulted from this agreement. Consortium members will discuss the challenges and successes of their ongoing work. This session will introduce and discuss ways to adapt such a model in other educational communities.

**Ms. Remie Calalang**, Multicultural Community Liaison, Bethel School District—Eugene, Oregon

**Dr. Cristine Clifford Cullinan**, Training and Development Administrator, Human Resources, University of Oregon—Eugene, Oregon

**Mr. Jim Garcia**, Diversity Coordinator, Lane Community College—Eugene, Oregon

**Dr. Carla Gary**, University Advocate and Director, Office of Multicultural Affairs, University of Oregon—Eugene, Oregon

**Mr. Craig L. Gibbons**, Risk Manager, City of Springfield—Springfield, Oregon

**Ms. Francisca Johnson**, Human Rights Support System Program, City of Eugene—Eugene, Oregon

**Ms. Terry Leary**, Multicultural Community Liaison, Springfield School District—Springfield, Oregon

**Ms. Marilyn Mays**, Diversity Manager, City of Eugene—Eugene, Oregon

**Mr. Jose Ortal**, Director of Affirmative Action, Diversity, Equal Opportunity, Lane Community College—Eugene, Oregon

**Mr. Greg Rikhoff**, Human Rights Program Manager, City of Eugene—Eugene, Oregon

**Ms. Adrian Rodriguez**, Instructor and Lead Retention Counselor, Lane Community College—Eugene, Oregon

**Ms. Bettie Sing Luke**, Multicultural Trainer/Equity Specialist, Eugene Public School—Eugene, Oregon

**Dr. Anselmo Villanueva**, Equity Coordinator, Eugene Public Schools—Eugene, Oregon

**Ms. Rita Wallace-Ostrosky**, Education Services Coordinator, City of Springfield—Springfield, Oregon

**Ms. Tina Williams**, Eugene Water and Electric Board—Eugene, Oregon

**Ms. Laura Yergen**, Diversity Analyst, Lane County Human Resources—Eugene, Oregon

## 2-HOUR CONCURRENT SESSIONS

4:00–6:00 p.m.

4:00–6:00 p.m.

WESTIN ST. FRANCIS HOTEL

Tower A and B

Lobby Level

**Level of Experience:** All

### African American Women in Higher Education. Is Our Work Hazardous to Our Health: Strategies for Healing, Reaffirmation and Success

◆◆ Interactive Training ◆◆

This session addresses those factors which influence and often shape the work of African American women in higher education. Utilizing a case study model, presenters will share their experiences in overcoming personal and institutional barriers that have historically impeded the progress of African American women. The session will offer methods that can be utilized to heal the wounds of institutional racism and internalized oppression. Utilizing the "Concentric Circle of Influence Model," participants are encouraged to examine what is the "value added" to their institutions and the experiences of the students they serve by hiring, promoting and retaining African American women. Participants will have an opportunity through small group activity to read and discuss sample cases and develop strategies that would serve to eliminate the barriers represented. The small groups will report their strategies, and how those strategies can be implemented on their campuses. This session should particularly benefit administrators and faculty by providing them with information and strategies that will assist them in retaining, promoting, and empowering African American educators within their institutions.

**Dr. Toni M. Forsyth**, Professor, Language Arts, and Founder, Center for Teaching and Learning Diversity in Higher Education, De Anza College—Cupertino, California

**Ms. Melinda Hughes**, Counselor and Instructor, De Anza College—Cupertino, California

**Ms. Truly A. Hunter**, Counselor and Instructor, Extended Opportunity Program and Services, De Anza College—Cupertino, California

**Dr. Adrienne King**, Professor, Reading and African American Literature, Sacramento City College—Sacramento, California

**Ms. Trudy Walton**, Dean, Student Development and Extended Opportunity Program and Services, De Anza College—Cupertino, California

**Dr. Marion Y. Winters**, Professor, Women's Studies, and Coordinator, Office of Diversity, De Anza College—Cupertino, California

4:00–6:00 p.m.

**WESTIN ST. FRANCIS HOTEL**

Yorkshire

Second Floor

***Level of Experience:***

Intermediate

**Multicultural Leadership Class: Training and Retaining Student Leaders**

◆◆ Curricular/Pedagogical Models ◆◆

This session offers insight into the three-year process of the development and teaching of a multicultural leadership class, which targets student leaders who are involved in ethnic student unions, student government, and/or the university community. This credit class was developed to help prevent student leaders' burn out, teach basic leadership principles and concepts, and explore cultural and ethnic norms, as well as identify how they relate to leadership style. The session will provide the history, successes, and challenges involved in the development of such class. Participants will view a video tape of classes, and will participate in an actual classroom experiential work. This session should particularly benefit Student Affairs and Counseling Center personnel; and student leaders, who are interested in preventing the student leader's burn out by offering skill-building with a focus on multicultural awareness.

**Ms. Gwen Jansen**, Coordinator, Bias Response Team Advocacy, and Assistant to Director, Counseling and Testing Center, University of Oregon—Eugene, Oregon

**Ms. Allison Lau**, Doctoral Student, Counseling Psychology, and Practicum Intern, Counseling and Testing Center, University of Oregon—Eugene, Oregon

**Dr. Ron K. Miyaguchi**, Senior Staff Psychologist/Outreach Coordinator, Counseling and Testing Center, University of Oregon—Eugene, Oregon

4:00–6:00 p.m.

**WESTIN ST. FRANCIS HOTEL**

Essex

Second Floor

***Level of Experience:*** Novice

**Social Justice and Health Education: Asking the Questions, Creating the Dialogue, Making the Connections**

◆◆ Case Studies/Model Programs ◆◆

This session reports on the departmental and curriculum infusion of social justice into the Department of Health Education at New Jersey's largest state university, Rutgers University. The session will discuss department strategies, course content, and student activities related to privilege, racism, classism, sexism, heterosexism, and ableism. Strategies include infusing information about health disparities to assist students with their decisions about their own health and the health of their community in an effort to reduce high risk behaviors, and eliminate inequities in health outcomes. Participants will explore ways to incorporate a social justice component into departments, courses, and student interactions through dialogue and building relationships with students and other campus partners. This session should particularly benefit those involved in student services, as well as faculty who are interested in creating a supportive, diverse environment that empowers students to become leaders while engaging them in this important dialogue.

**Ms. Ji Hyun Baek**, Program Development Specialist, Outreach and Evaluation, Department of Health Education, Rutgers, State University of New Jersey—New Brunswick, New Jersey

**Ms. Adrienne Coleman**, Program Development Specialist, Alcohol and Other Drugs, Department of Health Education, Rutgers, State University of New Jersey—New Brunswick, New Jersey

**Mr. James Credle**, Assistant Dean, Student Activities, Rutgers, State University of New Jersey—Newark, New Jersey

**Ms. Sharkirah E. Foote-Hayes**, Undergraduate Student, Information Systems Major, Rutgers, State University of New Jersey—Newark, New Jersey

**Ms. Francesca M. Maresca**, Doctoral Candidate, Human Sexuality, New York University; Coordinator, Health Promotion, Department of Health Education, Rutgers, State University of New Jersey—New Brunswick, New Jersey

**Mr. Robert Russo**, Coordinator, Health Promotion, Camden Health Center, Rutgers, State University of New Jersey—Camden, New Jersey

**Mr. Larry Tantay**, Undergraduate Student, Theology and Sociology Major, Rutgers, State University of New Jersey—New Brunswick, New Jersey

4:00–6:00 p.m.

**WESTIN ST. FRANCIS HOTEL**

**Oxford**

Second Floor

**Level of Experience:**

Intermediate

**How Universal Are the Arts? Dance as Healing and the Construction of Asian Identity**

◆◆ Theoretical Models ◆◆

This session presents a model for intercultural adult and higher education, with implications for adult education, counseling and psychotherapy training, and pedagogy in the arts. This experiential session examines a case study of an international program in teaching dance as healing with continuing education Korean and Taiwanese adult students. The purpose of the research was to raise awareness of the epistemological bias of Western-based psychotherapy disciplines in the practice of creative arts therapies, and to understand how the resulting curriculum can better meet the needs of Asian-American students. In this interactive session, participants can explore how their bodily-being-in-the-world and movement constitute personal and ethnic identity. This session should particularly benefit those who are educators and/or trainers in the creative arts, counseling, or psychology; or individuals who wish to learn more about a creative and nonverbal modality for exploration, expression, and self-discovery.

**Dr. Meg H. Chang**, Assistant Professor, Touro College Graduate Program in Oriental Medicine-New York City; Pratt Institute Creative Arts Therapy Program—Brooklyn, New York

4:00–6:00 p.m.

**HILTON HOTEL**

**Union Square 5 and 6**

Fourth Floor

**Level of Experience:**

Novice and Intermediate

**On Target: Together We Can Make a Difference**

◆◆ Case Studies/Model Programs ◆◆

**ADMISSION. RETENTION. GOALS ORIENTED. ACTION PLAN. RESULTS.** These are the words that served as the foundation of our On Target mentoring program. This session shares the nuts and bolts of organizing the On Target mentoring program. The foundation of the program is to move away from paying lip service to student of color retention efforts. Now in its sixth year, the program provides a welcoming and nurturing environment that have increased the retention and completion rate of our African/African American/Caribbean/Hispanic and Latino/a students. The discussion will include formulating the concepts, gaining administrative and faculty support, researching the literature, operating on a shoestring budget, planning and implementing activities, and evaluating the program. This session should particularly benefit those looking for results-oriented retention programs and approaches to encourage cross-cultural collaboration amongst students and the campus community.

**Dr. Lois Marie Méndez-Catlin**, Assistant Dean, Undergraduate College, Bryn Mawr College—Birdsboro, Pennsylvania

**Ms. Leah Samaru-Charles**, Language Teacher, Friends School of Baltimore—Baltimore, Maryland

4:00–6:00 p.m.

**HILTON HOTEL**

**Union Square 21**

Fourth Floor

**Level of Experience:**

Intermediate

**Institutional Transformation for Diversity: Linking Assessment With Curricular/Co-Curricular Change**

◆◆ Long- and Short-Range Planning ◆◆

For the past three years, the College of St. Catherine has been involved in extensive curricular/co-curricular transformation, and related assessment. This project, Educating for Diversity and Democracy, addressed issues of diversity with attention to institutional structure, demographics, course content/pedagogy, and campus climate. The goal in these efforts has been a campus and a curriculum that are more inclusive of racial/ethnic diversity. This session will focus on college-wide efforts to strategically link diversity initiatives' assessment efforts, measuring the successes with ongoing challenges. Specific attention will be paid to the Student Climate Survey and its relationship to curricular/co-curricular transformation efforts. Throughout the session, emphasis will be placed on the importance of collaborative efforts and the connections between strategic assessment and curricular/co-curricular transformation. This session should particularly benefit those interested in college-wide diversity initiatives, extensive curricular transformation, and strategic use of assessment efforts and resultant data.

**Dr. Rose Brewer**, Professor, African American and African Studies, University of Minnesota—Minneapolis, Minnesota

**Dr. Sharon L. Doherty**, Assistant Professor, Women's Studies, College of St. Catherine—St. Paul, Minnesota

**Dr. Nancy A. Heitzeg**, Associate Professor of Sociology, and Program Director, Critical Studies of Race and Ethnicity, College of St. Catherine—St. Paul, Minnesota

**Ms. Phetlavanh Thi Lo**, Assistant Director, Multicultural Programs and Services, College of St. Catherine St. Paul, Minnesota

4:00–6:00 p.m.  
**HILTON HOTEL**  
Union Square 25  
Fourth Floor

**Level of Experience:** All

**ASPIRE: A Strategic Paradigm for Developing an Innovative Relationship and Education Program**

◆◆ Case Studies/Model Programs ◆◆

This session examines a unique and successful collaboration between Syracuse University and the High School for Leadership and Public Service that inspires minority students to succeed. Based on the philosophy that society needs new leaders from urban areas who are grounded in democratic principles, and see public service as a valued career choice, the mission of the school is to promote leadership skills and a commitment to public service. This program offers mentoring, attendance at the university's Summer College Program, free laptop computers, and scholarships as some of the components of this collaborative relationship. The session describes the parental involvement, the successful transition of students from high school to college; the formal institutional statement of agreement, a student/parent contract; and assessment, fund raising, and public relations activities. This session should particularly benefit individuals and organizations interested in developing a collaborative relationship with high schools or institutions of higher education.

**Dr. Lonnie Morrison**, Director, Metropolitan Admissions Programs, Syracuse University—Syracuse, New York

**Ms. Amparo Silva**, Assistant Director, Metropolitan Admissions Programs, Syracuse University—Syracuse, New York

**Ms. Denise Trionfero**, Associate Director, Office of Supportive Services, Syracuse University—Syracuse, New York

4:30–6:00 p.m.

4:30–6:00 p.m.  
**HILTON HOTEL**  
Union Square 17 and 18  
Fourth Floor

**Level of Experience:**  
Novice and Intermediate

**90-MINUTE CONCURRENT SESSIONS**

**Native Americans in the Academy: A Review of the State University of New York-Potsdam's Relationship With Mohawks**

◆◆ Case Studies/Models Programs ◆◆

This session provides a historical perspective of the State University of New York's impact on the enrollment and retention of Native Americans. The session will review programs and services that have not only enhanced Native American student recruitment and retention efforts, but have also led to a communal understanding (on and off campus) of Native Americans. This review also includes the implementation of community outreach programs, as well as SUNY Potsdam's use of a Native American language curriculum as a fulfillment to the state's Modern Language and General Education requirement—the first in the state of New York and the only known Mohawk language curriculum at a state-supported institution in the Country. This session should particularly benefit those who have an interest in successfully recruiting, retaining and graduating students of Native American descent.

**Mr. R. Lemoyne Robinson**, Doctoral Candidate, Higher Education Administration, University of Memphis; Director, Division of Multicultural Affairs, State University of New York—Potsdam, New York

4:30–6:00 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Elizabethan D  
Second Floor

**Level of Experience:** All

**An End to "Business As Usual": Strategies to Improve the Recruitment and Retention of Faculty of Color at St. Lawrence University**

◆◆ Policy Issues ◆◆

This session reports on recent pro-active, aggressive strategies to enhance the numerical and proportional representation of the faculty of color at St. Lawrence University. Following a poor historical record on diversifying its faculty, this year, the incoming Academic Dean established a special Diversity Task Force, charged with developing a set of recommendations to move the university toward greater diversity in its faculty. In its report, the task force concluded that St. Lawrence must set aside and make changes in administrative structure, departmental search procedures, hiring practices, and academic programs among others. This session should particularly benefit those administrators and the faculty who are active in developing and implementing diversity policies on their campuses.

**Mr. Peter J. Bailey**, Professor, English Department, St. Lawrence University—Canton, New York

**Dr. Margaret Kent Bass**, Associate Professor, English Department, St. Lawrence University—Canton, New York

**Dr. Chandreyi Basu**, Assistant Professor, Fine Arts Department, St. Lawrence University—Canton, New York

**Dr. Ilia Casanova-Marengo**, Assistant Professor, Department of Modern Languages and Literatures, St. Lawrence University—Canton, New York

**Ms. Susan M. Cypert**, Associate Vice President, Human Resources, and Special Assistant to the President, Equity Programs, St. Lawrence University—Canton, New York

**Dr. Ronald J. O. Flores**, Associate Professor and Chair, Department of Sociology, St. Lawrence University—Canton, New York

4:30–6:00 p.m.

**WESTIN ST. FRANCIS HOTEL**

Victorian

Second Floor

**Level of Experience:** Novice

### **Developing a Student-Based Model for Recruitment and Retention of Students of Color**

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

The session reports on a model study conducted to ascertain students' needs that lead to selecting a university, remaining at the university, and graduating from the university, as it pertains to the University of Wisconsin Platteville. Data collected from 100 students of color from the university were analyzed to develop a student-based model for enhancement of recruitment and retention issues. Presenters will share information on the research project's five collection instruments, results of the research, as well as an action plan by the office of Multicultural Services. This session should particularly benefit university admission and retention coordinators.

**Ms. Patricia A. Foster**, Doctoral Student, Educational Administration, University of Nebraska-Lincoln; Director, Women's Center and Pre-College, University of Wisconsin Platteville, Wisconsin

**Ms. Kathryn Lomax**, Director, Sponsored Programs, University of Wisconsin—Platteville, Wisconsin

**Mr. Donnie C. Stepp Jr.**, Doctoral Student, English Language and Literature with an emphasis in American Studies, Otto-Friedrich-Universität Bamberg—Schweinfurt, Germany

4:30–6:00 p.m.

**HILTON HOTEL**

Union Square 1 and 2

Fourth Floor

**Level of Experience:** All

### **Understanding the Sensitive Issues and Meeting the Unique Needs of Different Racial and Ethnic Groups on Campus—A Guideline for Multi-Cultural Directors/Advisors to Student Organizations**

#### ◆◆ Training of Trainers ◆◆

This session offers the link between theory and practice, an original strategy-based workshop to teach effective communication skills within a college campus environment. The session will demonstrate how to communicate information in a concise, purposeful and direct manner to address barriers, cultural values, behaviors, language and the sensitive issues of different racial and ethnic groups. Participants will be introduced to various leadership skills that will enable them to work more effectively, and communicate more efficiently within a college campus environment, particularly in Student Life areas, and offices dedicated to working with students of color. This session should particularly benefit advisors who provide direct services to students, and those interested in the success of students of color, and those involved in the creation of effective student organizations, especially African American Student Organizations such as; Societies of Black Journalist, Law Student, Journalists.

**Mr. Norris G. Williams**, Director, Diversity Enrichment, The University of Oklahoma—Norman, Oklahoma

4:30–6:00 p.m.

**HILTON HOTEL**

Union Square 3 and 4

Fourth Floor

**Level of Experience:** All

### **Learning the How and the Why of Latino College Students' High Achievement**

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

This session will report on the results of a research study regarding the factors that promote academic excellence in Latino college students enrolled in three predominantly white institutions. The presenter will outline programmatic strategies to enhance Latino students' high academic achievement. The session will provide information on the data collection instruments, and the theoretical background used to analyze the data. Participants will have an opportunity to translate this knowledge into concrete interventions to guide changes in institutional policies, procedures, and services that affect Latino students on their own campuses. This session should particularly benefit those interested in learning from Latino students why and how they became high achievers.

**Ms. Aida A. Ceara**, Assistant Professor and Director, PACE/Act 101 Program, Millersville University—Millersville, Pennsylvania

6:30–8:00 p.m.

**WESTIN ST. FRANCIS HOTEL**

Grand Ballroom

Mezzanine Floor

## **WELCOMING RECEPTION**

Join friends and colleagues and meet first-time NCORE attendees. Enjoy food and good company before having dinner on your own.

8:30–10:00 p.m.

**WESTIN ST. FRANCIS HOTEL**

Elizabethan A

Second Floor

## **LATINO/A MEETING**

### **"Latina Empowerment"**

Guest Speaker: Yasmin Davidds, author of the book titled *Empowering Latinas: Breaking Boundaries, Freeing Lives*



8:30–10:30 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Yorkshire  
Second Floor

## **JDOTT SUMMIT MEETING**



Two meetings are hosted 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 NCORE's African American Networking Group.

8:30–10:30 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
California West and East  
Second Floor

## **SPECIAL EVENT**



### **TAKING IT TO THE STREETS**

In today's rapidly changing multicultural world, issues of race/ethnic conflict, cultural values, language and other sensitive issues play an increasingly important role in the quality of our life, work and societal environment. Using theater as the catalyst for in-depth exploration and discussion of these topics, the University of Wisconsin's Human Experience Theater (HET) will provide you with a night to remember. HET will perform signature pieces designed to help people think, feel and get involved. By making the audience part of the process, everyone is engaged intellectually and emotionally, thinking about how they would react to the real situation they are witnessing. In the actual performance for this event the facilitators will explain the dynamics of what is taking place and the process used in assisting the audience in finding solutions. Additional information will be provided on how the program was developed, how we engage with our community, and how others might develop such a program. Dr. Richard Kalfus, Professor of Humanities, and Department Chair from St. Louis Community College will be participating in the discussion, and will provide an overview of the impact of this program on the St. Louis campuses visited by the HET group. Program participants include: Victoria Boswell, Program Manager; Patrick Sims, Artistic Director; Pauli Taylorboyd, Facilitator; and a cast of UWM undergraduate acting students.

8:30–10:30 p.m.

## **INFORMAL NETWORKING MEETINGS**

(For description and information, see page 21)

## DAY AT A GLANCE ■ THURSDAY, MAY 29

<b>7:30–8:00 a.m.</b>	GREETING THE NEW DAY ..... 52
<b>8:00–9:00 a.m.</b>	CONTINENTAL BREAKFAST ..... 52
<b>9:00–9:45 a.m.</b>	CONFERENCE MORNING PLENARY SESSION—Keynote Address by: Dr. Carlos Cortés .... 52
<b>10:00–10:20 a.m.</b>	BOOK SIGNING— <i>The Children are Watching: How the Media Teach About Diversity</i> by Carlos Cortés ..... 52
<b>10:00 a.m.–7:00 p.m.</b>	EXHIBITOR SHOWCASE AND RESOURCE CENTER ..... 52
<b>10:30 a.m.–11:30 a.m.</b>	DIALOGUE WITH CARLOS CORTÉS. .... 52
<b>10:30 a.m.–noon</b>	<ul style="list-style-type: none"> <li>■ <b>Major Workshop 7: Part I—Being an Ally as a Person With White Privilege: This is Not Just About Being Friends</b> ..... 53</li> <li>■ The Truth About Affirmative Action and College Admissions ..... 53</li> <li>■ The Career Ladder for Minority Higher Education Professionals ..... 53</li> <li>■ Social Justice Education in a Southern Liberal Arts Institution: The Case of Columbia College ... 54</li> <li>■ Using an Anthology of Autobiographical Writings as a Strategy for Incorporating Cultural Inclusion in Curriculum ..... 54</li> <li>■ Counseling and Advising Students From Underrepresented Groups: Applying Multicultural Counseling Strategies and Institutional Collaborations to Facilitate Student Success and Retention ..... 54</li> <li>■ The Teaching Experiences of African American Faculty: A Case Study at Two Predominantly White Research Universities ..... 55</li> <li>■ Workshop: Teaching Race/Ethnicity, Gender/Sexuality, Class Oppression, and Privilege ... 55</li> <li>■ Celebrating Unity and Liberation: The Freedom Seder as an Antidote to Black/Jewish Conflict ... 55</li> <li>■ Mestizaje or Whitening: Latinas/os and Racial Identity ..... 56</li> <li>■ Bridging Barriers: Resiliency-Based Support Systems for Native American Students ..... 56</li> <li>■ Assessing Campus Diversity: The Dis-Connect Between a Multicultural University and Intercultural Interaction ..... 56</li> <li>■ Strategy is the Key: Strategic Organizing for Student of Color Activists ..... 57</li> <li>■ New Student Orientation: Introducing Issues of Living and Learning in a Diverse Community ..... 57</li> <li>■ A Forgotten Minority: Understanding the Experiences of Pilipino Americans in Higher Education ..... 57</li> <li>■ Building Community Through a Campus-wide Book Project ..... 58</li> <li>■ Diversity: A Strategic Human Resource for Higher Education ..... 58</li> <li>■ Promoting Diversity Through the Use of Diversity Councils ..... 58</li> </ul>
<b>10:45 a.m.–noon</b>	<ul style="list-style-type: none"> <li>■ Check All That Apply: Understanding Multi-Ethnic and Multi-Racial Students ..... 59</li> <li>■ Pre-College Outreach: Four Faith-Based Urban Youth Programs That Work ..... 59</li> <li>■ Factors Related to Persistence and Graduation Among Undergraduate Students of Color and Women in Science, Technology, Engineering, and Mathematics ..... 59</li> <li>■ Reaching Across the Borders—Afghan Teachers Hosted by the University of Nebraska’s College of Education and Center for Afghan Studies ..... 60</li> <li>■ African American Women’s Hair: A Lesson in Cultural Identity ..... 60</li> </ul>
<b>12:30–1:30 p.m.</b>	INFORMAL NETWORKING MEETINGS ..... 60
<b>2:00–3:15 p.m.</b>	<ul style="list-style-type: none"> <li>■ The Asian Deaf Identity: Challenges in the Development of Cultural Awareness ..... 60</li> <li>■ Rediscovering History: Using the Lewis and Clark Corps of “Discovery” as a Framework to Develop Multiple Perspectives and Address Bias in Curriculum ..... 61</li> <li>■ Impact Study: The Impact of the Minority Students Apprenticeship in Agricultural Sciences Program on Underrepresented Students’ Decisions to Enroll and Graduate From Four-Year Degree Programs in Agricultural Sciences ..... 61</li> </ul>

■ Deconstructing Engineering Education Programs . . . . .	61
■ Project S.T.E.P. (Staircase to Educating Professionals) . . . . .	62
■ Promoting Academic Excellence and Community Service Within Our Ethnic Communities . . . . .	62
■ Teaching About Race, Class, and Gender in a College-Community Partnership . . . . .	62
■ African American Students' Perception of Diversity at Andrews University . . . . .	63
■ Application of Culture Care Theory With the "Sunrise Model" as a Framework for the Recruitment, Engagement, and Retention of Culturally Diverse Students Into a Traditionally European American Baccalaureate Nursing Program . . . . .	63
■ Bias and Prejudices of University Students Today: The Surprising Truth and What They Say Works . . . . .	63
■ Teaching Diversity Through the Visual Arts . . . . .	64

**2:00–5:00 p.m.**

■ <b>Major Workshop 8:</b> Generating a Culture of Evidence to Support Diversity Goals and Initiatives: Without Assessment Results You are Defenseless . . . . .	64
■ <b>Major Workshop 9:</b> Teaching Methods to Enhance Motivation and Learning Among Diverse Students . . . . .	64
■ <b>Major Workshop 10:</b> Global Multiculturalism: The Other Side of Diversity . . . . .	64
■ <b>Major Workshop 11:</b> Power and Politics in Organizational Life: Concepts, Mindsets, and Skills for People of Color . . . . .	65
■ <b>Major Workshop 12:</b> Southeast Asian Americans: Revisiting the Educational Issues . . . . .	65
■ <b>Major Workshop 13:</b> Latino Leadership Development in Higher Education . . . . .	65
■ <b>Major Workshop 14:</b> Apples, Orcos, Nilla Wafers/Coconuts and Bananas: Exploring Internalized Racism . . . . .	66
■ <b>Major Workshop 15:</b> Taking Responsibility for Our Own Success! . . . . .	66
■ The Future of Affirmative Action in Higher Education: Will the U.S. Supreme Court Reaffirm Its 1978 <i>Bakke</i> Decision in the University of Michigan's Admissions Policies . . . . .	66
■ Black Students Re-Invigorating the Movement for Social Justice . . . . .	67
■ <i>Searching for Asian America:</i> National Asian American Telecommunications Association (NAATA) . . . . .	67

**2:00–6:00 p.m.**

■ <b>Major Workshop 7:</b> Part II—Being an Ally as a Person With White Privilege: This is Not Just About Being Friends . . . . .	67
■ <i>Last Chance for Eden:</i> Enhancing the Quality of Life on College Campus . . . . .	67

**3:30–6:00 p.m.**

■ <b>VIDEO PREVIEW AND DISCUSSION</b> <i>Race—The Power of an Illusion</i> . . . . .	68
-----------------------------------------------------------------------------------------	----

**4:00–5:30 p.m.**

■ Florida Fund for Minority Teachers, Inc.: Florida's Answer to Diversity in Education . . . . .	68
■ Service-Learning: Implementing Ethnic Studies and Praxis in the High School Level . . . . .	68
■ Using Data to Create Retention Strategies and Change Policy . . . . .	69
■ Breaking Stereotypes/Building Bridges: The Intercultural Lunch Program at California Lutheran University . . . . .	69
■ Diversity Democracy in Action: A Curriculum Framework for Higher Education . . . . .	69

**4:00–6:00 p.m.**

■ The Growing Multiracial Movement: What You Need to Know to Assist Interracial Students, and Help Them Thrive on Mono-Racially-Oriented Campuses . . . . .	70
■ Completion of the Doctorate by Students of Color: A Dream in Progress? . . . . .	70
■ Crossing the Line: Our Leadership Journey Within the California State University and California Community Colleges . . . . .	70
■ Infusing Diversity Within a Shared Governance Organization . . . . .	71
■ <i>Light in the Shadows:</i> A Video Premiere . . . . .	71

**8:30–11:00 p.m.**

SPECIAL EVENT— <i>Follow Me Home</i> . . . . .	71
------------------------------------------------	----

**8:30–10:30 p.m.**

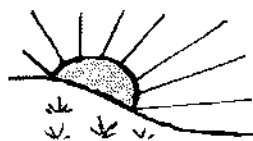
INFORMAL NETWORKING MEETINGS . . . . .	71
----------------------------------------	----

## THURSDAY, MAY 29, 2003

7:30–8:00 a.m.

For location, please check with  
Registration Staff

### GREETING THE NEW DAY



Join members of the American Indian Networking Group in a brief ceremony to welcome the new day. Begun at NCORE '99, this event is becoming an NCORE tradition that fosters a sense of community by sharing a dimension of spirituality.

8:00–9:00 a.m.

**WESTIN ST. FRANCIS HOTEL**  
Mezzanine Floor

### CONTINENTAL BREAKFAST

9:00–9:45 a.m.

**WESTIN ST. FRANCIS HOTEL**  
**Grand Ballroom**  
Mezzanine Floor

### CONFERENCE MORNING PLENARY SESSION

For book signing of *The Children are Watching: How the Media Teach About Diversity*, see below

For a dialogue with Carlos Cortés,  
see below



#### Keynote Address: HOW THE MEDIA TEACH ABOUT DIVERSITY

**Dr. Carlos E. Cortés** is a professor Emeritus of History at the University of California in Riverside. Since 1990, he has served on the Summer Faculty of the Harvard Institutes for Higher Education, and is also on the faculty of the Summer Institute for International Communication. The recipient of two book awards, Dr. Cortés also received his university's Distinguished Teaching Award and Faculty Public Service Award, the California Council for the Humanities' 1980 Distinguished California Humanist Award, the American Society for Training and Development's 1989 National Multicultural Trainer of the Year Award, and the California Council for Social Studies' 1995 Hilda Taba Award. A Consultant to many government agencies, and other organizations, he has lectured on the implications of diversity for education, government, and private business throughout the United States, Latin America, Europe, Asia, and Australia; and has written film and television documentaries. In 2001, Dr. Cortés received the National Association of Student Personnel Administrators' Outstanding Contribution to Higher Education Award. He currently serves as Cultural Consultant for Nickelodeon's pre-school series, "Dora the Explorer." His two most recent books, *The Children are Watching: How the Media Teach About Diversity* (2000), and *The Making—and Remaking—of a Multiculturalist* (2002), were published by Teachers College Press.

10:00–10:20 a.m.

**WESTIN ST. FRANCIS HOTEL**  
**Colonial**  
Mezzanine Floor

### BOOK SIGNING—*The Children are Watching: How the Media Teach About Diversity*

Dr. Carlos Cortés

10:00 a.m.–7:00 p.m.

**WESTIN ST. FRANCIS HOTEL**  
**Colonial**  
Mezzanine Floor

### EXHIBITOR SHOWCASE AND RESOURCE CENTER

(Open daily 10:00 a.m.–7:00 p.m. through Saturday, May 31)

10:30 a.m.–11:30 a.m.

**WESTIN ST. FRANCIS HOTEL**  
**Italian Foyer**  
Mezzanine Floor

### DIALOGUE WITH CARLOS CORTÉS

Part I  
10:30 a.m.–noon  
**WESTIN ST. FRANCIS HOTEL**  
California West  
Second Floor

Part II continues  
2:00–6:00 p.m.

## MAJOR WORKSHOP 7

### **Being an Ally as a Person With White Privilege: This is Not Just About Being Friends**

Frequently, those of us who are white, and have a basic understanding of the privileges granted to us because of our skin color, are at a loss about how to use our privileges effectively as we work for social justice. One of the most important roles we can play is that of ally-supporting or standing with people of color on issues of race. This daylong session centers on how to be an ally if you are a person with privilege. We will focus on (1) understanding what it means for us to be allies in the context of institutional racism, (2) building ally relationships, (3) knowing which actions are supportive and which are not, (4) using your privilege to influence without being patronizing as racist, (5) understanding the difference between friendships and ally relationships, (6) distinguishing between strategies for being an ally to a person and an ally to an issue, and (7) identifying concrete strategies for working with other white people, as well as people of color, on the elimination of racism.

**Dr. Frances E. Kendall**, Consultant in Organizational Change and Communication, Specializing in Issues of Diversity—Albany, California

10:30 a.m.–noon

## 90-MINUTE CONCURRENT SESSIONS

10:30 a.m.–noon  
**WESTIN ST. FRANCIS HOTEL**  
Elizabethan A  
Second Floor

### **The Truth About Affirmative Action and College Admissions**

#### ◆◆ Policy Issues ◆◆

This session provides a theoretical explanation and rationale for the use of affirmative action in college admissions decisions that move beyond the current legal arguments before the Supreme Court. Presenters will share information about the complexity of the admissions decision process by examining several hypothetical admissions cases. The admissions case studies simulate the admissions process at both a selective small private institution and a selective large institution. Participants will learn the jurisprudence of race and selectivity beginning with the 1971 Supreme Court decision in *Griggs vs. Duke Power Company*, and culminating with the 1995 Supreme Court ruling in *Adarand Constructors, Inc. vs. Peña*. This session should particularly benefit college students, faculty, and administrators who are interested in learning about affirmative action.

**Dr. Eugene L. Anderson**, Research Associate, Office of Minorities in Higher Education and the Center for Policy Analysis, American Council on Education—Washington, D.C.

**Ms. Gloria D. Thomas**, Associate Director, Fellows Program, American Council on Education—Washington, D.C.

**Level of Experience:** Novice

10:30 a.m.–noon  
**WESTIN ST. FRANCIS HOTEL**  
Elizabethan B  
Second Floor

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

#### ◆◆ Interactive Training ◆◆

This session will provide a framework to assist persons in planning, managing and facilitating career advancement in higher education. Due to retirement and early-out incentives over the next 10-15 years, higher education institutions will be facing a significant shortage of mid-level and senior-level management professionals. The session discusses the key items such as career planning, networking, mentoring, campus politics, position search processes, interviewing, and strategies for exploring career growth opportunities. The presenter will illustrate how we can effectively prepare for the future by the development of career plans, identification of key strategies for upward mobility, and the study of additional resources that provide career search opportunities. This session should particularly benefit those who are career development specialists, those interested in advancing own careers, and university advisors.

**Mr. Vernon E. Haley**, Vice President, Student Services, Palm Beach Community College—Lake Worth, Florida

**Level of Experience:** All

10:30 a.m.–noon  
**WESTIN ST. FRANCIS HOTEL**  
Elizabethan C  
Second Floor

**Level of Experience:**  
Intermediate and Advanced

### **Social Justice Education in a Southern Liberal Arts Institution: The Case of Columbia College**

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

This session will address the difficult adjustments when a historically white institution transforms to a college with a 43% African American student body. Issues to be discussed will include challenges to faculty, institutional identity, student resistance, and faculty development. Established in 1854, Columbia College is a southern, women's college affiliated with the United Methodist Church. Presenters will provide information on the college's four-year general education plan to enhance student engagement. The key component of the plan is the Social Justice Learning Community that brings together the faculty and students across a variety of disciplines to examine issues of injustice and strategies for just change. This session should particularly benefit those involved in curriculum revision, faculty interested in teaching for diversity and social justice, and those interested in empowering young women with the intercultural competence necessary to be agents of change.

**Dr. Sheila Elliott**, Professor, History and Political Science, and Director, Leadership and Globalization, Columbia College—Columbia, South Carolina

**Dr. Vivia Lawton Fowler**, Professor of Religion, and Director, General Education, Columbia College Columbia, South Carolina

**Ms. Sue Rivell McClam**, Senior Lecturer of Spanish, and Director, Social Justice Learning Community, Columbia College—Columbia, South Carolina

10:30 a.m.–noon  
**WESTIN ST. FRANCIS HOTEL**  
Elizabethan D  
Second Floor

**Level of Experience:**  
Novice and Intermediate

### **Using an Anthology of Autobiographical Writings as a Strategy for Incorporating Cultural Inclusion in Curriculum**

#### ◆◆ Interactive Training ◆◆

This session provides participants with new instructional materials and a new approach for incorporating cultural inclusion in courses across the curriculum. The strategies and materials are based on a year-long project that resulted in a collection of autobiographical writing selected precisely because it communicates the experiences of individuals across ethnic, racial, cultural, and socioeconomic lines. Learning and desired outcomes for classroom application include (1) building a sense of multicultural community, (2) increasing student self-efficacy and a belief in one's ability to succeed, (3) assuring student cultural literacy, and (4) improving writing and communication skills. This session should particularly benefit humanities, social sciences, behavioral sciences, and education professionals involved in classroom instruction or curriculum design, where inclusion is critical for the understanding of current contemporary issues and in the mediation and resolution of conflicts.

**Dr. George Henderson**, Professor of Human Relations; Director, Advanced Programs; and Executive Committee Member, Southwest Center for Human Relations Studies, The University of Oklahoma—Norman, Oklahoma

**Dr. Susan S. Nash**, Director of Online Curriculum Development, The University of Oklahoma—Norman, Oklahoma

10:30 a.m.–noon  
**WESTIN ST. FRANCIS HOTEL**  
California East  
Second Floor

**Level of Experience:**  
Intermediate

### **Counseling and Advising Students From Underrepresented Groups: Applying Multicultural Counseling Strategies and Institutional Collaborations to Facilitate Student Success and Retention**

#### ◆◆ Theoretical Models ◆◆

This session will address the multicultural counseling theories and procedures of fostering institutional collaborations in pro-active and responsive manners that enhance the experience of students. Academic counseling and advising at the college level are a complex and challenging profession. The session will share developed programs and services to improve student success and retention with "outcome" based designs that reflect two themes: (1) the utility of multicultural counseling strategies and (2) the ongoing development and support of institutional collaborations. Participants will be exposed to both the theoretical and the pragmatic approach through dialogue and activities. This session should particularly benefit those who provide counseling and/or advising to a culturally diverse student population, those who work in student support service programs, and those involved in the university wide retention efforts.

**Ms. Denise Trionfero**, Associate Director, Office of Supportive Services, Syracuse University—Syracuse, New York

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



10:30 a.m.—noon

**WESTIN ST. FRANCIS HOTEL**

**Georgian**

Mezzanine Floor

**Level of Experience:** All

**The Teaching Experiences of African American Faculty: A Case Study at Two Predominantly White Research Universities**

◆◆ Research/Assessment/Evaluation ◆◆

This session shares results of a qualitative study of the teaching experiences of African American faculties at two predominantly white research universities in the South. The faculties who were interviewed are at the rank of Assistant, Associate, and Full Professor with lengths of employment ranging from two to thirty years. This study explored issues related to teaching style and development, perceptions of being viewed as minority faculty, and institutional practices that impacted the teaching experience. The session will offer implications for faculty, instructional, and organizational development, and further research. This session should particularly benefit administrators, faculty developers, faculty, and those interested in building and maintaining a supportive academic environment for faculty of color.

**Dr. Nancy J. Simpson**, Director, Center for Teaching Excellence, Texas A&M University—College Station, Texas

**Dr. Christine A. Stanley**, Assistant Professor, Educational Administration and Human Resource Development, and Associate Director, Center for Teaching Excellence, Texas A&M University—College Station, Texas

**Dr. Karan L. Watson**, Dean of Faculties and Associate Provost, Texas A&M University—College Station, Texas

10:30 a.m.—noon

**WESTIN ST. FRANCIS HOTEL**

**Borgia**

Mezzanine Floor

**Level of Experience:** All

**Workshop: Teaching Race/Ethnicity, Gender/Sexuality, Class Oppression, and Privilege**

◆◆ Curricular/Pedagogical Models ◆◆

This interactive session will address and integrate two contexts: the classroom and the university. The session will provide a framework for discussing issues of oppression and privilege in the classroom, as well as teaching techniques, exercises and activities. Presenters will reflect on the benefits of integrating race, gender, class, and sexuality into course development and curriculum, and will provide strategies for dealing with resistance in the classroom, as well as ways to encourage and enhance curriculum transformation on campus. The session will offer suggestions for developing support networks, resources, and a safety net for faculty dealing with the emotionally charged nature of the material and classroom interactions. Participants will have an opportunity to reflect on their own experiences to increase awareness and become better prepared to facilitate constructive dialogue and understanding about issues of diversity in the curriculum. This session should particularly benefit both new and experienced instructors of race, gender, and/or sexuality courses, as well as administrators and others interested in understanding the unique student dynamics of these courses, and seeking to develop curriculum transformation programs on their campuses.

**Dr. Abby L. Ferber**, Associate Professor of Sociology, Director of Women's Studies, and Assistant Vice Chancellor, Academic Diversity and Development, University of Colorado—Colorado Springs, Colorado

**Ms. Dena R. Samuels**, Adjunct Faculty, Departments of Women's Studies and Ethnic Studies, University of Colorado—Colorado Springs, Colorado

10:30 a.m.—noon

**WESTIN ST. FRANCIS HOTEL**

**Yorkshire**

Second Floor

**Level of Experience:** All

**Celebrating Unity and Liberation: The Freedom Seder as an Antidote to Black/Jewish Conflict**

◆◆ Case Studies/Model Programs ◆◆

This session presents a model program that can transform conflict between Jewish and ALANA students into a positive interfaith celebration of ethnic and racial unity. The session will discuss the political and historical context, cultural considerations, and programmatic challenges of a Multicultural Freedom Seder (such as that held annually at the University of Massachusetts), and will suggest as to how it can be adapted for other campuses. The Freedom Seder is modeled on the Seder, which the Jewish people celebrate during the spring festival of Passover to commemorate the redemption of the Jewish people from slavery in Egypt, but its themes resonate with the historical experience of many peoples. Thus the Freedom Seder commemorates the experience of all people who have been oppressed, while praying for the liberation of all peoples. This session should particularly benefit those who work with Jewish or ALANA student organizations in residence life, chaplaincy, or in a policy-making role at a diverse institution.

**Mr. Larry Goldbaum**, Director, Office of Jewish Affairs, University of Massachusetts—Amherst, Massachusetts

10:30 a.m.–noon  
**HILTON HOTEL**  
Union Square 3 and 4  
Fourth Floor

**Level of Experience:**  
Novice and Intermediate

**Mestizaje or Whitening: Latinas/os and Racial Identity**

◆◆ Interactive Training ◆◆

This session is designed to promote interracial dialogue within the context of the racial history that has influenced Latinas/os racial identity. According to the most recent census data, Latinas/os have become the largest population of color in the United States. However, most Latinas/os have not explored their racial identity in any significant way. Through the presentation and an interactive exercise, this session will help participants to examine relevant historical and contemporary factors. Participants will also explore how this identity affects interracial relations between Latinas/os and other groups, and what each group can do to improve them. This session should particularly benefit those involved in providing services to Latina/o students, improving interracial relations on campus, and developing multicultural programming.

**Ms. Robin Parker**, Executive Director, Beyond Diversity Resource Center—Mount Laurel, New Jersey  
**Mr. Jorge Zeballos**, Diversity Consultant—Flemington, New Jersey

10:30 a.m.–noon  
**HILTON HOTEL**  
Union Square 5 and 6  
Fourth Floor

**Level of Experience:** All

**Bridging Barriers: Resiliency-Based Support Systems for Native American Students**

◆◆ Case Studies/Model Programs ◆◆

This session reviews culturally responsive support systems focusing on student resiliency and assets. The case studies and models used will be from the unique success strategies of Prescott College's Adult Degree Program (ADP), and the Center for Indian Bilingual Teacher Education (CIBTE). The presenter will provide her decade of personal experience and perspectives on resiliency and empowerment for non-traditional students. The session will provide information on the institution's tribal and school partnership, including program development requested through community based needs. The presenter will share the successful strategies that have helped to create an academic program with high retention and graduation rates for its bilingual/bicultural students. Participants will learn about the Prescott College's twenty-five year old community-based distance model of education. This session should particularly benefit the administration, faculty, and support services providers at native-serving colleges and universities.

**Ms. Vicky L. Young**, Doctoral Student, Human Development, The Fielding Graduate Institute-Santa Barbara; Core Faculty, Adult Degree Program, and Coordinator, CIBTE and Native American Students, Prescott College—Prescott, Arizona

10:30 a.m.–noon  
**HILTON HOTEL**  
Mason  
Sixth Floor

**Level of Experience:** All

**Assessing Campus Diversity: The Dis-Connect Between a Multicultural University and Intercultural Interaction**

◆◆ Research/Assessment/Evaluation ◆◆

This session will report on a campus climate assessment study that analyzes the actual nature and frequency of intercultural interactions that exist at a multicultural university among four major racial/ethnic groups. This study goes beyond ascertaining if intercultural contact is being made to examine the specific interactional details and topics that constitute already existing contact. Presenters will report the result of surveys, as well as 100 focus groups and 100 interviews with individual students regarding their perceptions of diversity and intercultural contact on campus. Presenters will also discuss the assessment findings, as well as policy and program implications. This session should particularly benefit university staff, faculty, and administrators who work with diverse student bodies and seek ways to facilitate positive contexts of diversity.

**Mr. Patrick Dodge**, Undergraduate Student, Department of Communication Studies, San Jose State University—San Jose, California

**Dr. Rona T. Halualani**, Assistant Professor, Department of Communication Studies, San Jose State University—San Jose, California

**Ms. Jennifer Morrison**, Graduate Student and Research Associate, Department of Communication Studies, San Jose State University—San Jose, California

10:30 a.m.–noon  
**HILTON HOTEL**  
Union Square 15 and 16  
Fourth Floor

**Level of Experience:**  
Novice and Intermediate

### **Strategy is the Key: Strategic Organizing for Student of Color Activists**

#### ◆◆ Interactive Training ◆◆

This session seeks to empower students of color activists to take action and organize for change on their campus. Many of the accomplishments on our campuses such as Ethnic Studies and Affirmative Action were fought for, and won by students of color activists. In most cases, students organized and utilized their power to pressure the key policy makers on their campuses to comply with their demands. Presenters will demonstrate how to organize a student grassroots campaign using the strategy chart. The session will feature case studies and strategies to empower students and a realistic self-evaluation of their own organizing. This session should particularly benefit students facing attacks and those interested in expanding recruitment and retention on campus. Students at all levels of awareness and experience with the issue will benefit.

**Mr. Nicholas F. Centino**, Director, Student of Color Campus Diversity Project, United States Student Association Foundation—Washington, D.C.

**Ms. Jo'ie D. Taylor**, National President, United States Student Association Foundation—Washington, D.C.

10:30 a.m.–noon  
**HILTON HOTEL**  
Union Square 17 and 18  
Fourth Floor

**Level of Experience:** Novice

### **New Student Orientation: Introducing Issues of Living and Learning in a Diverse Community**

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

This two-part session will focus on programs relevant to first-year students with a wide variety of experiences and comfort levels around diversity issues. The first part will use Middlebury College as a case study to introduce new students to the challenges and opportunities of living and studying in a diverse community. The second part will use the lessons generated to develop new approaches. Participants will be asked to take part in focusing on two areas: (1) given what we know about students' developmental and emotional needs during the first week of college, what are appropriate goals for an orientation program in introducing students to issues of diversity? And (2) what advantages and disadvantages of various approaches can be anticipated? There will also be a discussion of what criteria will best help Orientation programmers to evaluate the success of their initiatives. This session should particularly benefit those involved in first-year student orientation programs, student retention efforts, and campus-wide diversity education programs.

**Ms. Karen S. Guttentag**, Assistant Dean, Student Affairs, Middlebury College—Middlebury, Vermont

10:30 a.m.–noon  
**HILTON HOTEL**  
Union Square 21  
Fourth Floor

**Level of Experience:** Novice

### **A Forgotten Minority: Understanding the Experiences of Pilipino Americans in Higher Education**

#### ◆◆ Theoretical Models ◆◆

This interactive session will discuss sociocultural factors that may lead to both successes and disparities for F/Pilipino Americans in higher education, from both a theoretical and personal perspective. F/Pilipino Americans are the second largest Asian Pacific American group and the second largest immigrant group in the United States. With more than seventy different ethnicities, 7,000 islands, and 170 different languages in the Philippines, there are approximately three million F/Pilipino Americans in the U.S. As a result of cultural influences from the Pacific, Spain, Asia, Australia, and the United States, F/Pilipino Americans have been lumped into several racial categories including Asian, Pacific Islander, and Hispanic/Latino. However, in the state of California, Senate Bill 1813 passed to recognize F/Pilipinos as an individually distinct racial group in all personnel surveys and statistical tabulations. This session should particularly benefit those interested in providing effective services for F/Pilipino Americans and other similar populations.

**Mr. Kevin Leo Yabut Nadal**, Doctoral Student, Counseling Psychology, Teachers College; Coordinator, Diversity Program, Intercultural Resource Center, Columbia University—New York, New York

10:30 a.m.–noon  
**HILTON HOTEL**  
**Powell**  
Sixth Floor

**Level of Experience:** All

### **Building Community Through a Campus-wide Book Project**

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

This session describes how to build community strength through a unique approach. In the Fall 2001, in the aftermath of September 11 and with news of deep, impending budget shortfalls, the UC Davis Campus Council on Community and Diversity discussed what the campus leaders might do to foster a great sense of community in the midst of such challenging times. The idea was born to engage the entire campus—students, staff, and faculty—in reading the same book. The purpose of the project was to strengthen the bonds of community among all segments of the campus, and broaden our intellectual and cultural horizons through the engagement in dialogue about critical issues that affect our multicultural community. Presenters will describe the critical elements of the program, the key ingredients to its overwhelming success as a first annual event, and provide suggestions for implementing a similar endeavor at other institutions. This session should particularly benefit those who are engaged in fostering campus-wide dialogue, diversity education, and promoting a campus climate that supports the value of diversity.

**Dr. Rahim Reed**, Executive Vice Chancellor, Campus Community Relations, University of California—Davis, California

**Ms. Karen Roth**, Coordinator, Diversity Education Program, University of California—Davis, California

10:30 a.m.–noon  
**HILTON HOTEL**  
**Lombard**  
Sixth Floor

**Level of Experience:**  
Intermediate

### **Diversity: A Strategic Human Resource for Higher Education**

#### ◆◆ Policy Issues ◆◆

This session will focus on organizational and strategic issues related to diversity, with an emphasis on higher education. The session will review compliance, social justice, and diversity paradigms, and will analyze the significance of diversity with respect to different evolving organizational systems. Presenters will define the characteristic features of advanced approaches and position diversity in an active mode within the organizational setting. The result is a more effective engagement of human capital, leveraging the positive characteristics and enhanced resource potential of diversity, toward the organizational performance objective of higher education. This session should particularly benefit those involved in administrative functions concerning diversity, human resource management, and strategic planning in the university setting.

**Dr. Steven D. Cunningham**, Associate Vice President, Administration and Human Resources, Northern Illinois University—DeKalb, Illinois

**Ms. Elizabeth Ortiz**, Senior Executive, Institutional Diversity, DePaul University - Chicago, Illinois

10:30 a.m.–noon  
**HILTON HOTEL**  
**Union Square 25**  
Fourth Floor

**Level of Experience:** All

### **Promoting Diversity Through the Use of Diversity Councils**

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

This session demonstrates the effective use of a Diversity Council in helping to create an inclusive campus community, one that understands, accepts, and embraces the value of diversity among students, faculty, and staff. Presenters will focus on how Councils can act as change agents and organizers of a variety of diversity programs and services. The session will discuss the development of the Council's structure, charge, mission, programmatic initiatives, successes, and organizational impediments to success. This session should particularly benefit employees and students who serve on diversity planning bodies, those who are engaged in organizational planning, diversity management, and policy making positions.

**Dr. Francie Blake**, Associate Professor of English, Community College of Philadelphia—Philadelphia, Pennsylvania

**Mr. Simon Brown**, Director, Office of Equal Employment Opportunities and Affirmative Action, Community College of Philadelphia—Philadelphia, Pennsylvania

**Mr. Gilberto Gonzalez**, Graphic Designer, Community College of Philadelphia—Philadelphia, Pennsylvania

**Ms. Noelia Rivera-Matos**, Associate Professor of Counseling, Community College of Philadelphia—Philadelphia, Pennsylvania

**Ms. Julie Simmons**, ITS Training Coordinator, Community College of Philadelphia—Philadelphia, Pennsylvania

10:45 a.m. -noon

## 75-MINUTE CONCURRENT SESSIONS

10:45 a.m.–noon

WESTIN ST. FRANCIS HOTEL

Olympic

Second Floor

**Level of Experience:** All

### Check All That Apply: Understanding Multi-Ethnic and Multi-Racial Students

#### ◆◆ Theoretical Models ◆◆

This session examines the dilemmas that multi-ethnic and multi-racial students face stemming from mono-racial categories. These categories attempt to define the “correct race” of an individual without taking into consideration how this categorical system continues to deny the existence and realities of multi-ethnic students. In this session we will discuss: (1) selected theories of racial identity development, (2) the notion of “passing,” (3) issues of ethnic authenticity, (4) the struggles for these students to be culturally accepted and celebrated, and (5) strategies to better understand and serve this student population. The discussion will build on participants’ questions, experiences and strategies. This session should particularly benefit those interested in building a more inclusive campus climate while fostering dialogue.

**Ms. Fleurette King**, Coordinator, Dialogue @ Princeton, Princeton University—Princeton, New Jersey

**Ms. Aida M. Martinez**, Director, Intercultural Programs, Hollins University—Roanoke, Virginia

10:45 a.m.-noon

WESTIN ST. FRANCIS HOTEL

Essex

Second Floor

**Level of Experience:** All

### Pre-College Outreach: Four Faith-Based Urban Youth Programs That Work

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

This session will examine how Calvin College, a Christian Liberal Arts College has developed four model programs with community churches to increase college enrollment of urban youth and to serve urban church communities. Presenters will introduce the programs’ model, components, successes and challenges. The session will provide information on the college-church partnership model, which includes (1) a technology-rich pre-college curriculum that involves college students with area high school students, (2) a campus visit program that exposes 4th-12th graders to higher education, (3) an urban pre-college youth conference that provides 7th-12th graders first-hand experiences with college living, learning and entry processes, and (4) a summer intensive college preparatory program for high school junior and senior-level students. This session should particularly benefit those who are involved or interested in program development for urban youth, recruitment of minority students, diversity programming, and service learning.

**Ms. Andrea M. Granderson**, Instructor and Academic Counselor, Calvin College—Grand Rapids, Michigan

**Mr. Thomas E. McWhertor**, Vice President, Enrollment and External Relations, Calvin College—Grand Rapids, Michigan

**Ms. Jacqueline Rhodes**, Assistant Dean, Multicultural Student Development, Calvin College—Grand Rapids, Michigan

10:45 a.m.–noon

WESTIN ST. FRANCIS HOTEL

Victorian

Second Floor

**Level of Experience:** All

### Factors Related to Persistence and Graduation Among Undergraduate Students of Color and Women in Science, Technology, Engineering, and Mathematics

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

The academic achievement of all Americans in science, technology, engineering and mathematics (STEM) is crucial to ensure the nation’s industrial and economic advantage. This session will attempt to analyze national STEM enrollments, and discover and explain the persistence and graduation of all STEM students (including women and people of color). The presenter will examine four research questions: (1) What are the persistence and graduation rates of STEM majors over a six-year collegiate experience? (2) What are the racial and gender differences in persistence and graduation rates? (3) What are the differences in the factors related to persistence and graduation by race and gender? And, (4) what are the personal experiences of women and people of color in these fields? This session should particularly benefit those who want to make a difference in enhancing persistence and graduation rates of STEM majors, particularly among students of color and women.

**Dr. David Tan**, Associate Professor, Higher Education, Department of Educational Leadership and Policy Studies; and Executive Committee Member, Southwest Center for Human Relations Studies, The University of Oklahoma—Norman, Oklahoma

10:45 a.m.–noon  
**WESTIN ST. FRANCIS HOTEL**  
Oxford  
Second Floor

**Level of Experience:** All

**Reaching Across the Borders—Afghan Teachers Hosted by the University of Nebraska's College of Education and Center for Afghan Studies**

◆◆ Research/Assessment/Evaluation ◆◆

This session reports on an US State Department funded grant to bring 13 Afghan women teachers to the University of Nebraska—Omaha, during the fall of 2002. These women, who teach girls, were selected by the Afghan Ministry of Education as teacher trainers. This session will describe an action research project designed to meet the needs of these 13 Afghan teachers, their cultural and educational activities, and the outcome and impact of their visit. This session should particularly benefit those who are interested in working with foreign visitors to campuses who want to create a climate of equal exchange, and learn more about education in Afghanistan.

**Ms. Sandra K. Squires**, Professor, Department of Special Education and Communication Disorders, College of Education, University of Nebraska—Omaha, Nebraska

10:45 a.m.–noon  
**HILTON HOTEL**  
Union Square 1 and 2  
Fourth Floor

**Level of Experience:**  
Novice and Intermediate

**African American Women's Hair: A Lesson in Cultural Identity**

◆◆ Theoretical Models ◆◆

African American women's hair has been an important part of their cultural identity. This session will provide both a historical and contemporary framework for understanding the implications of the choices made by African American women regarding their hairstyles. The care and styling have been debated, argued, and discussed since the beginning of slavery due to racism from the dominant culture and from the African American culture. The session will explore why this is so, and why it continues today. What can be learned about an African American woman's cultural identity by looking at the way that she chooses to wear her hair and to style her daughter's hair? This session should particularly benefit those who are providing services and working directly with African American women and girls, and those who are interested in the success of African American women and girls.

**Ms. Nancy J. Nelson**, Director, African American Education Program and African American Studies, Eastern Washington University—Cheney, Washington

12:30–1:30 p.m.

**INFORMAL NETWORKING MEETINGS**

(For description and information, see page 21)

2:00–3:15 p.m.

**75-MINUTE CONCURRENT SESSIONS**

2:00–3:15 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Yorkshire  
Second Floor

**Level of Experience:** Novice

**The Asian Deaf Identity: Challenges in the Development of Cultural Awareness**

◆◆ Case Studies/Model Programs ◆◆

This session presents information on the status of deaf Asians as a significant minority within the Asian community and within American society in general. The presenter will share her own experiences as a refugee from Vietnam who went on to graduate from Gallaudet and New York University. Themes involving Asian Deaf Identity, and the challenges of cultural assimilation (both Asian and American) will be discussed. The session will emphasize the significance of adult deaf Asian role models in various disciplines and sectors of American economic, political and social life. Young deaf Asians as well must be given tools to adjust to a very complex and diverse American culture. This session should particularly benefit those who want to educate young deaf Asian students.

**Ms. Thuan Thi Nguyen**, Program Specialist, Multicultural Student Programs, Gallaudet University—Washington, DC



2:00–3:15 p.m.  
**HILTON HOTEL**  
Union Square 5 and 6  
Fourth Floor

**Level of Experience:** All

**Rediscovering History: Using the Lewis and Clark Corps of "Discovery" as a Framework to Develop Multiple Perspectives and Address Bias in Curriculum**

◆◆ Curricular/Pedagogical Models ◆◆

Using the Lewis and Clark Expedition as a curriculum framework, this session will explore bias, and will provide a forum to discuss developing a diverse curriculum. Frequently, in teacher education, pre-service teachers are prepared to address their own biases and/or lack of specific content knowledge while creating curriculum using a critical perspective. Whose story are they really telling when they teach? Since we can't go back in time and change history, the next best thing is to learn from our history and use that information to chart our future. This session will utilize presentation format, as well as small group activity and a discussion to provide concrete examples from curriculum materials and other resources, suggest ideas for interactive consciousness raising and promote effective curriculum planning with pre-service teachers. This session should particularly benefit those who work with and are concerned about multicultural education, teacher education, social equity training, history, sociology, and Native American studies.

**Ms. Kathleen Mary Byrne**, Director, Diversity Awareness, Montana State University—Bozeman, Montana  
**Mr. Michael Jetty**, Doctoral Student, Educational Leadership; Adjunct Professor, Department of Education, Montana State University—Bozeman, Montana

2:00–3:15 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Essex  
Second Floor

**Level of Experience:**  
Novice and Intermediate

**Impact Study: The Impact of the Minority Students Apprenticeship in Agricultural Sciences Program on Underrepresented Students' Decisions to Enroll and Graduate From Four-Year Degree Programs in Agricultural Sciences**

◆◆ Research/Assessment/Evaluation ◆◆

This session provides recommendations and information on a research study conducted on recruitment and retention of underrepresented high school senior students in non-traditional fields. The purpose of this research was to determine the impact of the Minority Students Apprenticeship in Agricultural Science Program (MSAA) on students' decisions to enroll and graduate in Penn State's College of Agricultural Science majors. Presenters will discuss ways to encourage talented science high school students into non-traditional undergraduate majors. This session should particularly benefit those interested in recruitment and increasing underrepresented high school students' enrollment in non-traditional fields.

**Dr. Patreese D. Ingram**, Associate Professor, Department of Agricultural and Extension Education, College of Agricultural Sciences, Pennsylvania State University—University Park, Pennsylvania  
**Dr. Catherine C. Lyons**, Assistant to the Dean, College of Agricultural Sciences, Pennsylvania State University—University Park, Pennsylvania

2:00–3:15 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Victorian  
Second Floor

**Level of Experience:** Novice

**Deconstructing Engineering Education Programs**

◆◆ Curricular/Pedagogical Models ◆◆

This session should particularly benefit science and engineering faculties, career counselors, and individuals who are interested in ethnic minorities participation in 21st century technology—not just as consumers, but as professionals and decision makers. The field of engineering has a poor record on diversity with 94% whites in the engineering workforce, as well as a majority of white faculty and students in most engineering schools. Efforts to promote diversity in engineering schools, such as academic services and establishment of social networks, have produced only modest gains. A GE Fund study took a different approach by focusing on the undergraduate curriculum that creates an atmosphere of inclusion rather than exclusion; a curriculum that fits the students, rather than make the students fit the curriculum. The session will discuss the following: curriculum downsizing, the digital divide, dynamics of teamwork, elimination of artificial prerequisites, engineering as a liberal art, freshman orientation for credit, gatekeeper courses, the image of an engineer, inclusive web sites, on-line instruction, the relevance of engineering to minority subcultures, and remedial courses.

**Mr. Jeffrey P. Jarosz**, Special Research Assistant to the Dean of Engineering, John Hopkins University—Baltimore, Maryland

2:00–3:15 p.m.

**WESTIN ST. FRANCIS HOTEL**

Oxford

Second Floor

**Level of Experience:**

Intermediate

**Project S.T.E.P. (Staircase to Educating Professionals)**

◆◆ Policy Issues ◆◆

Project S.T.E.P. is an innovative alternative bilingual teacher training program to meet the growing critical shortage of bilingual/ESL teachers. This session will explore an approach to meeting the challenging needs of the changing English Language Learner (ELL) student population. This program intends to provide ELL students with competent and “highly qualified” certified bilingual teachers. The session will demonstrate how the language minority parents can become integrally involved in their child’s education, and will explore how this program has built and continues to build, partnerships and collaboration with local educational agencies and institutions of higher education to develop a “grow your own” alternative bilingual teacher training program. This session should particularly benefit Education administrators and those who prepare ELL/Bilingual program, grant writers, workforce development administrators, faculty, and university outreach personnel.

**Ms. Robin M. Lisboa-Cannon**, Director, Project S.T.E.P., Elgin Community College—Elgin, Illinois

**Mr. Arturo Vázquez Jr.**, Professor of Counseling, Elgin Community College—Elgin, Illinois

2:00–3:15 p.m.

**HILTON HOTEL**

Union Square 3 and 4

Fourth Floor

**Level of Experience:** Novice

**Promoting Academic Excellence and Community Service Within Our Ethnic Communities**

◆◆ Case Studies/Model Programs ◆◆

This session will describe and provide guidelines for establishing a student program that promotes academic achievement and community service based on the success of the Latino Honor Society and the African American Honor Society at the University of Southern California. These unique honor societies will encourage, recognize, and mentor academically strong ethnic students. In addition, commitment and services to students’ ethnic communities are also valued and recognized. Presenters will discuss the process of developing similar programs, benefits to students and institution in regards to retention and students’ sense of belonging. This session should particularly benefit those interested in promoting and recognizing students’ academic achievements and commitment to community service.

**Ms. Corliss P. Bennett**, Director, Center for Black Cultural and Student Affairs, University of Southern California—Los Angeles, California

**Ms. Desiree A. Campos**, Assistant Director, Leadership, Service and Scholars, University of Southern California—Los Angeles, California

**Ms. Raquel Torres-Refana**, Director, El Centro Chicano, Division of Student Affairs, University of Southern California—Los Angeles, California

2:00–3:15 p.m.

**HILTON HOTEL**

Union Square 15 and 16

Fourth Floor

**Level of Experience:**

Intermediate

**Teaching About Race, Class, and Gender in a College-Community Partnership**

◆◆ Curricular/Pedagogical Models ◆◆

This session describes an ongoing partnership between Albion College and the town of Albion, Michigan in which college students are paired with middle school students as mentors, as well as for being involved in a year-long research seminar on the nature of race, gender, and class inequality in the community. The middle school students are recommended by teachers or counselor as “needing additional support to reach their full potential.” The college students write ethnographic notes on their conversations and experiences, and these notes are intensely analyzed in the seminar, drawing upon readings, student and faculty knowledge, and perspectives from community leaders and activists. The project’s goals are to understand the world from the point of view of middle school students, and to expand opportunities for them wherever possible; and to better educate Albion College’s students about the realities of race, class, and gender inequality, and to encourage them to address these problems as future leaders. This session should particularly benefit the faculty and administrators who seek progressive ways to educate students in intercultural understanding.

**Dr. Diane N. Ariza**, Assistant Dean, Multicultural Affairs, Albion College—Albion, Michigan

**Ms. Julie Esh**, Undergraduate Student, Sociology Major, Albion College—Albion, Michigan

**Dr. Len Berkey**, Professor of Sociology, Albion College—Albion, Michigan

**Ms. Katie Siegmund**, Undergraduate Student, Sociology/Anthropology Major, Albion College—Albion, Michigan

2:00–3:15 p.m.  
**HILTON HOTEL**  
Union Square 21  
Fourth Floor

**Level of Experience:**  
Intermediate

### **African American Students' Perception of Diversity at Andrews University**

◆◆ Research/Assessment/Evaluation ◆◆

This session reports on a study conducted to identify the perceptions of African American students at Andrews University—a religiously affiliated university with the Seventh-Day Adventist Church. Students were asked in particular about their perceptions of evidence of diversity in major university events and activities. These data collected determined African American students' perceptions of the university did not always reflect the historical emphasis on diversity and inclusiveness that are encouraged and espoused by the Seventh-Day Adventist Church. The session will present the data analysis that revealed there were differences in perceptions among the student according to their ethnic heritage, as defined by the birth countries of their mothers. This session should particularly benefit those who are not only providing direct services to “Black” students, but also those whose policies affect the success of these students.

**Dr. Cheryl E. Saunders**, Director, University Learning Center, University of North Dakota—Grand Forks, North Dakota

2:00–3:15 p.m.  
**HILTON HOTEL**  
Powell  
Sixth Floor

**Level of Experience:** All

### **Application of Culture Care Theory With the “Sunrise Model” as a Framework for the Recruitment, Engagement, and Retention of Culturally Diverse Students Into a Traditionally European American Baccalaureate Nursing Program**

◆◆ Case Studies/Model Programs ◆◆

This session will describe the nursing program at Saginaw Valley State University that has commenced Project OPEN (Opportunities for Professional Education in Nursing) that confronts the need for culturally diverse students to be prepared to provide culturally congruent and competent health care. The presence of culturally diverse students in an educational setting is desirable because it challenges the nursing faculty and fellow students to develop and integrate cultural sensitivity into the planning and provision of care. The session will review the three phase methodology of Project OPEN that successfully addresses students recruitment, engagement, and retention. The “Sunrise Model” which depicts an integrated, total view of the influencing dimensions and major concepts of the Culture Care Theory has guided and provided the framework for the assessment, planning, implementation, and evaluation of Project OPEN. This session should particularly benefit those who wish to recruit and retain undergraduate minority/disadvantaged students.

**Dr. Cheryl E. Easley**, Dean and Professor, Crystal M. Lange College of Nursing and Health Sciences, and Director, Project OPEN, Saginaw Valley State University—University Center, Michigan

**Dr. Ava E. Lewis**, Associate Professor, Crystal M. Lange College of Nursing and Health Sciences, and Project OPEN Team, Saginaw Valley State University—University Center, Michigan

**Dr. Marilyn McFarland**, Adjunct Faculty, Crystal M. Lange College of Nursing and Health Sciences, Member and Coordinator, Project OPEN, Saginaw Valley State University—University Center, Michigan

**Ms. Sandra Mixer**, Assistant Professor, Crystal M. Lange College of Nursing and Health Sciences, and Project OPEN Team, Saginaw Valley State University—University Center, Michigan

2:00–3:15 p.m.  
**HILTON HOTEL**  
Lombard  
Sixth Floor

**Level of Experience:** Novice

### **Bias and Prejudices of University Students Today: The Surprising Truth and What They Say Works**

◆◆ Curricular/Pedagogical Models ◆◆

The session reports on a course designed to promote multiculturalism and address social injustice issues related to the various forms of “isms” present in contemporary society. The presenter will address specific methods used, and different components of the course. Of these methods, students identify those most and least helpful in expanding their views and increasing their knowledge on diversity issues. Students' self-assessments of their level of change and/or lack of change over the semester will be covered. The session will address pedagogical issues, challenges, insights, and coping mechanisms of the professor. This session should particularly benefit those who teach multicultural/diversity/anti-oppression courses; individuals responsible for implementing a multicultural curriculum; and those interested in fostering and developing students who recognize the importance of cultural relevance, diversity and social justice.

**Dr. Cassandra E. Simon**, Assistant Professor, School of Social Work, University of Alabama—Tuscaloosa, Alabama

2:00–3:15 p.m.  
**HILTON HOTEL**  
Union Square 25  
Fourth Floor

**Level of Experience:**  
Intermediate and Advanced

### **Teaching Diversity Through the Visual Arts**

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

This session will benefit those teaching courses in the humanities, behavioral sciences, and health professions. The presenter has compiled resource materials and developed a practical method which makes it easy for those with an understanding of diversity issues to use visual arts (such as photographs, paintings, sculptures, and films) as a discussion focus for diversity learning. The method's framework builds on students' prior learning and provides conceptual tools for in-depth discussion. The session will demonstrate how the power of images can be used to help students move beyond cerebral, to affective knowledge acquisition, thus enhancing diversity understanding for culturally diverse students, who have a variety of learning styles. Participants will receive a copy of the pedagogical framework and worksheets, as well as inventories of images for classroom use.

**Dr. Jennie Congleton**, Associate Professor, Fine Arts, College Misericordia, and Member, Northeastern Pennsylvania Diversity Education Consortium—Dallas, Pennsylvania

### **MAJOR WORKSHOP 8**

#### **Generating a Culture of Evidence to Support Diversity Goals and Initiatives: Without Assessment Results You are Defenseless**

Our discussions about the presence and impact of diversity should run parallel to our campus discussions about measuring the effectiveness and quality of any program or initiative. Since diversity is often a "politically charged" concern that is not viewed objectively, there exists a greater need to support diversity efforts with systematic quantitative and qualitative evidence. Many tools and processes already exist that allow for effective assessment. Diversity efforts are often viewed as "soft" because we don't submit them to rigorous examination. This session will explore the development of an effective assessment plan for diversity. Concrete examples will be provided that utilize the language and process that reflects program improvement and outcomes-based assessment.

**Dr. James A. Anderson**, Vice Provost, Undergraduate Affairs, North Carolina State University—Raleigh, North Carolina

### **MAJOR WORKSHOP 9**

#### **Teaching Methods to Enhance Motivation and Learning Among Diverse Students**

This session provides approaches to support the intrinsic motivation of diverse postsecondary student groups. Teaching methods will be modeled and practiced so that faculty can more effectively (1) create safe, inclusive, and respectful learning environments; (2) apply innovative teaching methods that cross disciplines and cultural groups; and (3) heighten self-determination and success among broad ranges of students. Presenters will provide handouts which include a lesson design template, sample lessons, strategies, and rubrics for effective implementation. This session will benefit faculty, curriculum planners, administrators, and staff developers seeking comprehensive and pedagogically sound approaches for teaching diverse student populations in ways that strengthen academic success.

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

**Dr. Raymond J. Wlodkowski**, Psychologist and Director, Center for the Study of Accelerated Learning, Regis University—Denver, Colorado

### **MAJOR WORKSHOP 10**

#### **Global Multiculturalism: The Other Side of Diversity**

This session will highlight perspectives on multiculturalism and social justice in a global educational environment, and illustrate what colleges and universities in the United States need to consider when claiming meaningful inclusion of international issues in policies, programing, and curricula. Presenters in this session are faculty, administrators, and student advisors whose countries of origin, and areas of study and research range across five continents. Each presenter is involved in raising questions, developing policy, advising students, and/or conducting research on how we define "multicultural" in a world of complex histories, cultures, attitude, and relationships.

**Mr. Alberto M. Albuquerque**, International Advisor, Yamanashi Gakuin University—Yamanashi, Japan

**Mr. Lindsay Dunn**, Assistant to the President for Diversity and Community Relations, Gallaudet University—Washington, D.C.

2:00–5:00 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
California East  
Second Floor

2:00–5:00 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Georgian  
Mezzanine Floor

2:00–5:00 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Borgia  
Mezzanine Floor

2:00–5:00 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Elizabethan D  
Second Floor

**Dr. Evelyn Hu-DeHart**, Professor of History, and Director, Center for the Study of Race and Ethnicity in America, Brown University—Providence, Rhode Island

**Dr. Janice Mitchell**, Professor of German Linguistics and Intercultural/International Education, Gallaudet University—Washington, D.C.

**Dr. Kamakshi P. Murti**, Professor and Chair, German Department, Middlebury College—Middlebury, Vermont

**Dr. Magid Shirzadegan**, Associate Director, International Programs, University of Oregon—Eugene, Oregon

### MAJOR WORKSHOP 11

#### **Power and Politics in Organizational Life: Concepts, Mindsets, and Skills for People of Color**

Power and politics are key dynamics in the organizational life of institutions of higher education. People of color are uniquely challenged to be comfortable and effective as they participate in numerous power relationships in their daily interactions on campus. Personal and cultural values are challenged, creating a range of frustrations, emotional conflict, and a sense of high risk. People of color are looking to understand “the game” and become major power players in it. This session will explore useful concepts, mindsets, and skills to enable people of color to participate more effectively in campus power relationships and assume increasing leadership positions.

**Dr. Ronald Brown**, President, Banks Brown Inc. (a management consulting firm which specializes in the development and implementation of comprehensive strategic diversity plans)—San Francisco, California

### MAJOR WORKSHOP 12

#### **Southeast Asian Americans: Revisiting the Educational Issues**

This session will focus on the current educational situation of Southeast Asian students. With the coming of age of the second generation and the changes in the family, what are the issues pertaining to the education process? From the achievements highlighted by earlier studies by Choy, Whitmore, and Kaplan, and those of Ima and Rumbaut, what are the changes and new challenges that face this new student population?

**Dr. Chuong Chung**, Professor, Asian American Studies, San Francisco City College—San Francisco, California

**Dr. Hien Duc Do**, Associate Professor, Social Sciences Department, San Jose State University—San Jose, California

### MAJOR WORKSHOP 13

#### **Latino Leadership Development in Higher Education**

This session focuses on techniques and strategies for achieving professional advancement in higher education and is targeted toward Latino faculty, student services professionals, and administrators. Through interactive discussion we will explore how to use existing structures in the academic affairs and student services arenas to create opportunities to take on a leadership roles, peruse professional growth opportunities, and optimize one’s visibility on campus. The session will also examine the inclusion of the community as a resource to assist in moving one’s professional agenda forward. Concrete methods for understanding the political landscape, assessing individual assets, developing an action plan, and implementing a strategic professional advancement plan will be provided.

**Dr. Diane Cordero de Noriega**, Vice President and Provost for Academic Affairs, California State University—Monterey Bay, California

**Dr. Lucha Ortega**, Associate Vice President for Student Affairs, California State University—Monterey Bay, California

**Dr. Michael Ortiz**, Vice President and Provost for Academic Affairs, California State University—Fresno, California

**Dr. Henry E. Villanueva**, Associate Vice President for Academic Programs and Learning Support, California State University—Monterey Bay, California

2:00–5:00 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Olympic  
Second Floor

2:00–5:00 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Elizabethan C  
Second Floor



2:00–5:00 p.m.  
WESTIN ST. FRANCIS HOTEL  
Elizabethan B  
Second Floor

### MAJOR WORKSHOP 14

#### **Apples, Oreos, Nilla Wafers/Coconuts and Bananas: Exploring Internalized Racism**

This participatory session examines issues of internalized racism across communities of color in the U.S. Information presented will highlight both the similarities and different nuances of the phenomenon of self-hatred. Participants will explore how internalized racism helps perpetuate racism and its impact on higher education environments (students, faculty and staff). While internalized racism is common, conversations with others who are effected by internalized racism are rare. The session offers attendees the opportunity to explore their personal experiences with internalized racism and the impact on racial identity; how socialization in a racist society supports self-hatred; and the differences between “code switching” and assimilation. Participants will also have an opportunity to gain a greater understanding of parallels between racial/ethnic groups (e.g., “reservations of the mind,” “plantation mentality,” etc.). The goal of this session is for participants to engage in honest conversation among communities of color.

**Ms. Franci Taylor**, Adjunct Professor, Native American Studies, Montana State University—Bozeman, Montana

**Dr. Sharon J. Washington**, Provost, Spelman College · Atlanta, Georgia

2:00–5:00 p.m.  
WESTIN ST. FRANCIS HOTEL  
Tower A and B  
Lobby Level

### MAJOR WORKSHOP 15

#### **Taking Responsibility for Our Own Success!**

This powerful, humorous, insightful and thought provoking session takes a much needed “open and honest” look at issues impacting African American Students. The program will address: academic excellence, race-cultural pride, fraternities/sororities, “sell outs,” unity, male-female relationships, discipline, respect for elders, and much, much more.

**Mr. Steve Birdine**, President/CEO, Affirmations In Action—Indianapolis, Indiana

2:00–5:00 p.m.

### 3-HOUR CONCURRENT SESSIONS

2:00–5:00 p.m.  
WESTIN ST. FRANCIS HOTEL  
Elizabethan A  
Second Floor

#### **The Future of Affirmative Action in Higher Education: Will the U.S. Supreme Court Reaffirm Its 1978 *Bakke* Decision in the University of Michigan’s Admissions Policies**

The U.S. Supreme Court will soon issue a decision on the two lawsuits involving the University of Michigan’s use of race as one of many admissions selection factors in its undergraduate college and law school? Presenters will provide an overview of the pertinent issues that the Supreme Court is considering, and the strategies that UM used in defending its policies. Additionally, there will be a discussion on the impact on the University of Michigan, and all of higher education institutions, if the Supreme Court overturns its landmark 1978 *Bakke* Decision that has governed higher education admission processes for nearly a quarter of century. Finally, the presenters will critique various strategies that are being employed by different campuses in their efforts to continue to racially diversify their campuses. The session will provide considerable time for participants to share information and insights, and discuss how the Michigan cases have impacted their campuses. This session should particularly benefit policy makers, administrators, faculty, diversity practitioners, and those who are concerned with the potential impact that legal and public challenges to racial and ethnic diversity can have on their respective campuses.

**Dr. John Matlock**, Associate Vice Provost, Executive Vice President for Academic Affairs, and Director, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan

**Dr. Lester P. Monts**, Senior Vice Provost for Academic Affairs, Office of the Provost and Executive Vice President for Academic Affairs, and Senior Counselor to the President for the Arts, Diversity, and Undergraduate Affairs, University of Michigan—Ann Arbor, Michigan

**Level of Experience:** All

2:00–5:00 p.m.  
**HILTON HOTEL**  
Union Square 1 and 2  
Fourth Floor

**Level of Experience:** All

### **Black Students Re-Invigorating the Movement for Social Justice**

#### ◆◆ Interactive Training ◆◆

NCORE 2003 is the setting for the beginning of the next phase of the Black Students Movement's work for social justice. Participants will work in a think tank format to plan the next phase of the Black Student Movement, including the creation of a national Black Student Union Association. First, the session will focus on the historical underpinnings of Black Student Leadership and Movements, highlighting the role of SNCC and other young peoples in the Civil Rights, Black Studies and Cultural Centers' movements. Next, the session will explore the plausibility of an innovative model for action, a process, which includes the reformulation of goals and a mission statement. Finally, participants will be able to generate a list of tasks and a timetable for engaging this new movement. This session should particularly benefit Black Student Leaders, members of Black Student Organizations, and the advisors of these groups.

**Ms. Jessica Pope**, Undergraduate Student, Black Studies Major, Founder and Coordinator, Radical African Dissent, Swarthmore College—Swarthmore, Pennsylvania

**Mr. Timothy E. Sams**, Assistant Dean of the College, and Director, Black Cultural Center, Swarthmore College—Swarthmore, Pennsylvania

2:00–5:00 p.m.  
**HILTON HOTEL**  
Mason  
Sixth Floor

**Level of Experience:** Novice

The film will be shown again on  
Friday, May 30, see page 97

### **Searching for Asian America: National Asian American Telecommunications Association (NAATA)**

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

This session should particularly benefit faculty, diversity trainers, minority specialists, students, artists, journalists, and those who are concerned with curricular infusion, and uses of media resources to address Asian Pacific American (APA) issues. This session focuses on NAATA and its mission to produce and broadcast videos about and by Asian Americans for American public television, and culturally diverse classrooms. Participants will view recently made films, *Searching for Asian America* and *IIAPA*, and will be engaged in a discussion about the use of Asian American films to shape public attitudes about race, ethnicity, and Asian Pacific American communities and role models. The presenter will explain ways to incorporate film in and outside the classroom to transform the curriculum and enhance teaching and learning in culturally diverse settings (especially effective in reaching APA students during this developmental stage). In addition, guest NAATA filmmakers and producers will answer questions about these films, and speak to the challenges facing Asian American media artists.

**Ms. Donna M. Wong**, Associate Director, Office of Multicultural Programs and Services, Emory University—Atlanta, Georgia

Part II  
2:00–6:00 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
California West  
Second Floor

### **MAJOR WORKSHOP 7**

**Being an Ally as a Person With White Privilege: This is Not Just About Being Friends**  
(For workshop description, see page 53)

2:00–6:00 p.m.

### **4-HOUR CONCURRENT SESSIONS**

2:00–6:00 p.m.  
**HILTON HOTEL**  
Union Square 17 and 18  
Fourth Floor

**Level of Experience:** All

The film will be shown again on  
Friday May 30, see page 85

### **Last Chance for Eden: Enhancing the Quality of Life on College Campus**

#### ◆◆ Interactive Training ◆◆

This session utilizes Lee Mun Wah's new film, *Last Chance for Eden* (LCE), which followed his award winning film *The Color of Fear* (COF). The program is designed to get participants to a level of trust and respect, which in turn will foster more honest and meaningful dialogue on diversity. The LCE expands the definition of diversity, and focuses on quality discussions centered in gender and sexual orientation. Participants in this experiential session will learn to develop concrete skills and strategies that foster frank and open discussions. The session is designed to allow for discussions of diversity to be part of the campus dialogue on a regular basis, as opposed to reacting to a crisis. Attendees will be able to meet members of the cast and ask questions. This session should particularly benefit faculty, administrators, and students at large.

**Mr. Dennard Clendenin**, Senior Facilitator, Stir Fry Seminars and Counseling—Santa Clara, California

3:30–5:00 p.m.

**WESTIN ST. FRANCIS HOTEL**

**Kent**

Second Floor

## VIDEO PREVIEW AND DISCUSSION

### ***Race—The Power of an Illusion***

A provocative new series by California Newsreel challenging some of our most fundamental beliefs. We tend to believe that the world's peoples come divided into distinct groups—red, black, white, and yellow—reflecting innate biological differences. But, what if we found out this isn't true? That's exactly what this provocative three-hour series claims. *Race—the Power of an Illusion* questions the very idea of race as biology. But it also asks, if race isn't biological, what is it? Where did the idea come from? And, why does race still matter?

**Mr. Larry Adelman**, Facilitator, California Newsreel—San Francisco, California

4:00–5:30 p.m.

4:00–5:30 p.m.

**HILTON HOTEL**

**Union Square 21**

Fourth Floor

## 90-MINUTE CONCURRENT SESSIONS

### **Florida Fund for Minority Teachers, Inc.: Florida's Answer to Diversity in Education**

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

This session reports on a solution to the increasing needs of diversity in Florida's classrooms. Participants will learn of the Minority Teachers Education Scholarship, designed by the Florida Legislature to increase the number of minority teachers. The scholarship awards \$4,000 annually to students enrolled in an approved teacher education program. An annual Recruitment and Retention Conference is also held and attended by board members, MTES scholars, alumni, district recruiters, institutional contracts, and school board personnel. This provides networking and employment opportunities along with workshop sessions that emphasize new pedagogy and methodology strategies. This session should particularly benefit those who are interested in increasing diversity among teachers in the public school system.

**Dr. Michael V. Bowie**, Executive Director, Florida Fund for Minority Teachers, Inc.—Gainesville, Florida

**Dr. Catherine Emihovich**, Chairperson, Board of Directors, Florida Fund for Minority Teachers, Inc.—Gainesville, Florida

4:00–5:30 p.m.

**WESTIN ST. FRANCIS HOTEL**

**Yorkshire**

Second Floor

### **Service-Learning: Implementing Ethnic Studies and Praxis in the High School Level**

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

This session presents a collaborative service-learning model developed with a local, ethnically diverse high school community that (1) facilitates service-learning within an Ethnic Studies curriculum, (2) provides an integrative and community-based approach to teaching Ethnic Studies, (3) prevents youth violence and promotes tolerance of different ethnic groups, and (4) brings a community-based research model into practice in an ethnically diverse community. The ultimate goal is to attract students to CSUS who earn teaching degrees and return to their communities as teachers and mentors to further a community-based model of education. Hiram Johnson high school serves an ethnically diverse, multilingual, working class community in Sacramento. Its students have low scores on standardized tests, low graduation rates, few college-bound students, high truancy, and incidence of youth violence. The session will demonstrate how Ethnic Studies undergraduate majors were prepared and trained teaching interns, and how CSUS developed assessment models. This session should particularly benefit administrators, community leaders, and faculty interested in developing similar model programs.

**Mr. Keoni M. Chock**, Undergraduate Student, California State University—Sacramento, California

**Mr. James O. Fabionar**, Master Teacher of History, Hiram W. Johnson High School—Sacramento, California

**Ms. Be Graves**, Undergraduate Student, California State University—Sacramento, California

**Dr. Gregory Y. Mark**, Chair and Professor, Department of Ethnic Studies, California State University—Sacramento, California

**Mr. Kyle Wayne Meador**, Teacher, Ethnic Studies, Hiram W. Johnson High School—Sacramento, California

**Dr. Robert Munoz Jr.**, Assistant Professor, Department of Ethnic Studies, California State University—Sacramento, California

**Dr. James Sobredo**, Assistant Professor, Department of Ethnic Studies, California State University—Sacramento, California

**Level of Experience:** Novice

**Level of Experience:** All

4:00–5:30 p.m.  
**HILTON HOTEL**  
Powell  
Sixth Floor

**Level of Experience:**  
Intermediate

### **Using Data to Create Retention Strategies and Change Policy**

◆◆ Research/Assessment/Evaluation ◆◆

This session reports on the studies of freshman student academic achievement patterns that were used to identify institutional policies and practices impacting the retention patterns. The data analyses were ultimately used to develop and implement a variety of changes to campus academic practices and policies, including: admissions' standards, developmental education, advising and registration procedures, standards of academic progress, and midterm grades. The session will focus not only upon the research methodologies employed, but also on how the findings were communicated to the administration and faculty so that change could occur. This session should particularly benefit those interested in affecting institutional academic practices and standards, and those involved in promoting student academic achievement and retention.

**Dr. Njeri Nuru-Holm**, Vice President, Student Affairs and Minority Affairs, Cleveland State University—Cleveland, Ohio

**Mr. Peter J. Trumppower**, Assessment and Retention Analyst, Cleveland State University—Cleveland, Ohio

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

**Dr. Melodie S. Yates**, Director, Diversity Training and Research, Cleveland State University—Cleveland, Ohio

4:00–5:30 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Essex  
Second Floor

**Level of Experience:**  
Intermediate

### **Breaking Stereotypes/Building Bridges: The Intercultural Lunch Program at California Lutheran University**

◆◆ Case Studies/Model Programs ◆◆

This session provides the framework and specific guidelines necessary to conduct inter-cultural lunches that bring diverse faculty, staff, and students together on campuses where further understanding and appreciation for ethnic or cultural diversity are needed. Presenters will provide information on the benefits derived from these lunches, along with details on how to have a successful lunch that leaves the participants not only challenged, but eager to participate again. Participants will have an opportunity to participate in a sample of one lunch table activity. This session should particularly benefit those involved in diversity training activities, those who serve underrepresented students, those interested in enhancing the interaction between diverse campus populations, and those who are involved in promoting a stronger campus community.

**Ms. Juanita A. Pryor**, Director, Multicultural and International Programs, California Lutheran University—Thousand Oaks, California

**Mr. Vance A. Robbins**, Member, Cherokee Nation of Oklahoma, Coordinator, Multicultural Programs, California Lutheran University—Thousand Oaks, California

4:00–5:30 p.m.  
**HILTON HOTEL**  
Union Square 25  
Fourth Floor

**Level of Experience:** Novice

### **Diversity Democracy in Action: A Curriculum Framework for Higher Education**

◆◆ Curricular/Pedagogical Models ◆◆

The session reports on a curriculum framework intended to help faculties and administrators better prepare students to function effectively and take on leadership roles in the multicultural society of the 21st century. The framework has been developed by a team of educators under the auspices of the Northeastern Pennsylvania Diversity Education Consortium. This session should particularly benefit faculty members and administrators who teach core courses and want a framework to transform their course into a multicultural course.

**Mr. Arthur Breese**, Director, Northeastern Pennsylvania Diversity Education Consortium—Dallas, Pennsylvania

**Dr. Jennie Congleton**, Associate Professor, Fine Arts, Humanities Division, College Misericordia, and Presenter/Facilitator, Northeastern Pennsylvania Diversity Education Consortium—Dallas, Pennsylvania

**Dr. Linda Trompetter**, Special Assistant to the President, Northeastern Pennsylvania Diversity Education Consortium—Dallas, Pennsylvania

4:00–6:00 p.m.

4:00–6:00 p.m.

**WESTIN ST. FRANCIS HOTEL**

Oxford

Second Floor

**Level of Experience:** All

## 2-HOUR CONCURRENT SESSIONS

### **The Growing Multiracial Movement: What You Need to Know to Assist Interracial Students, and Help Them Thrive on Mono-Racially-Oriented Campuses**

#### ◆◆ Interactive Training ◆◆

This session will assist faculty, student services administrators, and others who work with interracial students in three ways. First, the session presents the historical context of race-mixing in the U.S. Next, the session will define issues that multiracial students face on campus. The third initiative is to locate both print and digital resources to help those students overcome isolation and alienation within the often racially polarized campus communities. In addition, presenters will share their own personal experiences and perspectives. This session should particularly benefit those students who are multiracial, and anyone who counsels, teaches, or has contact with multiracial students.

**Ms. Trakia M. Bennett**, Senior Financial Analyst, University of Michigan—Ann Arbor, Michigan

**Ms. Karen E. Downing**, Librarian, Foundation and Grants, University of Michigan—Ann Arbor, Michigan

**Mr. Charles G. Ransom**, Coordinator, Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan

**Mr. Steven A. Ransom**, Director, Student Activities and Organization Leadership, Miami University—Oxford, Ohio

**Ms. Rubbie M. Townsel-Dye**, Coordinator, Project Awareness, Housing-Residence Education, University of Michigan—Ann Arbor, Michigan

4:00–6:00 p.m.

**HILTON HOTEL**

Union Square 3 and 4

Fourth Floor

**Level of Experience:**

Novice and Intermediate

### **Completion of the Doctorate by Students of Color: A Dream in Progress?**

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

This session explores the critical factors in the successful completion of the doctorate for students of color. Two African-American women Ph.D.'s will address the overlooked challenges critical to success in this endeavor. Beyond the successful completion of coursework, and the politics of academe, spiritual and self-concept issues will be discussed. At the prior NCORE conference, sessions for this group explored the internal and external obstacles. Doctoral candidates have expressed the need for continuing support and a review of strategies to succeed. Participants will be given a historical overview of this group's presence in higher education, as well as current demographics. Given the importance of increasing numbers of African-Americans and others of color with the terminal degrees in higher education, and the limited number of HBCU's where this study can occur, it is incumbent upon those who master the challenge at predominantly white institutions to speak honestly and openly to peers and potential scholars about the realities of pursuing the doctorate. This session should particularly benefit those who are considering the pursuit of a Ph.D., or those who are involved in recruitment/retention efforts for such programs.

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

**Dr. Jacqueline D. Skinner**, Education Consultant, Skinner, Evans and Associates—Alexandria, Virginia

4:00–6:00 p.m.

**HILTON HOTEL**

Union Square 5 and 6

Fourth Floor

**Level of Experience:**

Intermediate and Advanced

### **Crossing the Line: Our Leadership Journey Within the California State University and California Community Colleges**

#### ◆◆ Interactive Training ◆◆

This session provides insight into higher education administration beyond mid-level positions, and strategies on reaching upper-level administrative positions as one overcomes structural barriers. A panel of administrators will share their personal and professional journeys from staff positions in multicultural programs, and educational equity services to senior level leadership roles. Presenters will provide insight and advice to aspiring professionals regarding strategic career planning, leadership development, advanced educational preparation, mentoring, and understanding the dynamics of campus politics. Participants will be engaged in an interactive dialogue about their personal journey, and the identification of "transferable" experience and skills necessary to advance toward upper level administrative positions.

**Dr. John C. Hernandez**, Associate Vice President and Dean of Students, California State Polytechnic University—Pomona, California

**Mr. Ray A. Inge**, Associate Vice President, Human Resource Services and Risk Programs, California State Polytechnic University—Pomona, California

**Ms. Carolyn Keys**, Dean, Student Services, Mt. San Antonio College—Walnut, California

**Dr. Karen L. Mendonca**, Vice President, Student Affairs, California State University—Monterey Bay, California

**Dr. Tomás D. Morales**, Vice President, Academic and Student Affairs, California State Polytechnic University—Pomona, California

**Dr. Audrey Yamagata-Noji**, Vice President, Student Services, Mt. San Antonio College—Walnut, California

4:00–6:00 p.m.  
**HILTON HOTEL**  
Lombard  
Sixth Floor

**Levels of Experience:** Novice

### **Infusing Diversity Within a Shared Governance Organization**

◆◆ Policy Issues ◆◆

This session shares approaches that the Maricopa County Community College District has taken to address its Governing Board Goal on Diversity. A council made up of broad representation from the District identifies, recommends, implements, and monitors the organization's effectiveness of infusing diversity throughout. The session will reflect on employee and student surveys that provide valuable feedback on the climate of the organization. Presenters will provide information on a full range of programs that has been implemented all the way from infusing diversity within the curriculum to recruiting diverse faculty. This session should particularly benefit those who have been charged with a similar goal.

**Dr. Patricia M. Honzay**, Director, Employee and Organizational Development, Maricopa Community College District—Tempe, Arizona

**Dr. Joseph Adam Pearson**, Director, Extended Campus, Mesa Community College—Mesa, Arizona

**Ms. Teresa M. Toney**, Manager, Governance and Ombuds Services, Maricopa Community College District—Tempe, Arizona

4:00–6:00 p.m.  
**HILTON HOTEL**  
Union Square 15 and 16  
Fourth Floor

**Level of Experience:** All

The film will be shown again on  
Friday May 30, see page 91

### **Light in the Shadows: A Video Premiere**

◆◆ Interactive Training ◆◆

*Light in the Shadows* presents a frank conversation about race among 10 women who participated in the ground-breaking video, *The Way Home*. These American women of Indigenous, African, Arab, European, Jewish, Asian, Latina, and Mixed Race descent use authentic dialogue to crack open a critical door of consciousness. What lies behind it is a perspective on race that is often unseen/unnoticed within the dominant culture. With clear language, open hearts, and a willingness to engage—even when it gets hard—these women travel over roads that demonstrate why valuable discourse on race is so laden with emotion, distrust and misunderstanding. *Light in the Shadow* is a springboard for critical self-inquiry and inter-ethnic dialogue.

**Dr. Shakti Butler**, Filmmaker and Experiential Facilitator, and Executive Director, World Trust Educational Services, Inc.—Oakland, California

8:30–11:00 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
California West and East  
Second Floor

### **SPECIAL EVENT**



### **FOLLOW ME HOME**

#### **A Cinematic Exploration of Race & Identity**

Peter Bratt (Quechua) wrote and directed *Follow Me Home*, a defiant, humorous, poetic tale exploring race and identity in America while embracing Native, Latino, and African spiritual dimensions. The full-length feature film tells the story of four artists (played by Jesse Borrego, Benjamin Bratt, Calvin Levels and Steve Reevis) and their journey across the American Landscape. They are joined by

Evey (Alfre Woodard) an enigmatic woman on a journey of her own. Bratt will facilitate a post-screening discussion.

8:30–10:30 p.m.

### **INFORMAL NETWORKING MEETINGS**

(For description and information, see page 21)



## DAY AT A GLANCE ■ FRIDAY, MAY 30

<b>7:30–8:00 a.m.</b>	GREETING THE NEW DAY ..... 74
<b>8:30–9:45 a.m.</b>	<ul style="list-style-type: none"> <li>■ Laying a Foundation for Student Diversity Implementation: The Role of Research and Assessment ..... 74</li> <li>■ White Privilege 101 ..... 74</li> <li>■ University-Community Partnerships and the Ethnic Studies Department at California State University-Sacramento (CSUS) ..... 75</li> <li>■ The Law and Diversity Program: A Model for Attracting, Retaining, and Preparing Diverse Students for Graduate Education ..... 75</li> <li>■ Electronic Trends and Issues in Diversity Affecting American Higher Education ..... 76</li> <li>■ Black Women Senior Administrators in Higher Education: Getting Here and Going Farther ..... 76</li> <li>■ Diversity: The Process at Middlebury College ..... 76</li> <li>■ Co-Champions for Diversity in Engineering: A Collaboration Between Academia and Industry ..... 77</li> </ul>
<b>8:30–11:30 a.m.</b>	<ul style="list-style-type: none"> <li>■ <b>Major Workshop 16:</b> Bilingualism, Language Loss, and Language Revitalization: Toward an Effective Language Policy in the United States ..... 77</li> <li>■ <b>Major Workshop 17:</b> The Office of Tribal Service: A Modern-Day Moccasin Telegraph ..... 77</li> <li>■ <b>Major Workshop 18:</b> Claiming the Promise of Diversity in Our Community Colleges: Key Supports, Challenges, and Promising Practices for Students of Color and Immigrants ..... 78</li> <li>■ <b>Major Workshop 19:</b> Moving Your Diversity Dialogue From “Talk” to “Action!” ..... 78</li> <li>■ <b>Major Workshop 20:</b> Speak English—You’re in America Now! An Asian American Identity Paradigm ..... 78</li> <li>■ <b>Major Workshop 21:</b> Facing You, Facing Me: Race, Class, and Gender Among U.C. Berkeley Student Leaders ..... 79</li> <li>■ <b>Major Workshop 22:</b> Part I—Multicultural Transformation and Evaluation: (P.R.I.M.E.) Partners Reaching to Improve Multicultural Effectiveness. .... 79</li> <li>■ <b>Major Workshop 23:</b> Part I—The Role of Faith, Spirituality and Vocational Discernment in Higher Education ..... 80</li> <li>■ <b>Major Workshop 24:</b> Part I—Authentic Relationships: Staying at the Table II ..... 80</li> <li>■ Learning With <i>The Color of Fear</i>: Tools and Strategies for Teachers and Leaders ..... 81</li> <li>■ More Than Rhymes: Hip Hop as a Tool for Social Justice Education ..... 81</li> </ul>
<b>9:00–11:30 a.m.</b>	<ul style="list-style-type: none"> <li>■ <b>Major Workshop 25:</b> Part I—Adding Class to the Mix ..... 81</li> </ul>
<b>10:00–11:30 a.m.</b>	<ul style="list-style-type: none"> <li>■ Becoming Anti-Racist Teachers: Addressing Whiteness in Multicultural Classrooms ..... 82</li> <li>■ Collaboration and Partnerships in Diversity Programming: A Viable Alternative ..... 82</li> <li>■ Developing Exemplary Student Leaders at a Hispanic Serving Institution ..... 83</li> <li>■ Proving Diversity Classes Makes a Difference: Assessment of Students’ Learning From a “Race and Culture” Course ..... 83</li> <li>■ What Do We Really Know About the Academic Motivation of African American College Students: Challenging the “Anti-Intellectual” Myth ..... 83</li> <li>■ Asian Pacific Americans in Leadership: An Oxymoron? ..... 84</li> <li>■ Recruitment and Retention of Diverse Students in a Research-I University Setting: A Case Study in Diversity Work at University of Washington, School of Nursing ..... 84</li> <li>■ Together We’re Better: Student Ambassador Outreach Program at The University of Washington-Seattle ..... 84</li> <li>■ Stepping Up and Stepping Out ..... 85</li> <li>■ Creating a Safe Space: The Racial Awareness Program Evolves ..... 85</li> <li>■ <b>VIDEO PREVIEW AND DISCUSSION</b>  <i>Last Chance for Eden</i> ..... 85</li> </ul>
<b>10:00 a.m.–7:00 p.m.</b>	EXHIBITOR SHOWCASE AND RESOURCE CENTER ..... 85
<b>noon–12:45 p.m.</b>	INFORMAL NETWORKING MEETINGS ..... 86
<b>1:00–1:45 p.m.</b>	CONFERENCE PLENARY SESSION—Keynote Address by: Kip Fulbeck ..... 86
<b>1:50–2:15 p.m.</b>	BOOK SIGNING <i>The Paper Bullets: A Fictional Autobiography</i> by Kip Fulbeck ..... 86
<b>2:30–3:30 p.m.</b>	DIALOGUE WITH KIP FULBECK ..... 86

**2:30–4:00 p.m.**

- The Paradox of Being Faculty of Color and Teaching Prejudice, Discrimination, and Diversity Courses in Predominantly White Institutions ..... 87
- Sustained Dialogue: An Integral Part of the Princeton Transformation ..... 87
- Reactions to How Minority Students Experience College ..... 88
- Cultural Understanding and Competency: A Developmental Approach ..... 88
- Service Learning and the Hiram Johnson Model: Developing an Ethnic Studies Course at an Inner-City High School ..... 88
- Asian Americans: Translating Racial Identity Into Practice ..... 89
- Inspiration: Involvement, Empowerment, and Success Through a University-Community Partnership ..... 89
- Implementing a University-Wide Diversity Training Program: Practical Considerations and Lessons Learned ..... 90
- Summer Faculty Academy on Teaching Diversity and Social Justice ..... 90
- Changing the Culture of Undergraduate Education Through Research Partnerships: A Look Back at 15 Years of Success ..... 90
- **VIDEO PREVIEW AND DISCUSSION**  
*Light in the Shadows: A Video Premiere* ..... 91

**2:30–6:30 p.m.**

- **Major Workshop 23:** Part II—The Role of Faith, Spirituality and Vocational Discernment in Higher Education ..... 91
- **Major Workshop 24:** Part II—Authentic Relationships: Staying at the Table II ..... 91
- **Major Workshop 31:** Successful Diversity Recruitment for Colleges and Universities ..... 91

**3:00–5:30 p.m.**

- **Major Workshop 25:** Part II—Adding Class to the Mix ..... 91

**3:00–6:00 p.m.**

- **Major Workshop 22:** Part II—Multicultural Transformation and Evaluation: (P.R.I.M.E.) Partners Reaching to Improve Multicultural Effectiveness ..... 92
- **Major Workshop 26:** American Indian/Alaska Native Retention: The Penn State American Indian Leadership Program Experience ..... 92
- **Major Workshop 27:** New Models for White Male Leadership in a Culturally Diverse World . . . 92
- **Major Workshop 28:** Talking Truth: Standing at the Crossroads of Ethnicity, Race, and Sexual Orientation ..... 92
- **Major Workshop 29:** Arabs in America: Backlash, Stereotypes, and Beyond ..... 93
- **Major Workshop 30:** A New Generation Speaks Out on Diversity—Their Style, Their Issues, Their Century ..... 93
- Workforce Learning Communities: Creating Authentically Inclusive and Responsive Teaching, Learning, and Working Environments ..... 93
- Taking Care of Business: Women Building Bridges ..... 94
- Cross Cultural Communication and Alliance Building: Understanding the Dynamics of Institutional Oppression and Healing Our Communities From its Effects ..... 94

**4:30–6:00 p.m.**

- Summer Fellowships in the Undergraduate Research Opportunity Program at the University of Michigan: Getting Started, Making it Work, Proving It ..... 95
- Doing the Impossible: Bridging the Cultural Divide. .... 95
- Asian American and Pacific Islander Serving Institutions (H.R. 333): Recognition, Resources, and Respect ..... 96
- Diversity Flashpoints: A Vehicle for Faculty and Staff Development ..... 96
- Searching for Social Space: The Rebirth of the Afro Latin Cultural Center at Hamilton College . . . . 96
- Creating an Equitable Classroom Culture That Supports Engaged Learning: Diversity and Equity in Education ..... 97
- **VIDEO PREVIEW AND DISCUSSION**  
*Searching for Asian America* ..... 97

**4:30–6:30 p.m.**

- Enhancing Diversity in the Classroom Through a Campus Experiment in Engaging Faculty in the Work of Diversity. .... 98
- Team Liberation: An Organizational Model of Human Relations Facilitation for Educational Communities ..... 98
- Universalizing Diversity: Addressing 2nd Generation Diversity Challenges in the Ivy Leagues . . . . 99

**8:30–10:30 p.m.**

- ENTERTAINMENT SHOWCASE ..... 99

**10:30 p.m.–1:00 a.m.**

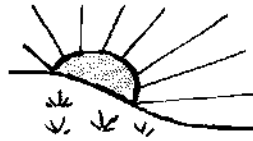
- JDOTT-SPONSORED DANCE ..... 99

## FRIDAY, MAY 30, 2003

7:30–8:00 a.m.

For location, please check with  
Registration staff

### GREETING THE NEW DAY



Join members of the American Indian Networking Group in a brief ceremony to welcome the new day. Begun at NCORE '99, this event is becoming an NCORE tradition that fosters a sense of community by sharing a dimension of spirituality.

8:30–9:45 a.m.

### 75-MINUTE CONCURRENT SESSIONS

8:30–9:45 a.m.

**WESTIN ST. FRANCIS HOTEL**

**Olympic**

Second Floor

#### **Level of Experience:**

Intermediate

#### **Laying a Foundation for Student Diversity Implementation: The Role of Research and Assessment**

◆◆ Research/Assessment/Evaluation ◆◆

With the ever-changing society, colleges have been pressured for institutional change around issues of student equity and access. However, implementing initiatives directed toward increasing student diversity hasn't been without challenges, including attacks in the courts. One strategy used in defense of diversity is to provide data-driven information to demonstrate to the public and the courts the benefit of diversity to all students. The session will provide strategies on how longitudinal research, utilizing quantitative and qualitative survey instruments, can be used to track student perceptions and experiences with diversity, and how such data has provided substantial evidence of the benefits of diversity. This session should particularly benefit institutional research and planning personnel, faculty, staff, and administrators at institutions of higher education examining ways to assess their campus' diversity efforts and demonstrate their benefits.

**Dr. John Matlock**, Associate Vice Provost, Executive Vice President for Academic Affairs, and Director, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan

**Ms. Katrina C. Wade-Golden**, Doctoral Candidate, Industrial/Organizational Psychology, Wayne State University—Michigan; Research Coordinator/Project Manager, Office of Academic Multicultural Initiatives, University of Michigan—Ann Arbor, Michigan

8:30–9:45 a.m.

**WESTIN ST. FRANCIS HOTEL**

**Borgia**

Mezzanine Floor

#### **Level of Experience:**

Novice and Intermediate

#### **White Privilege 101**

◆◆ Interactive Training ◆◆

This session explores white privilege throughout history, as well as from current experiential approach. An understanding of white privilege is a necessary step in the multicultural development of college students. This session provides a history of white privilege in order to provoke thoughts and conversations that can transcend to student and staff development opportunities. Tangible examples of white privilege will be drawn out through an abbreviated assessment. The session will examine our responsibility in combating the perpetuation of white privilege in higher education. This session should particularly benefit those interested in a historical perspective into white privilege to better counteract it within current higher education communities.

**Mr. Art Munin**, Residence Director, Department of Residential Education, DePaul University—Chicago, Illinois

8:30–9:45 a.m.

**WESTIN ST. FRANCIS HOTEL**

California West

Second Floor

**Level of Experience:** All

**University-Community Partnerships and the Ethnic Studies Department at California State University-Sacramento (CSUS)**

◆◆ Case Studies/Model Programs ◆◆

This session showcases successful community-university partnerships. The Ethnic Studies Department at CSUS is composed of four programs: Asian American, Chicano, Native American, and Pan-African studies. The Asian American Studies Program provides leadership in CAPITAL (Council of Asian Pacific Islanders Together for Advocacy and Leadership). The Chicano Studies Program revived the Chicano-Latino Alumni Association, and this Association raised \$40,000 in student scholarships. In addition to a student scholarship program sponsored by the Ramsey Rancheria, the Native American Studies Program participates in the Summer Rez Program which brings native students to campus. Led by Pan-African Studies, the Cooper-Woodson College Enhancement Program is an association of faculty, staff, students, and community members who assume responsibility for shaping and guiding a learning environment for the benefit of students. This session should particularly benefit those who are interested in developing community-university partnerships for the benefit of our students and their communities.

**Dr. Tim Fong**, Associate Professor, Ethnic Studies Department, and Director, Asian American Studies Program, California State University—Sacramento, California

**Dr. Ricky Green**, Assistant Professor, Ethnic Studies Department, and Acting Director, Pan African Studies Program, California State University—Sacramento, California

**Dr. David J. Leon**, Professor, Ethnic Studies Department, and Director, Chicano Studies Program, California State University—Sacramento, California

**Dr. Gregory Yee Mark**, Chair and Professor, Ethnic Studies Department, California State University—Sacramento, California

**Dr. Annette Reed**, Assistant Professor, Ethnic Studies Department, and Director, Native American Studies Program, California State University—Sacramento, California

8:30–9:45 a.m.

**WESTIN ST. FRANCIS HOTEL**

Yorkshire

Second Floor

**Level of Experience:** All

**The Law and Diversity Program: A Model for Attracting, Retaining, and Preparing Diverse Students for Graduate Education**

◆◆ Case Studies/Model Programs ◆◆

The session will examine the Law and Diversity Program (LDP) at Western Washington University. The purpose of LDP is to enhance admission to law school for students who are interested in access to the legal system for underrepresented groups. Every two years, this interdisciplinary program accepts 15-18 students from diverse ethnic, social and economic communities who pursue their studies in a supportive learning community known as a cohort. Instruction by attorneys, use of law school textbooks, and narrative evaluations instead of letter grades are additional features that distinguish this program from other pre-law programs. This session should particularly benefit those interested in preparing diverse students for graduate education.

**Ms. Julie A. Helling**, Director, Law and Diversity Program, Fairhaven College, Western Washington University—Bellingham, Washington

**Ms. Guadalupe S. Perez**, Undergraduate Student, Law and Diversity Major, Fairhaven College, Western Washington University—Bellingham, Washington

**Ms. Elinor Tesfamariam**, Undergraduate Student, Law and Diversity Major, Fairhaven College, Western Washington University—Bellingham, Washington

8:30–9:45 a.m.

**WESTIN ST. FRANCIS HOTEL**

**Oxford**

Second Floor

**Level of Experience:**

Novice and Intermediate

**Electronic Trends and Issues in Diversity Affecting American Higher Education**

◆◆ Curricular/Pedagogical Models ◆◆

This session will benefit those who are enhancing multicultural education through the use of multimedia resources and the World Wide Web. This session provides a systematic examination of the power and potential use of hypertext and hypermedia as Internet resources for multicultural instructions in the pre-K through 16th grade classrooms. The session will demonstrate the use of both Power Point and the WWW. Presenters will share their mega site for instructional resources (<http://www.ed.wright.edu/CEHS/diversity/diversity.htm>) that was designed for instructional use for pre-services and in-service teachers. This session should particularly benefit those who are teaching multicultural education, those curriculum designers who are including multicultural education in the curriculum, and those who are seeking ideas and resources for NCATE accreditation in the area of diversity. Presenters are authors of *On the Net 2002: Multicultural Education* by Allyn & Bacon.

**Dr. Colleen A. Finegan**, Associate Professor and Program Advisor, Early Childhood Education, Teacher Education Department, College of Education and Human Services, Wright State University—Dayton, Ohio

**Dr. Ronald G. Helms**, Associate Professor, College of Education and Human Services, Wright State University—Dayton, Ohio

8:30–9:45 a.m.

**HILTON HOTEL**

**Union Square 17 and 18**

Fourth Floor

**Level of Experience:**

Novice and Intermediate

**Black Women Senior Administrators in Higher Education: Getting Here and Going Farther**

◆◆ Case Studies/Model Programs ◆◆

The session reports a qualitative case study that examined the life and career experiences of 16 Black women higher education senior administrators in a Southern state. Analyzing anecdotal data collected during interviews with the subjects, the study establishes Black women's lives and experiences as a norm, instead of the exception, against which the experiences of others can be considered. The study recognizes three patterns of career achievement, identifies factors impacting career success within each pattern, and suggests a four-step action plan for increasing the presence, and attainment of Black women in higher education administration. The presenter will provide an overview of the study and data collected, interactive participation and dialogue, reflection, and exploration of implementation possibilities for the proposed action plan. This session should particularly benefit those involved in the particular intersection of gender and race in higher education environments, policymakers at the system, institutional and departmental level, and those who wish to explore their own life and career experiences from a new perspective.

**Dr. Jocelyn Lee Payne**, Assistant Professor of Education, and Special Assistant to the President, Diversity and Special Projects, Northeastern State University—Tahlequah, Oklahoma

8:30–9:45 a.m.

**HILTON HOTEL**

**Lombard**

Sixth Floor

**Level of Experience:**

Novice and Intermediate

**Diversity: The Process at Middlebury College**

◆◆ Case Studies/Model Programs ◆◆

This session presents the process of creating a Diversity Action Plan at Middlebury College. The session will focus on the development of a committee that assessed diversity at the college, and its recommendations to the President. The response to the findings by the committee and the creation of the office for Institutional Diversity began to change the campus climate for faculty, staff, and students. Presenters will elaborate on institutional attitudes and their personal reactions to them, and will provide an outlook into the future of the diversity initiative at Middlebury College. This session should particularly benefit those interested in starting a diversity initiative on their campus, those who are involved in policy making at the institutional level, as well as administrators who are trying to initiate change pertaining to diversity at their institutions.

**Dr. Roman Graf**, Associate Provost, Institutional Diversity, Middlebury College—Middlebury, Vermont

**Ms. Arlinda Wickland**, Director, Student Fellowships and Health Professions Advising, Middlebury College—Middlebury, Vermont

8:30–9:45 a.m.  
**HILTON HOTEL**  
Union Square 25  
Fourth Floor

**Level of Experience:**  
Intermediate

### **Co-Champions for Diversity in Engineering: A Collaboration Between Academia and Industry**

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

This session will describe the collaborations between academia and industry that led to an effective and successful recruitment, retention, and placement. The Student Outreach and Retention Programs in the College of Engineering and Applied Sciences at Arizona State University is charged with providing comprehensive services for students. The program division consists of the Center for Engineering Diversity and Retention, and the Center for Outreach and Recruitment. The college has a Student Affairs Advisory Council with Intel as active member. The advisory council is instrumental in the success of students. Presenters will reflect on true meaning of collaboration, and how industry and academia can become partners in the professional development of the future workforce. This session should particularly benefit those interested in strong working collaborations to address students with a comprehensive model, in times of economic constraints and ever-changing workforce, with an emphasis on technology workforce needs.

**Dr. Eugenia R. Echols**, Education Program Manager, Intel Corporation—Chandler, Arizona

**Mr. David E. Hammond**, Coordinator, Mathematics, Engineering Science Achievement Program, College of Engineering and Applied Sciences, Arizona State University—Tempe, Arizona

**Ms. Doris Roman**, Director, Student Outreach and Retention Programs, College of Engineering and Applied Sciences, Arizona State University—Tempe, Arizona

### **MAJOR WORKSHOP 16**

#### **Bilingualism, Language Loss, and Language Revitalization: Toward an Effective Language Policy in the United States**

This interactive session will explore the variety of societal factors that result in the loss of the native languages by linguistic minorities in the United States. In light of this understanding, we will discuss how communities, states, and the country can undertake a serious conversation about whether we should strive to revitalize and maintain Bilingualism in minority communities and, if we should, whether, in fact, we can. The issues that will be examined in this session include historic and current language policies, the role of education in language maintenance and loss, and the influence of other important societal institutions. Additionally, the social-psychological and linguistic processes of loss will be analyzed. These sociolinguistic factors in loss will serve to guide the discussions about the value-laden question of the place of minority languages and the maintenance of minority language communities in U.S. society. The fundamental issue of the place of minority languages revolves around mono-culturalism versus pluralism. The presentation will rely in large part on analyses of Spanish-English bilingualism in the U.S.

**Dr. Eduardo Hernández Chávez**, Associate Professor, Department of Linguistics, and Director, Chicana/o Studies, University of New Mexico—Albuquerque, New Mexico

### **MAJOR WORKSHOP 17**

#### **The Office of Tribal Service: A Modern-Day Moccasin Telegraph**

The Office of Tribal Service (OTS) serves as an educational liaison between Montana State University, Montana's tribal colleges, and Indian communities. In addition to teaching, research, and outreach, this unique program has successfully provided a key linkage between and for constituents that have dealt with American Indians since 1987. The function and role of the OTS can be effectively replicated through a collaborative spirit, cultural-awareness and sensitivity; strategic communication, commitment, and leadership. This session will provide details of the OTS and show how it strengthens campus-based programs, and provides both benefit and opportunity for American Indian students.

**Dr. Nate St. Pierre**, Director, Office of Tribal Service, Montana State University—Bozeman, Montana

8:30–11:30 a.m.  
**HILTON HOTEL**  
Union Square 1 and 2  
Fourth Floor



8:30–11:30 a.m.  
**HILTON HOTEL**  
Union Square 3 and 4  
Fourth Floor

### MAJOR WORKSHOP 18

#### **Claiming the Promise of Diversity in Our Community Colleges: Key Supports, Challenges, and Promising Practices for Students of Color and Immigrants**

This interactive session focuses on the findings from a comprehensive, qualitative study conducted by the presenters while working at California Tomorrow, a non-profit organization which provides research, training and advocacy around diversity and equity issues in public education. The study involved students of color and immigrants, as well as faculty and staff at nine California community colleges. This study focused on better understanding the experiences, key supports, and systemic barriers these students encountered in college. Through multi-media presentation, presenters will provide data on success rates, discuss the main challenges and supports students described, and explore “promising practices” in teaching, counseling, support programs and campus leadership around diversity. Participants will have several opportunities to discuss the information, contribute their own insights, and prioritize “promising practices” they hope to implement on their own campuses.

**Dr. Graciela L. Orozco**, Assistant Professor, Department of Counseling, San Francisco State University—San Francisco, California

**Dr. Catherine Thomas**, Instructor, Family Life Department, Diablo Valley College—Pleasant Hill, California

8:30–11:30 a.m.  
**WESTIN ST. FRANCIS HOTEL**  
Tower A and B  
Lobby Level

### MAJOR WORKSHOP 19

#### **Moving Your Diversity Dialogue From “Talk” to “Action!”**

This powerful, humorous, insightful, interactive, and thought provoking session addresses the “diversity experience” on predominantly white campuses. We seek to share “common sense” methods for improving the quality of life and enhancing the overall collegiate experience for ALL students, staff, faculty, and administrators. This honest approach will challenge traditional thinking. Participants will leave with an action plan for improving their campus environment. This session should benefit those concerned about diversity issues, those who work with students of color, and those who seek to move from “talk” to “action.”

**Mr. Steve Birdine**, President/CEO, Affirmations In Action—Indianapolis, Indiana

8:30–11:30 a.m.  
**HILTON HOTEL**  
Union Square 5 and 6  
Fourth Floor

### MAJOR WORKSHOP 20

#### **Speak English—You’re in America Now! An Asian American Identity Paradigm**

This session explores a seven-stage paradigm of Asian Pacific American Identity as influenced by the dynamics of four key societal stressors: peers, teachers and administrators, home, and mainstream norms, such as the expectation that an authentic “American” should speak English and forget their native language. These common elements effect an Asian ethnic identity, as well as other influencing factors in this regard: generation, age, size of APA community and citizenship status. These factors influence the degree to which an APA may develop, maintain or diminish the salience of culture in their lives. Presenters will share anecdotal examples from their lives, representing differing ages, generations and Asian ethnic groups. Understanding the range of stages promotes understanding and tolerance of those in different stages of the paradigm, and demonstrates the logic of why, “all Asians don’t think alike.” This session should particularly benefit those who are exploring Asian ethnic identity, counselors, teachers, those involved with anti-bias policies and curriculum, and allies committed to reducing racism.

**Mr. Jason Minh Alt**, Residence Coordinator and Coordinator, Human Intercultural Relations, State University of New York-Purchase College—Purchase, New York

**Ms. Bettie Sing Luke**, Multicultural Trainer/Equity Specialist, Eugene Public School—Eugene, Oregon

8:30-11:30 a.m.  
**HILTON HOTEL**  
Mason  
Sixth Floor

## MAJOR WORKSHOP 21

### **Facing You, Facing Me: Race, Class, and Gender Among U.C. Berkeley Student Leaders**

The purpose of this session is to promote cross racial/class/gender dialogue, understanding and coalition among student leaders. This session will include the historical review, conceptual development, method of implementation, and evaluation of a three-hour student-centered, interactive seminar co-sponsored by U.C. Berkeley's Ethnic Studies Department and Stiles Hall. The seminar promotes strong cross-racial bonds and understanding between student leaders who normally would not have significant interaction with each other (i.e. Fraternity Presidents and Minority Recruitment Center Directors). The session will draw on sixteen years of experience with over a thousand graduate and undergraduate student leaders.

**Ms. Catherine Ahn**, Graduate Student, Law School, University of California—Berkeley, California

**Ms. Jerlena Griffin**, Director, Summer Bridge, Campus Orientation and Residence Life, University of California—Berkeley, California

**Mr. Anthony Kenyon**, Undergraduate Student, Native American Studies Major, University of California—Berkeley, California

**Mr. Henry Posada**, Undergraduate Student, Architecture Major, University of California—Berkeley, California

**Mr. Lamont Snaer**, Undergraduate Student, African American Studies Major, University of California—Berkeley, California

**Mr. David Stark**, General Director, Stiles Hall, University of California—Berkeley, California

Part I  
8:30–11:30 a.m.  
**HILTON HOTEL**  
Union Square 15 and 16  
Fourth Floor

## MAJOR WORKSHOP 22

### **Multicultural Transformation and Evaluation: (P.R.I.M.E.) Partners Reaching to Improve Multicultural Effectiveness**

The P.R.I.M.E. training model has demonstrated its capacity to promote individual and institutional transformation. This model has emerged through a series of revisions based on assessment and evaluation, conducted by two university-based organizations. The training curriculum for the model is based on five major 'turning points': awareness, cultural immersion, impact of the "isms," cultural journey, and transition into action. The curriculum is designed in "portable" modular formats that have been successfully targeted to undergraduate and graduate students, human service, human resource, and management professionals, in universities, community organizations, and state governments. The session will review a summary of the curriculum's construction with an emphasis on the approaches and exercises used to stimulate "turning points." Training program evaluation and assessment tools that can be utilized to collect data, indicators, outcomes and results also will be reviewed and discussed. A section of this session will provide participants with an opportunity to address problems they have encountered in their own efforts with education and training.

**Dr. Laurene Finley**, Board Member and Faculty, Multicultural Training and Research Institute, School of Social Administration, Temple University—Philadelphia, Pennsylvania

**Ms. Anita Pernel-Arnold**, PEL Adjunct Faculty, Eckerd College-St. Petersburg, Florida; Board Member and Faculty, Multicultural Training and Research Institute, School of Social Administration, Temple University—Philadelphia, Pennsylvania

Part II continues  
3:00–6:00 p.m.

Part I

8:30–11:30 a.m.

**WESTIN ST. FRANCIS HOTEL**

**Elizabethan C**

Second Floor

Part II continues

2:30–6:30 p.m.

Part I

8:30–11:30 a.m.

**WESTIN ST. FRANCIS HOTEL**

**Elizabethan A and B**

Second Floor

Part II continues

2:30–6:30 p.m.

## MAJOR WORKSHOP 23

### **The Role of Faith, Spirituality and Vocational Discernment in Higher Education**

Recent events in our nation and in the world have caused us to pause, and reflect upon the quality of our personal and professional lives. As we struggle individually and collectively to find our own sense of purpose and fulfillment, our examination has led to more reflection, contemplation and discernment. Students arriving on our campuses will also face this an increasingly complex world, where issues of personal faith, integrity and morality will determine the civility of their actions, and the enhancement of their lives. The morning session will define spirituality and religion, discuss common faiths and religious themes, share personal and spiritual journeys, and unveil the survey results of religious attitudes of students. The afternoon session will address vocational discernment. This session explores participants' answers to three major questions: (1) what brings you joy, (2) how do you and others perceive your strengths, and (3) how you will utilize your gifts and talents? Due to the highly interactive and reflective nature of this daylong session, space will be limited in order to provide attendees an opportunity to fully share their stories. This session is open to all, but is especially targeted to those who are interested in learning about the role that spirituality plays in the retention and graduation of AHANA students.

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

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

**Ms. Mable L. Millner**, Director, Multicultural Education, College of The Holy Cross—Worcester, Massachusetts

**Ms. Penni Sweetenburg-Lee**, Director of Development and Associate Director, Career Center, California State University—Pomona, California

## MAJOR WORKSHOP 24

### **Authentic Relationships: Staying at the Table II**

Building on NCORE 2002 session, this daylong session offers another opportunity to participate in dialogues to examine what is required of authentic relationships across race, and to consider the definitions for authentic relationships. A desired outcome of the session is for participants to engage in honest conversation on the impact of racism on authentic cross-race/ethnic relationships.

**Part I**—will provide space for three simultaneous small group discussions: people of color, multi-racial/ethnic people, and white people. The focus of the discussions for people of color are the tensions and dynamics of relationships between communities of color, and the often accompanying horizontal hostilities born of competition for resources and misunderstanding of each other. The focus for the multiracial/ethnic group will be on internal conflicts of being from two or more racial/ethnic backgrounds. For many, this results in cultural misunderstandings and a complex navigation of horizontal hostilities between privilege and target or between multiple target identities. White people group will discuss the dynamics of white privilege and internalized superiority in their lives and their relationships with other white people as they work to dismantle racism.

**Part II**—will provide an opportunity for each of the small groups to share the teachings and lessons learned from the morning discussions. We will then explore what is personally necessary for authentic workplace and social cross-race/ethnic relationships.

This session will be especially beneficial for student affairs professionals, faculty, student leaders and administrators who are engaged in building greater understanding about the impact of racism on authentic cross-race/ethnic relationships and designing strategies to support greater authenticity.

**Mr. Eugene Fujimoto**, Diversity Coordinator, De Anza College—Cupertino, California

**Dr. Frances E. Kendall**, Consultant on Organizational Change and Communication, Specializing in Issues of Diversity—Albany, California

**Dr. Paul Kivel**, Violence Prevention Educator and Writer, Todos Institute—Oakland, California

**Mr. Jeffrey A.S. Moniz**, Doctoral Candidate, Gevirtz Graduate School of Education, University of California—Santa Barbara, California

**Dr. Paul Spickard**, Professor, Asian American Studies, University of California—Santa Barbara, California

**Dr. Sharon J. Washington**, Provost, Spelman College—Atlanta, Georgia

8:30–11:30 a.m.

### 3-HOUR CONCURRENT SESSIONS

8:30–11:30 a.m.

**WESTIN ST. FRANCIS HOTEL**

**Georgian**

Mezzanine Floor

**Level of Experience:** Advanced

#### **Learning With *The Color of Fear*: Tools and Strategies for Teachers and Leaders**

◆◆ Training of Trainers ◆◆

*The Color of Fear* (TCOF) is one of the most powerful and widely used videos on race relations in the United States, and it has become an indispensable resource for multicultural educators. It is remarkable in its ability to awaken, inform, disturb, and to heal. This interdisciplinary session will provide participants with an opportunity to explore a wide range of approaches to using TCOF as a learning tool in academic, workplace, and community settings. Through interactive format, this session will emphasize pedagogy and practice. Presenters will model the use of principles of group learning and problem solving, and provide help in dealing with difficult situations sometimes arising out of the use of this film. This session should particularly benefit classroom teachers, human resource officers, community activists, and others who use TCOF in their classes or training programs.

**Mr. Victor Lee Lewis**, Co-Director and Founder, Center for Diversity Leadership—Berkeley, California

**Mr. Hugh Vasquez**, Co-Director, Center for Diversity Leadership, and Founder, TODOS Institute—Walnut Creek, California

8:30–11:30 a.m.

**HILTON HOTEL**

**Union Square 21**

Fourth Floor

**Level of Experience:**

Intermediate

#### **More Than Rhymes: Hip Hop as a Tool for Social Justice Education**

◆◆ Interactive Training ◆◆

The purpose of this session is to share the multilayered ways in which hip hop can be used as a tool for social justice education. The session will present a model that links hip hop culture and social justice education, along with guiding principles and learning theories. This informative and entertaining session is about the evolution of hip hops as it relates to social justice education, providing both the hip hop enthusiast and novice historical background, and social context. Participants will have an opportunity to experience sample learning activities and will receive a comprehensive resource list. This session is highly interactive and utilizes video, music samples, turntables and other multimedia illustrations of hip hops, and it should particularly benefit those who are looking for new and innovative ways to engage high school and college-aged students about issues of social justice.

**Ms. Ann K. Pham**, Assistant Director, Multicultural Student Center, University of Wisconsin—Madison, Wisconsin

**Mr. Daniel D. Zarazua**, Special Education Teacher, Seneca Center—Fremont, California

Part I

9:00–11:30 a.m.

**WESTIN ST. FRANCIS HOTEL**

**California East**

Second Floor

Part II continues

3:00–5:30 p.m.

### MAJOR WORKSHOP 25

#### **Adding Class to the Mix**

This daylong session is designed to explore the issues of socioeconomic class status, and how they overlap and intertwine with issues of color, ethnicity, and the social construction of race. Participants will engage in several exercises to explore these issues, and will discuss how to use the information on their own campuses. Part I will focus on the basic information about socioeconomic class, and class status in the United States. Part II will expand on the information from Part I to view class, and class status differences as they are associated with race, ethnicity, gender, education, and other factors. It will focus on demonstrating how our deep programming with regard to these issues provides the basis of both discrimination and exclusion in education, employment, and public policies. Participants will receive copies of the exercise designs, as well as a bibliography of references and resources.

**Dr. Cristine Clifford Cullinan**, Training and Development Administrator, Human Resources, University of Oregon—Eugene, Oregon

10:00–11:30 a.m.

10:00–11:30 a.m.

**WESTIN ST. FRANCIS HOTEL**

**Borgia**

Mezzanine Floor

**Level of Experience:** All

## 90-MINUTE CONCURRENT SESSIONS

### **Becoming Anti-Racist Teachers: Addressing Whiteness in Multicultural Classrooms**

◆◆ Curricular/Pedagogical Models ◆◆

This session will introduce participants to one successful interactive process through which student teachers and faculties identify their own personal, invisible, and usually less-than-conscious whiteness as a set of cultural script—particular ways of thinking, feeling, believing and acting that reproduce white social and educational advantage in multicultural classrooms. Participants will be engaged in an interactive process called the Cultural Portfolio around the ideological site, “race.” Presenters will model this interactive process, exploring the complex and often contradictory cultural scripts that they draw on to make sense of educational contexts, and to develop their own practice. At the end of this session, participants will discuss about whiteness in the classroom, to assess the power of the cultural portfolio to make whiteness more apparent, and to share what future action they might take to interrupt the practice of whiteness in education. This session should particularly benefit those who are looking for effective models to help educators become more aware of how they embody, practice, and can transform inequitable mainstream cultural scripts represented by whiteness.

**Ms. Nancy Aguirre**, Student Teacher, School of Education, Sonoma State University—Rohnert Park, California

**Ms. Michelle Greene**, Teacher, School of Education, Sonoma State University—Rohnert Park, California

**Dr. Virginia Lea**, Assistant Professor, School of Education, Sonoma State University—Rohnert Park, California

**Ms. Danielle Prior**, Student Teacher, School of Education, Sonoma State University—Rohnert Park, California

**Dr. Erma Jean Sims**, Lecturer in Education, School of Education, Sonoma State University—Rohnert Park, California

**Mr. Rudolfo Toruno**, Teacher, School of Education, Sonoma State University—Rohnert Park, California

10:00–11:30 a.m.

**WESTIN ST. FRANCIS HOTEL**

**California West**

Second Floor

**Level of Experience:**

Intermediate and Advanced

### **Collaboration and Partnerships in Diversity Programming: A Viable Alternative**

◆◆ Case Studies/Model Programs ◆◆

This session will explore the tools, skills, and mindset needed to collaborate and form effective partnerships for diversity programming. With unprecedented demographic changes, severe budget woes, a landmark affirmative action case, and conservative national political leadership, diversity leaders are facing daunting challenges. During the spring of 2002, representatives from four different institutions/organizations were brought together by the Washington Regional Taskforce Against Campus Prejudice. This collaborative effort resulted in the presentation of a national teleconference, “Diversity Strategies for Today’s Complex Environment,” that was viewed by faculty and staff from more than 500 campuses across the country. Presenters will describe this partnership, strategies for coping now and in the future, and how to replicate similar program. This session should particularly benefit those who are interested in developing and expanding collaborative partnerships.

**Dr. Zola E. Boone**, Director, Institute for Diversity and Multicultural Affairs, Bowie State University—Bowie, Maryland

**Mr. Will E. Cox Jr.**, Executive Manager, Strategic Operations, Cox, Matthews & Associates—Fairfax, Virginia

**Mr. David Owens**, Director, Multicultural Affairs, Office of Campus Life, American University—Washington, D.C.

**Mr. Michael Tapscott**, Director of Admissions, Graduate Center, Regent University—Alexandria, Virginia

10:00–11:30 a.m.

**WESTIN ST. FRANCIS HOTEL**

**Olympic**

Second Floor

**Level of Experience:**

Novice and Intermediate

**Developing Exemplary Student Leaders at a Hispanic Serving Institution**

◆◆ Case Studies/Model Programs ◆◆

This session outlines the development of a university leadership studies program initiated to forge ethnically and socially diverse groups of students into a leadership team committed to campus, community, and organizational change. The program is tracked more than a three and half year periods from its conception through implementation and growth to become a centerpiece recruitment and retention program for a Hispanic serving institution. The presenter will share the programmatic, academic, and operational struggles of this program which include eye-opening changes in the students themselves as measured by the Student Leadership Practices Inventory and other qualitative tools. This session should particularly benefit those who are planning or organizing multicultural leadership efforts to enhance recruitment or retention on a regional or teaching-focused campus.

**Dr. Patricia Bowie Orman**, Associate Professor, Mass Communications, and Academic Director, President's Leadership Program, University of Southern Colorado—Pueblo, Colorado

10:00–11:30 a.m.

**WESTIN ST. FRANCIS HOTEL**

**Essex**

Second Floor

**Level of Experience:**

Intermediate

**Proving That Diversity Classes Makes a Difference: Assessment of Students' Learning From a "Race and Culture" Course**

◆◆ Research/Assessment/Evaluation ◆◆

This session shows why and how the evaluation of multicultural education is a vital component of curriculum transformation, organizational change and good pedagogy. The presenter will share information on how to develop an assessment tool to measure the success of a diversity or social justice curriculum. Effective assessment not only documents success in achieving critical thinking skills, but provides justification for an institutional focus on diversity and social justice linked to academic excellence. Specific examples from a two-year study will be used to demonstrate the application of the key concepts in practice. Participants will learn how to focus on assessing students, as well as faculty and staff development programs. This session should particularly benefit individuals with some experience of evaluation and assessment processes within K-12, college or university settings.

**Dr. Sherwood Smith**, Assistant Professor, Integrated Professional Studies, and Director, Center for Cultural Pluralism, University of Vermont—Burlington, Vermont

10:00–11:30 a.m.

**HILTON HOTEL**

**Union Square 17 and 18**

Fourth Floor

**Level of Experience:**

Intermediate and Advanced

**What Do We Really Know About the Academic Motivation of African American College Students: Challenging the "Anti-Intellectual" Myth**

◆◆ Theoretical Models ◆◆

This session critically examines and challenges the notion that African American students are anti-intellectual and do not value school. Historically, the conventional wisdom about African American students is that their underachievement can be attributed to less motivation about school and a diminished self-concept because of their oppressed status in the dominant culture. Because of the persistent academic underachievement of African American students, some observers believe, African American students do not possess the "right attitude" to succeed in school. The presenter collected data for the past three years from a sample of approximately 400 African American students and approximately 300 European American students from one predominantly White and two historically Black universities. The session will present the principles of a motivational psychology for African American students that are grounded in the data. This session should particularly benefit those who teach African American students, those who want to better understand how African American students approach to school, and those interested in the academic success of African American students.

**Dr. Kevin O'Neal Cokley**, Assistant Professor, Counseling Psychology, Southern Illinois University—Carbondale, Illinois



10:00–11:30 a.m.

**HILTON HOTEL**

**Powell**

Sixth Floor

**Level of Experience:** All

**Asian Pacific Americans in Leadership: An Oxymoron?**

◆◆ Interactive Training ◆◆

Many stereotypes are attributed to Asian Pacific Americans in higher education institutions, but “leadership” isn’t always one of the primary characteristics. This session explores whether Asian Pacific American educators are an oxymoron as leaders, or whether it is a tragic opportunity. Across the nation’s colleges and universities, Asian and Pacific Americans comprise less than one percent of all presidents and chancellors. This is juxtaposed to the student population, which is greater than 10 percent nationwide, and close to 50 percent on certain urban campuses. Asian and Pacific Americans have a lower tenure rate, and are missing from academic disciplines outside of science/math/business, as well as from Student Affairs. The session will present a model program, “the LEAP and APAHE Leadership Development Program in Higher Education,” and will review the implications for further research, hiring practices, diversity training, and leadership development. Presenters will engage the participants in a full exploration as to why Asian Pacific Americans are not seen as leaders, and what can be done about it.

**Ms. Linda Akutagawa**, Director, External Relations, Leadership Education for Asian Pacifics, Inc.—Los Angeles, California

**Mr. Henry Gee**, Dean, Student Affairs, Santa Ana College—Santa Ana, California

**Ms. Audrey Yamagata-Noji**, Vice President, Student Services, Mt. San Antonio College—Walnut, California

10:00–11:30 a.m.

**WESTIN ST. FRANCIS HOTEL**

**Yorkshire**

Second Floor

**Level of Experience:** Novice

**Recruitment and Retention of Diverse Students in a Research-1 University Setting: A Case Study in Diversity Work at University of Washington, School of Nursing**

◆◆ Long- and Short-Range Planning ◆◆

This session is designed to address a successful model for recruitment and retention of diverse students. Presenters will share an effective, collaborative model that emphasizes a wide range of simultaneous activity on national, regional/state, institutional, and departmental levels. Through facilitated discussion, participants will examine their home environment, complete an inventory of diversity assets in their home settings, and identify small “do-able” steps to improve their own recruitment and retention efforts. Essential keys to success will be identified, and participants will gain concrete ideas to implement this model at their institutions. This session should particularly benefit professionals, faculty, staff, and students who are involved with strategic planning and implementation of activities to enhance student recruitment and retention.

**Ms. Carolyn Chow**, Coordinator, Recruitment and Admissions, School of Nursing, University of Washington—Seattle, Washington

**Ms. Julie R. Katz**, Assistant Dean, School of Nursing, University of Washington—Seattle, Washington

10:00–11:30 a.m.

**WESTIN ST. FRANCIS HOTEL**

**Victorian**

Second Floor

**Level of Experience:**  
Intermediate and Advanced

**Together We’re Better: Student Ambassador Outreach Program at The University of Washington-Seattle**

◆◆ Case Studies/Model Programs ◆◆

The session presents the award-winning Student Ambassador Outreach Program, and will describe the development, implementation, and evaluation of this successful multicultural recruitment and outreach program. Presenters will provide information on the history, success, and cost-effective planning required to secure funding and institutional support for diversity programs. This session should particularly benefit those charged with recruiting underrepresented students to a predominantly white campus.

**Ms. Stephanie Y. Miller**, Director, Student Outreach and Community Relations, Office of Minority Affairs, University of Washington—Seattle, Washington

**Mr. Leo Pangelinan**, Program Coordinator and Advisor, Student Ambassador Outreach Program, Office of Minority Affairs, University of Washington—Seattle, Washington

**Mr. Karl D. Smith**, Coordinator, Admissions and Outreach, Recruitment/Outreach Services, Office of Minority Affairs, University of Washington—Seattle, Washington

10:00–11:30 a.m.  
**HILTON HOTEL**  
Lombard  
Sixth Floor

**Level of Experience:** Novice

### **Stepping Up and Stepping Out**

◆◆ Interactive Training ◆◆

The purpose of this session is to share activities that we have found helpful when working on issues of diversity with high school students, undergraduate and graduate students, and professionals. These activities have served to increase knowledge and awareness of the connections between discrimination and exclusion that are based on color, race/ethnicity, gender, age, level of physical ability, appearance, sexual orientation and socioeconomic level. This session should particularly benefit those who wish to increase their own awareness of their beliefs and attitudes, as well as those who are looking for experiential and interactive training activities.

**Dr. Kathryn Clark Gerken**, Associate Professor, School Psychology Program, Director of Training, and Coordinator of Internships, University of Iowa—Iowa City, Iowa

10:00–11:30 a.m.  
**HILTON HOTEL**  
Union Square 25  
Fourth Floor

**Level of Experience:** All

### **Creating a Safe Space: The Racial Awareness Program Evolves**

◆◆ Case Studies/Model Programs ◆◆

Against the backdrop of a city in conflict, the Racial Awareness Pilot Project (RAPP) has provided students of the University of Cincinnati with an opportunity to dialogue with people very different from themselves, exploring their own stereotypes and prejudices, while hearing about the experiences of others. This interactive session is designed to explore the rewards and challenges facing students, staff, and administrators interested in creating a similar safe space for dialogue.

Presenters will share many programmatic experiences from which draw suggestions on how to channel the energy of inspired students, generate university support, identify allies, create an administrative advisory committee, and identify proverbial “watch-outs.” In existence since 1986, RAPP has evolved from discussions focused exclusively on race and racism to discussions that include sexism, homophobia, and other forms of oppression. The session will discuss methods and the processes that have served to promote the RAPP goals. This session should particularly benefit those who wish to implement a student-centered diversity education program on their campus.

**Mr. Matthew D. McCarren**, Trainer/Facilitator, Diversity Education, Student Activities and Leadership Development, University of Cincinnati—Cincinnati, Ohio

**Mr. Nasir R. McGee**, Diversity Educator/Trainer, Student Activities and Leadership Development, University of Cincinnati—Cincinnati, Ohio

**Ms. Jody McNamie**, Undergraduate Student, Anthropology Major, Peer Educator, Student Activities and Leadership Development, University of Cincinnati—Cincinnati, Ohio

**Ms. Ahoobatabai**, Graduate Student, Women’s Studies, Coordinator, Diversity Education Program, Student Activities and Leadership Development, University of Cincinnati—Cincinnati, Ohio

**Mr. Kerry P. Welch**, Assistant Director, Student Activities and Leadership Development, University of Cincinnati—Cincinnati, Ohio

## **VIDEO PREVIEW AND DISCUSSION**

10:00–11:30 a.m.  
**WESTIN ST. FRANCIS HOTEL**  
Kent  
Second Floor

### **Last Chance for Eden**

From the award winning director of *The Color of Fear*, comes Lee Mun Wah’s *Last Chance for Eden*. A documentary about nine women and men who begin an electrifying conversation about the pain and anguish that racism and sexism has had on their lives and families. A must see film for anyone who has ever wondered what it will take to end the violence and hatred overwhelming our county and the world.

**Mr. Dennard Clendenin**, Senior Facilitator, Stir Fry Seminars and Counseling—Oakland, California

## **EXHIBITOR SHOWCASE AND RESOURCE CENTER**

10:00 a.m.–7:00 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Colonial  
Mezzanine Floor

(Open daily 10:00 a.m.–7:00 p.m. through Saturday, May 31)

noon–12:45 p.m.

## INFORMAL NETWORKING MEETINGS

(For description and information, see page 21)

1:00–1:45 p.m.

**WESTIN ST. FRANCIS HOTEL**

**Grand Ballroom**  
Mezzanine Floor

For book signing of *The Paper Bullets: A Fictional Autobiography*, see below

For a dialogue with Kip Fulbeck, see below

## CONFERENCE AFTERNOON PLENARY SESSION



**Keynote Address:**

### WHAT ARE YOU? MULTIRACIALS CLAIMING THEIR VOICE THROUGH THE ARTS

**Kip Fulbeck** is a professor of Art and Asian American Studies at the University of California in Santa Barbara. Kip Fulbeck is the world's premiere artist exploring multiracial Asian (or Hapa) identity. An inveterate storyteller, his inspiring personal stories mix pop culture and political activism, questioning the boundaries of cultural identity from the perspective of someone who has never fit neatly into any easy category. He has spent his life battling against multiracial ignorance and stereotypes, and was even denied a place on the Taiwanese Olympic Team after refusing to change his last name. Fulbeck has spoken and exhibited his videos, photography, painting, and performed his stand-up comedy in over 20 countries and throughout the United States, including the Museum of Modern Art, the Singapore International Film Festival, the World Wide Video Festival, PBS, and the Whitney Museum of American Art Biennial. His video work has earned numerous awards, including the USA Film Festival's Special Juror's Award for *Some Questions for 28 Kisses*; First Glance Film Festival's Best Experimental Film for *Sex, Love, & Kung Fu*; the Los Angeles Asian Pacific Film & Video Festival's Best Narrative Short for *Asian Studs Nightmare*; and the Red River International Film Festival's First Place Video for *Banana Split*. In 2002, he was selected by Hapa Issues Forum as the inaugural Prism Award for the Arts recipient. His first novel, *Paper Bullets: A Fictional Autobiography*, was published in 2001 by the University of Washington Press, and he is currently completing a photographic book on multiracial Asians tentatively titled *HAPA: Multiracial Asians in Their Own Words*.

1:50–2:15 p.m.

**WESTIN ST. FRANCIS HOTEL**

**Colonial**  
Mezzanine Floor

## BOOK SIGNING—*The Paper Bullets: A Fictional Autobiography*

Kip Fulbeck

2:30–3:30 p.m.

**WESTIN ST. FRANCIS HOTEL**

**Italian Foyer**  
Mezzanine Floor

## DIALOGUE WITH KIP FULBECK

2:30–4:00 p.m.

## 90-MINUTE CONCURRENT SESSIONS

2:30–4:00 p.m.  
**HILTON HOTEL**  
Powell  
Sixth Floor

**Level of Experience:**  
Intermediate

### **The Paradox of Being Faculty of Color and Teaching Prejudice, Discrimination, and Diversity Courses in Predominantly White Institutions**

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

This session will examine the paradox and intricacies of being faculty of color and teaching courses dealing with prejudice, discrimination, and diversity. Institutional and individual forms of oppression, associated with race, ethnicity, gender, class, sexual orientation, developed ability and age are all a part of courses designed to promote diversity, equality, and social justice. Presenters will discuss the unique difficulty for faculty of color in predominantly white institutions such as SUNY, to not only master the content and delivery of the subject matter, but also to learn and implement pedagogical techniques that are inclusive yet not offensive to the dominant culture. The process of teaching courses with difficult dialogues requires a carefully constructed syllabus, course design, and pedagogical techniques that do not compromise the course content. The session will address the perceived tension and dissonance between the student who is of the dominant culture and the teacher who is from a historically oppressed group (e.g., defined along race, ethnicity, or gender lines). This session should particularly benefit professors, students, deans, curriculum specialists and educators of predominantly white institutions.

**Dr. Seth N. Asumah**, Professor, Political Science Department, and Coordinator, African American Studies, State University of New York—Cortland, New York

**Dr. Yomee Lee**, Assistant Professor, Exercise Science and Sports Studies, and Coordinator, Asian Studies, State University of New York—Cortland, New York

2:30–4:00 p.m.  
**HILTON HOTEL**  
Union Square 25  
Fourth Floor

**Level of Experience:**  
Novice and Intermediate

### **Sustained Dialogue: An Integral Part of the Princeton Transformation**

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

This session will offer techniques for improving relationships within a community that is strained along racial or ethnic lines. The methodology is called Sustained Dialogue (SD), and it was developed by Dr. Harold Saunders, and initially used in international racial peacekeeping. While initially focused on international racial and ethnic conflict resolution, this model has been applied to political ideology, faith-based, and other dialogue groups. Princeton University is the first higher education institution to incorporate SD into a campus initiative, and has been conducting dialogue groups since 1999. Participants will gain insights about replication of the 5-stage model for conflict resolution at other schools, pitfalls to avoid, and impact on the campus community. This session should particularly benefit collegiate professionals who are searching for practical and communal approaches to addressing cultural conflict and tension.

**Ms. Debra Elaine Bazarsky**, Assistant to the Dean, Undergraduate Students, LGBT, Princeton University—Princeton, New Jersey

**Ms. Ande Diaz**, Doctoral Candidate, Human and Organizational Development, The Fielding Institute-Santa Barbara; Assistant Dean, Undergraduate Students, Princeton University—Princeton, New Jersey

**Ms. Ayana N. Harry**, Moderator, Sustained Dialogue, Princeton University—Princeton, New Jersey

**Ms. Fleurette King**, Coordinator, Dialogue @ Princeton, Princeton University—Princeton, New Jersey

**Ms. Lauren R. Phillips**, Moderator, Sustained Dialogue, Princeton University—Princeton, New Jersey

2:30-4:00 p.m.

WESTIN ST. FRANCIS HOTEL

Yorkshire

Second Floor

**Level of Experience:** All

### **Reactions to How Minority Students Experience College**

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

This session is in response to a reaction to Lemuel W. Watson, Melvin C. Terrell, and Doris J. Wright and Associates' *How Minority Students Experience College: Implications for Planning and Policy*. Presenters are leading a series of group discussions at Wright State University in reaction to this text. As the authors indicate in the preface, "the voices of 'students of color' are the cornerstone of this book." Provocative, disturbing and enlightening are words that describe the observations of these students. Comprising twelve volunteers, the initial book group at WSU included campus-wide faculty, student affairs' personnel, and senior level staff members, who examined some of the major assumptions and findings of how minority students experience the university setting. The purpose of this session is to share results and research findings. This session should particularly benefit educators, administrators, and students who seek to explore what core objectives and policy initiatives are of utmost importance to a multicultural campus.

**Dr. Tracy D. Snipe**, Associate Professor, Department of Political Science, Wright State University - Dayton, Ohio

**Dr. James K. Uphoff**, Professor of Education, Wright State University---Dayton, Ohio

2:30-4:00 p.m.

WESTIN ST. FRANCIS HOTEL

Victorian

Second Floor

**Level of Experience:**  
Intermediate

### **Cultural Understanding and Competency: A Developmental Approach**

#### ◆◆ Theoretical Models ◆◆

This session introduces participants to Milton Bennett's Developmental Model of Intercultural Sensitivity (DMIS) and to the Intercultural Developmental Inventory (IDI) designed by Bennett and Mitch Hammer. The rationale for introducing the DMIS and IDI is based upon the need for administrators/educators to develop increased competency in intercultural understanding and communication in order to design institutional policies and programs that are effective in meeting the challenges of an ever-changing student body. This session will emphasize how the DMIS coupled with the IDI can be used in a variety of ways to assist student affairs' professionals to craft innovative training programs and/or assess existing programs, and for staff development. This session should particularly benefit those who are responsible for student and staff training and development and program assessment.

**Ms. Linda Morales Husch**, Director, Multicultural Resource Center, Binghamton University - Binghamton, New York

2:30-4:00 p.m.

WESTIN ST. FRANCIS HOTEL

Essex

Second Floor

**Level of Experience:**  
Novice and Intermediate

### **Service Learning and the Hiram Johnson Model: Developing an Ethnic Studies Course at an Inner-City High School**

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

This session describes a collaborative service-learning model between the department of Ethnic Studies at California State University-Sacramento (CSUS) and Hiram Johnson High School. Hiram Johnson High School serves an ethnically diverse, multilingual, working class community in Sacramento, where students have low scores on standardized tests, and low graduation rates, high truancy, and notable incidence of youth gang activity. Presenters will describe the development of an Ethnic Studies class that serves more than 100 high school students, and how to maintain a collaborative model between professors, college students and high school administrators, teachers, and counselors. Ethnic Studies undergraduate majors were also prepared and trained as teaching interns, and assessment models for evaluating teaching effectiveness were developed. This session should particularly benefit those involved in long-term university-community collaboration, service learning projects, teaching internships, youth violence prevention, and community-based research.

**Mr. James Fabionar**, Master Teacher of History, Hiram W. Johnson High School - Sacramento, California

**Dr. Gregory Yee Mark**, Chair and Professor, Department of Ethnic Studies, California State University---Sacramento, California

**Dr. Robert Munoz Jr.**, Assistant Professor, Department of Ethnic Studies, California State University---Sacramento, California

**Dr. James Sobredo**, Assistant Professor, Department of Ethnic Studies, California State University---Sacramento, California

2:30–4:00 p.m.  
**HILTON HOTEL**  
Union Square 5 and 6  
Fourth Floor

**Level of Experience:**  
Novice and Intermediate

### **Asian Americans: Translating Racial Identity Into Practice**

#### ◆◆ Theoretical Models ◆◆

This interactive session explores the development of racial identity for Asian American students. From incidents of ethnoviolence to renewed student activism and protests, environments or institutions of higher education clearly serve as a catalyst for raising the racial consciousness of Asian Americans. Thus, a central question for educators is how to facilitate this process. Through the use of fictional case studies and discussion groups, this session addresses the applicability of racial identity theory in designing developmentally appropriate interventions for Asian American students. Moreover, this session will examine the potential factors that facilitate and inhibit the racial identity development of Asian American students. This session should particularly benefit those educators who provide instruction and services to Asian American students.

**Dr. Alvin N. Alvarez**, Assistant Professor, Department of Counseling, College of Health and Human Services, San Francisco State University—San Francisco, California

**Ms. Erin E. Kimura**, Project Manager, Center for Multicultural Learning, and Learning Resources Coordinator, Drahnmann Advising and Learning Center, Santa Clara University—Santa Clara, California

2:30–4:00 p.m.  
**HILTON HOTEL**  
Mason  
Sixth Floor

**Level of Experience:** All

### **Inspiration: Involvement, Empowerment, and Success Through a University-Community Partnership**

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

This session presents the inspiration resulting from the collaborative initiation of the National Urban League's Black Executive Exchange Program at the University of Nebraska, a predominantly white campus. This program has enhanced the quality of life for culturally diverse students and has created valuable community and corporate linkages that support diversity and serve the racial/ethnic communities of the city of Omaha. This collaborative effort has expanded opportunities for students to garner practical experience. The session will provide information on the planning, identification of resources, recruitment of executives, engagement of students, and execution of the program. Presenters will offer practical recommendations for creating similar university-community collaborations and participants will have the opportunity for group discussion. This session should particularly benefit those interested in successful university-community partnerships, practitioners who plan and provide services for culturally diverse students on predominantly white campuses, and those interested in ways to engage African American male students.

**Mr. Ed Cochran**, President and CEO, Urban League of Nebraska, Inc.—Omaha, Nebraska

**Dr. Denise B. Maybank**, Director, Multicultural Affairs, University of Nebraska—Omaha, Nebraska



2:30–4:00 p.m.  
**HILTON HOTEL**  
Union Square 21  
Fourth Floor

**Level of Experience:**  
Intermediate

### **Implementing a University-Wide Diversity Training Program: Practical Considerations and Lessons Learned**

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

This session will describe the development, planning, and implementation process of a university-wide diversity training program at a predominantly white, southern, regional university. Presenters will address specific strategies for training faculty, staff and students; logistical considerations for large-scale diversity training; components of the training modules; strategies for recruiting and training facilitators; and general lessons learned. The session should particularly benefit those who are planning a broad-based diversity training program in a higher education environment, and/or those who are working with predominantly white or conservative populations.

**Dr. Barbara Beauchamp**, Assistant Professor, Department of Human Development and Learning, East Tennessee State University—Johnson City, Tennessee

**Ms. Kimberly D. Bushore-Maki**, Coordinator of Outreach, Counseling Center, East Tennessee State University—Johnson City, Tennessee

**Ms. Mary V. Jordan**, Doctoral Candidate, Counseling Psychology and Education, West Virginia University—Morgantown; Special Assistant to the President, Cultural Diversity, and Director, Equal Employment Opportunity/Affirmative Action, East Tennessee State University—Johnson City, Tennessee

**Dr. Gary Petiprin**, Director, Counseling Center, East Tennessee State University—Johnson City, Tennessee

**Dr. Patricia E. Robertson**, Chair, Department of Human Development and Learning, and Associate Professor, Counseling, East Tennessee State University—Johnson City, Tennessee

2:30–4:00 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Oxford  
Second Floor

**Level of Experience:** Novice

### **Summer Faculty Academy on Teaching Diversity and Social Justice**

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

This session reports on a faculty development model that can be easily replicated at any college or university. The “Summer Academy” model will be explained via agenda samples, organizational strategies, resources, and implementing procedures. Participants will be engaged in creating their own action plan design and implement similar faculty development programs. Sample curriculum that relates to the intersection of race/ethnicity, class, and gender will be discussed. This session should particularly benefit those interested in diversity and social justice issues in terms of faculty development and curriculum transformation.

**Dr. David S. Owen**, Assistant Professor of Philosophy, Hamline University—St. Paul, Minnesota

**Dr. Dwight C. Watson**, Associate Professor of Education, Hamline University—St. Paul, Minnesota

2:30–4:00 p.m.  
**HILTON HOTEL**  
Lombard  
Sixth Floor

**Level of Experience:**  
Novice and Intermediate

### **Changing the Culture of Undergraduate Education Through Research Partnerships: A Look Back at 15 Years of Success**

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

The Undergraduate Research Opportunity Program (UROP) was originally developed in 1988 to increase the retention and improve the academic performance of underrepresented minority students at the University of Michigan. Now in its 15th year the program serves over 1,000 students and 400 faculties, and was recently ranked in the U.S. News and Worlds Report as #1 under the Undergraduate Research and Creative Activity category. UROP engages primarily lower-division students in research so they can benefit from the wealth of research activity taking place at the University and foster interest in research-related or academic careers. UROP provides academic support, extensive peer advising, research symposia, research seminars and full time summer programs to supplement student-faculty research partnerships and extend the research pipeline. This session should particularly benefit those interested in learning more about the structure and assessment of undergraduate research programs and the role of undergraduate research in ensuring the academic success of historically underrepresented students of color.

**Ms. Sandra R. Gregerman**, Director, Undergraduate Research Opportunity Program, University of Michigan—Ann Arbor, Michigan

**Ms. Angela M. Locks**, Assistant Director, Undergraduate Research Opportunity Program, University of Michigan—Ann Arbor, Michigan

2:30–4:00 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
**Kent**  
Second Floor

## VIDEO PREVIEW AND DISCUSSION

### ***Light in the Shadows: A Video Premiere***

A 45-minute video, *Light in the Shadows* presents a frank conversation about race among 10 women who participated in the ground-breaking video, *The Way Home*. These American women of Indigenous, African, Arab, European, Jewish, Asian, Latina, and Mixed Race descent use authentic dialogue to crack open a critical door of consciousness. What lies behind it is a perspective on race that is often unseen/unnoticed within the dominant culture. With clear language, open hearts, and a willingness to engage—even when it gets hard—these women travel over roads that demonstrate why valuable discourse on race is so laden with emotion, distrust and misunderstanding. *Light in the Shadow* is a springboard for critical self-inquiry and inter-ethnic dialogue.

**Dr. Shakti Butler**, Filmmaker and Experiential Facilitator, and Executive Director, World Trust Educational Services, Inc.—Oakland, California

Part II  
2:30–6:30 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
**Elizabethan C**  
Second Floor

## MAJOR WORKSHOP 23

### **The Role of Faith, Spirituality and Vocational Discernment in Higher Education**

(For workshop description, see page 80)

Part II  
2:30–6:30 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
**Elizabethan A and B**  
Second Floor

## MAJOR WORKSHOP 24

### **Authentic Relationships: Staying at the Table II**

(For workshop description, see page 80)

2:30–6:30 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
**Borgia**  
Mezzanine Floor

## MAJOR WORKSHOP 31

### **Successful Diversity Recruitment for Colleges and Universities**

This interactive session will provide participants with strategies and tools designed to improve upon their effectiveness in identifying, recruiting and retaining minority candidates. The session will introduce participants to some of the unique challenges of minority recruiting, and how to address these challenges. Through a group analysis of the best practices of schools that are succeeding with their diversity recruitment efforts, participants will learn how to develop their own cost-effective diversity recruitment strategies. Participants also explore approaches for building senior management support, and how to align their minority staffing efforts with their school's diversity programs. The presenter will share information on minority organizations' most effective recruiting resources, and how to develop partnership with those organizations. The session will demonstrate how to use the Internet effectively to recruit minority faculty and staff. Each participant will receive "The Multicultural Advantage College & University Diversity Staffing Resource Guide," which contains listings of organizations, programs, web sites, books, and other resources that will assist them with their diversity recruitment and retention initiatives.

**Ms. Tracey L. Minor**, President, The Multicultural Advantage—Philadelphia, Pennsylvania

Part II  
3:00–5:30 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
**California East**  
Second Floor

## MAJOR WORKSHOP 25

### **Adding Class to the Mix**

(For workshop description, see page 81)

Part II  
3:00–6:00 p.m.  
**HILTON HOTEL**  
Union Square 15 and 16  
Fourth Floor

### MAJOR WORKSHOP 22

**Multicultural Transformation and Evaluation: (P.R.I.M.E.) Partners Reaching to Improve Multicultural Effectiveness**  
(For workshop description, see page 79)

3:00–6:00 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Olympic  
Second Floor

### MAJOR WORKSHOP 26

**American Indian/Alaska Native Retention: The Penn State American Indian Leadership Program Experience**

The American Indian Leadership Program (AILP) at Pennsylvania State University was established in 1970 to prepare American Indians and Alaska Natives to assume educational leadership positions at the local, tribal, state and national levels. The program has proven successful, and graduates are working in leadership positions around the country. The session will focus on the successful retention of graduate students at Penn State and other institutions. Leadership development will also be discussed. Participants will have opportunities to discuss and share experiences, and develop collective strategies for retention of American Indian/Alaska Natives.

**Dr. John W. Tippeconnic** (Comanche/Cherokee), Professor and Director, American Indian Leadership Program, Pennsylvania State University—University Park, Pennsylvania

3:00–6:00 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Georgian  
Mezzanine Floor

### MAJOR WORKSHOP 27

**New Models for White Male Leadership in a Culturally Diverse World**

This session will explore the essential role of white males in the evolution of 21st century higher education. In order to address the evolving shift in demographics and increased diversity in their environments, white males and their colleagues need to better understand their white male culture, their own dimensions of diversity, and their evolving identities. This interactive session will explore creative ways that white males can generate new levels of personal understanding and develop effective models of leadership to assist in the transformation of American higher education.

**Dr. Ronald Brown**, President, Banks Brown Inc. (a management consulting firm which specializes in the development and implementation of comprehensive strategic diversity plans)—San Francisco, California

3:00–6:00 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
California West  
Second Floor

### MAJOR WORKSHOP 28

**Talking Truth: Standing at the Crossroads of Ethnicity, Race, and Sexual Orientation**

In this experiential session participants will explore the ways in which culture/ethnicity and sexual orientation affect our lives as educators, learners, and as people committed to social justice. Where are our personal edges on these issues? Where do we get scared? What can we do to become bold leaders in the discussion of race and sexual orientation? Through exercises, storytelling, deep listening and compassionate conversation, let's look at this intersection while supporting each other to make creative and practical change in our lives, schools, and communities.

**Ms. Akaya Windwood**, President, *in common* (a Multicultural Consultation Firm)—Oakland, California

3:00–6:00 p.m.

**HILTON HOTEL**

Union Square 17 and 18

Fourth Floor

**MAJOR WORKSHOP 29**

**Arabs in America: Backlash, Stereotypes, and Beyond**

This session will examine the evolving experience of Arab Americans in the aftermath of the September 11 tragedy: from racial profiling and other forms of discrimination to the effects of the backlash on identity of Arab Americans of all generations. Presenters will report on demographic data, historical struggles with prejudice and stereotypes, as well as clarification of religious, national origin identities and distinctions. Video presentation will highlight cultural challenges for Arabs and Muslims in American society. The session will conclude with an overview of issues affecting Arab Americans on campus, and research priorities in the emerging field of Arab American studies.

**Dr. Fadwa El Guindi**, Professor of Anthropology, University of Southern California—Los Angeles, California

**Dr. Rosina Hassoun**, Assistant Professor, Department of Anthropology, Michigan State University—East Lansing, Michigan

**Ms. Helen Hatab Samhan**, Executive Director, Arab American Institute Foundation—Washington, D.C.

3:00–6:00 p.m.

**WESTIN ST. FRANCIS HOTEL**

Elizabethan D

Second Floor

**MAJOR WORKSHOP 30**

**A New Generation Speaks Out on Diversity—Their Style, Their Issues, Their Century**

A panel of undergraduate students will discuss diversity issues of Southern Arizona, and that of Pima Community College. Each student has participated in the Dean of Student Development's NCORE project, and was selected from many applicants for individual abilities and commitment, as well as the merits of extracurricular diversity efforts. Case studies and solutions will be presented on the following: racial identity; diversity issues at the community college; and creating interactive diversity programs for students, staff, faculty, and the community. Each panel member will provide data and insights from a once called "silent generation." They have each redefined the struggle of diversity and inclusion. The college administrators, student life workers, and student leaders will benefit from this session.

**A Panel of Students from Pima Community College**

**Ms. Anna Richards**, Student Services Specialist, Pima Community College—East Campus—Tucson, Arizona

**Ms. Constance Strickland**, Coordinator, Student Life/Cultural Activities, Pima Community College—East Campus—Tucson, Arizona

3:00–6:00 p.m.

3:00–6:00 p.m.

**WESTIN ST. FRANCIS HOTEL**

Tower A and B

Lobby Level

**3-HOUR CONCURRENT SESSIONS**

**Workforce Learning Communities: Creating Authentically Inclusive and Responsive Teaching, Learning, and Working Environments**

◆◆ Case Studies/Model Programs ◆◆

This session describes a network of engaging pathways for ongoing professional development created at the University of Wisconsin-Madison. The Equity and Diversity Resource Center, in collaboration with the office of Human Resource Development, has developed four 9-month learning communities requiring different levels of time commitment and preparatory investment. Presenters will demonstrate how one underlying assumption, personal and professional change, subsequently contributes toward organizational change and ultimately toward a teaching/learning/working environment and climate which supports and promotes success for ALL. This session should particularly benefit those administrators and faculty interested in learning about a successful program on leadership that incorporates diversity as a critical component in effecting personal, professional and organizational change.

**Dr. Seema Kapani**, Director, Leadership Institute Program, and Coordinator, Diversity Education, Equity and Diversity Resource Center, University of Wisconsin—Madison, Wisconsin

**Dr. Hazel Symonette**, Senior Policy and Planning Analyst, Office of Human Resources Development/Equity and Diversity Resource Center, University of Wisconsin—Madison, Wisconsin

**Level of Experience:** All

3:00–6:00 p.m.  
**HILTON HOTEL**  
Union Square 1 and 2  
Fourth Floor

**Level of Experience:** All

### **Taking Care of Business: Women Building Bridges**

#### ◆◆ Theoretical Models ◆◆

This interactive session will first present an overview of a project that women of color and white women have been engaged in for a number of years, to overcome racism in order to work more effectively with each other—both across color lines and betwixt and between women of color. Secondly, participants will be asked to dialogue some of the questions the groups have recently been addressing. This session should particularly benefit faculty and staff who are interested in building a women's and/or men's alliance group at their institution through the process of dialogue and inquiry where deeper understandings of power and privilege are continually deconstructed and empowerment attained.

**Ms. Cynthia Dowling**, Administrative Assistant, Office of Diversity, De Anza College—Cupertino, California

**Ms. Truly Hunter**, Counselor, De Anza College—Cupertino, California

**Dr. Cynthia Kaufman**, Professor of Philosophy and Women's Studies, De Anza College—Cupertino, California

**Ms. Shirley Kawazoe**, Director, Transfer Center, De Anza College—Cupertino, California

**Ms. Rowena Magdalena Tomaneng**, Professor, Language Arts and Women's Studies, De Anza College—Cupertino, California

**Ms. Jean Miller**, Professor, Language Arts, De Anza College—Cupertino, California

**Dr. Jacquelyn V. Reza**, Professor and Counselor, Women's Studies, De Anza College—Cupertino, California

**Dr. Marion Y. Winters**, Professor, Women's Studies, and Director, Office of Diversity, De Anza College—Cupertino, California

3:00–6:00 p.m.  
**HILTON HOTEL**  
Union Square 3 and 4  
Fourth Floor

**Level of Experience:** All

### **Cross Cultural Communication and Alliance Building: Understanding the Dynamics of Institutional Oppression and Healing Our Communities From its Effects**

#### ◆◆ Interactive Training ◆◆

This session will use theoretical models to understand the dynamic of institutional oppressions, such as racism, classism, sexism, heterosexism by encouraging dialogue and understanding between members of targeted groups. The presenter will emphasize the importance of building trust for effective communication and bringing about transformative change through relationship building. Participants will have an opportunity to apply a model that describes the nature of human beings as inherently cooperative, brilliant and connected to their own experience to better understand their patterned behaviors in response to institutional mistreatments. Participants will also be exposed to strategies and skills to show what it takes to stand up against oppression personally and as an ally. This session should particularly benefit those interested in learning and practicing tools necessary to identify and interrupt the effects of oppression and internalized oppression, and any change agent who wishes to bring about lasting social change in their lives, their communities, or institutions.

**Ms. Nanci E. Luna Jiménez**, Trainer and Consultant, Luna Jiménez Seminars—Portland, Oregon

4:30–6:00 p.m.

## 90-MINUTE CONCURRENT SESSIONS

4:30–6:00 p.m.

WESTIN ST. FRANCIS HOTEL

Essex

Second Floor

### **Level of Experience:**

Novice and Intermediate

### **Summer Fellowships in the Undergraduate Research Opportunity Program at the University of Michigan: Getting Started, Making it Work, Proving it**

◆◆ Research/Assessment/Evaluation ◆◆

The Undergraduate Research Opportunity Program (UROP) was originally developed in 1988 to increase the retention and improve the academic performance of underrepresented minority students by engaging them in research activity. Beginning in 1992, UROP began extending the research pipeline by offering a paid full time summer research experience to undergraduates in the biomedical, physical, and engineering sciences. Since then, programs have expanded to include seminars, academic support services, and graduate school resources. This session aims to assess the effectiveness of these summer research programs and their impact on student participants. Participants will receive sample evaluation materials. This session should particularly benefit program staff administering summer pipeline programs that have interests in learning how to improve the current structure of their program, and how to do a preliminary program assessment and evaluation with little or no formal training.

**Ms. Tanya Drosis**, Coordinator, Fellowship Programs, Undergraduate Research Opportunity Program, University of Michigan—Ann Arbor, Michigan

4:30–6:00 p.m.

WESTIN ST. FRANCIS HOTEL

Yorkshire

Second Floor

### **Level of Experience:** Novice

### **Doing the Impossible: Bridging the Cultural Divide**

◆◆ Case Studies/Model Programs ◆◆

This session reports and discuss the implications of creating a Cultural Board on campus. This is a new and innovative concept, through the office of Student Life, that brings together the social activities within the campus environment. The model program presented has resulted in an increase in program attendance, individual group membership, co-sponsorship among cultural groups, and social activities. This interactive session will provide information on the implementation and impact of the Cultural Board on the campus community. The session should particularly benefit Student Affairs professional, and students who are interested in empowering and bringing unity to cultural advocacy groups.

**Ms. Monica L. Aguirre**, Undergraduate Student, Business Major, Grand Valley State University—Allendale, Michigan

**Ms. Nichelle Carlotta Carpenter**, Undergraduate Student, Child Psychology Major, Grand Valley State University—Allendale, Michigan

**Mr. Ken Champadeng**, Undergraduate Student, Nursing Major, Grand Valley State University—Allendale, Michigan

**Mr. Byron T. Rodgers Jr.**, Undergraduate Student, Hospitality and Tourism Management Major, Grand Valley State University—Allendale, Michigan

**Ms. Latoria Q. Thomas**, Graduate Student, College Student Affairs Leadership, Grand Valley State University—Allendale, Michigan

**Mr. Chase A. Turner**, Undergraduate Student, Broadcast Communications Major, Grand Valley State University—Allendale, Michigan

**Ms. Reina Amada Ysasi**, Undergraduate Student, Human Resource Management Major, Grand Valley State University—Allendale, Michigan

4:30–6:00 p.m.  
**HILTON HOTEL**  
Union Square 21  
Fourth Floor

**Level of Experience:** All

**Asian American and Pacific Islander Serving Institutions (H.R. 333): Recognition, Resources, and Respect**

◆◆ Policy Issues ◆◆

This session reports on an analysis of House of Representatives Bill 333, an amendment to the Higher Education Act of 1965 authorizing grants for institutions of higher education serving Asian Americans and Pacific Islanders (AAPI). While AAPI populations continue to grow, most institutional leaders, faculty, and student affairs' staff have remained unresponsive about the developmental needs of AAPI students and communities. Presenters will focus on the number of challenges that continue to be neglected because this population is viewed as the "model minority." The session will report on the high profile incidents, and an enthusiastic resurgence of student movements demanding more student and community-responsive resources, and AAPI Studies programs. This session should particularly benefit those who wish to learn more about AAPI population needs, and how H.R. 333 would increase the ability of institutions to better serve AAPI community and student needs.

**Ms. Lisa Hasegawa**, Executive Director, National Coalition on Asian Pacific American Community Development—Washington, D.C.

**Ms. Anita Poon**, Officer, Student Affairs, Asian American Studies, University of California—Davis, California

4:30–6:00 p.m.  
**HILTON HOTEL**  
Union Square 5 and 6  
Fourth Floor

**Level of Experience:** All

**Diversity Flashpoints: A Vehicle for Faculty and Staff Development**

◆◆ Interactive Training ◆◆

The primary aim of this session is to share an empirically based interactive approach to developing faculty and staff in managing diversity. This experiential learning session will introduce participants to a set of vignettes that illustrate difficult interpersonal situations in higher education between students and faculty, and/or staff members. The "Diversity Flashpoints" represent opportunities for learning about and appreciating diversity if handled appropriately. Participants will have an opportunity to engage in a discussion of three possible implications that can be drawn from this work. This session should particularly benefit those involved in designing, delivering, or supporting faculty and staff development efforts in diversity.

**Ms. Vickie L. Farmer**, Doctoral Student, Educational Leadership and Policy Studies, University of Washington—Seattle, Washington

**Dr. Joseph E. Garcia**, Professor of Management, and Director, Center for Excellence in Management Education, College of Business and Economics, Western Washington University—Bellingham, Washington

**Dr. Karen J. Hoelscher**, Professor, Elementary Education, College of Education, Western Washington University—Bellingham, Washington

4:30–6:00 p.m.  
**HILTON HOTEL**  
Lombard  
Sixth Floor

**Level of Experience:**  
Intermediate

**Searching for Social Space: The Rebirth of the Afro Latin Cultural Center at Hamilton College**

◆◆ Case Studies/Model Programs ◆◆

This session explores the stages in the rebirth of the Afro Latin Cultural Center. In 1995, Hamilton made a residential life decision to eliminate the ownership of social space by student organizations. As a result, the Black Student Union and La Vanguardia were displaced, the live-in residents were moved, the house was renovated, and office space was created for academic departments. The new assistant dean of students for multicultural student affairs took a leadership role in the revitalization of the house. This session will explore a brief history of the center, the results of the residential life decision, the renovation of the house, and strategies that were used to help the Black Student Union and La Vanguardia reestablish a presence in the house, and renew its mission. This session should particularly benefit directors who are revisiting the mission of their cultural centers, student organizations that are seeking social space on college campuses, and administrators who are trying to maximize the use of space at their respective institutions.

**Dr. Marc C. David**, Assistant Dean of Students, Multicultural Student Affairs, Hamilton College—Clinton, New York



4:30–6:00 p.m.

**HILTON HOTEL**

Union Square 25

Fourth Floor

**Level of Experience:**

Novice and Intermediate

**Creating an Equitable Classroom Culture That Supports Engaged Learning: Diversity and Equity in Education**

◆◆ Curricular/Pedagogical Models ◆◆

This session explores ways in which educators can nurture an equitable learning community in the face of myriad diversities, some visible and others not. Educators are required to critically examine diversity in learning and teaching, paying attention to how teaching styles, class management, and the inclusion or exclusion of knowledge about certain groups, and cultures may affect students' engagement with learning. The session will focus on issues of diversity—cultural, ethnic, racial, interpersonal, social, geopolitical, gender/sexual, or religious—intersect and emerge daily in our classrooms, forcing us to reexamine normative attitudes, assumptions, and ways of teaching. Through a combination of the "Equity Toolkit," excerpts from literatures and films from various cultures, this session will explore the issues raised above, while discussing the ways in which we can transform our classrooms into spaces for equitable and inter-cultural or global learning. This session should particularly benefit those interested in inclusive classrooms, diversity, and multiculturalism, and in using literature to address these issues.

**Dr. Maureen N. Eke**, Interim Associate Vice President for Diversity, Central Michigan University—  
Mt. Pleasant, Michigan

**VIDEO PREVIEW AND DISCUSSION**

***Searching for Asian America***

Speaks to how individuals of multiracial descent are embracing their life experiences as a symbol of the vibrant change in a multicultural society (Nichibe Times). According to 2000 Census statistics, nearly 7 million Americans identify themselves as multi-racial, or hapa. "Hapa" is an engaging documentary about marathon runner and TV producer Midori Sperandio's struggles to come to terms with her hapa identity. Comparing her personal path toward self-awareness as a hapa to the challenges she faces in training for long distance running. Hapa touches upon a national history of anti-miscegenation laws, increasing rates of interracial marriages, and additional census data to provide a context with which to better understand this rapidly growing demographic group.

4:30–6:00 p.m.

**WESTIN ST. FRANCIS HOTEL**

Kent

Second Floor

4:30 6:30 p.m.

## 2-HOUR CONCURRENT SESSIONS

4:30–6:30 p.m.

WESTIN ST. FRANCIS HOTEL

Oxford

Second Floor

### **Level of Experience:**

Novice and Intermediate

### **Enhancing Diversity in the Classroom Through a Campus Experiment in Engaging Faculty in the Work of Diversity**

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

This session reports on the Diversity Inquiry Group (DIG), a campus experiment in engaging the faculty in the work of creating more inclusive classrooms at an urban institution. In addition to learning about the project's challenges, programs, activities and goals, session participants will play an active role in reviewing the project, and will make recommendations for its future. The session will also include a demonstration and discussion of university's *Multicultural Classroom Resource Guide*, an online resource guide for the multicultural classroom which has its foundation an internal database of books, book chapters, articles, and online resources. This session should particularly benefit those involved in teaching and designing multicultural curricula, as well as anyone who has an interest in altering the climate of their campus to make it more inclusive.

**Dr. Gina Sánchez Gibau**, Assistant Professor of Anthropology, Indiana University Purdue University—Indianapolis, Indiana

**Mr. Edward C. Squires**, Program and Research Coordinator, Multicultural Professional Development, Indiana University Purdue University—Indianapolis, Indiana

**Dr. Richard C. Turner**, Chair, Diversity Inquiry Group, Office of Professional Development, and Professor, English and Philanthropic Studies, Indiana University Purdue University—Indianapolis, Indiana

**Ms. Sherrée A. Wilson**, Doctoral Candidate, Educational Leadership and Policy Studies, Indiana University; Director, Multicultural Professional Development, Indiana University Purdue University—Indianapolis, Indiana

4:30–6:30 p.m.

WESTIN ST. FRANCIS HOTEL

Victorian

Second Floor

### **Level of Experience:**

Novice and Intermediate

### **Team Liberation: An Organizational Model of Human Relations Facilitation for Educational Communities**

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

This session presents a human relations facilitation model called "Team Liberation" by Oregon State University. Team Liberation is an organization consisting of a group of student facilitators of human relations workshops. Facilitators design individually crafted workshops that address issues of prejudice, social inequality, power, and communication based on the particular needs and goals of each workshop requested. This is a campus-based organization developed last year to address the lack of any existing model available to deliver human relations/anti-oppression workshops to the campus, and the surrounding community. The session will focus on the development, organizational, and financial structure of Team Liberation, its relevance to the higher education community, and the structure of the workshops themselves. Presenters will provide an example facilitation of the experiential exercises used. The session should particularly benefit those interested in the creation and development of similar organizations in their communities or on their campus, and who wish to embrace diversity education.

**Mr. Michael Fromherz**, Team Liberation Process Coordinator, Diversity Development Office, Oregon State University—Corvallis, Oregon

**Mr. Christian Matheis**, Graduate Student, Philosophy Major, Graduate Teaching Assistant, Difference, Power, and Discrimination, Team Liberation, Diversity Development Office, Oregon State University—Corvallis, Oregon

**Ms. Roni Sue**, Graduate Student, Philosophy Major, Graduate Teaching Assistant, Team Liberation, Diversity Development Office, Oregon State University—Corvallis, Oregon

4:30–6:30 p.m.  
**HILTON HOTEL**  
Mason  
Sixth Floor

**Level of Experience:**  
Intermediate

### **Universalizing Diversity: Addressing 2nd Generation Diversity Challenges in the Ivy Leagues**

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

This session will review the progress and efforts in universalizing diversity at private colleges and universities when facing 2nd generation diversity challenges. Presenters will articulate a framework for understanding a 2nd generation diversity environment; and will examine critically and honestly the experiences, complexities, efforts, and stages of development in schools that are so often regarded as national leaders in education. A representative from Harvard, and experienced administrators from Dartmouth College, Stanford, and the University of Pennsylvania will join together to compare and contrast different efforts taking place, that are moving their campuses beyond the first-generation challenge of access and representation to the second-generation challenges of universalizing diversity. This session should particularly benefit those student affairs administrators who are searching for ways to understand their institution's position and efforts in universalizing diversity while also facing 2nd generation diversity challenges on their campuses today.

**Ms. Valerie M. DeCruz**, Director, Greenfield Center, University of Pennsylvania—Philadelphia, Pennsylvania

**Ms. Carolyn Howard**, Research Assistant/Teaching Assistant, Human Development and Psychology, Graduate School of Education, National Campus Diversity Project, Harvard University—Cambridge, Massachusetts

**Dr. James A. Larimore**, Dean of College, Dartmouth College—Hanover, New Hampshire

**Ms. Holly Fell Sateia**, Dean of Student Life, and Senior Associate Dean of the College, Dartmouth College—Hanover, New Hampshire

**Dr. Marc Lee Wais**, Dean of Students, Stanford University—Stanford, California

**Mr. Tommy Lee Woon**, Associate Dean, Student Life for Pluralism and Leadership, Dartmouth College—Hanover, New Hampshire

### **ENTERTAINMENT SHOWCASE**

An opportunity for conference participants to share creative expressions in the visual and performing arts and deepen their understanding of the individuality, creativity, artistic expression, and cultural expressions of the diverse racial and ethnic communities from which the conference draws.

### **SPECIAL EVENT**

# **JDOTT**

#### **JDOTT-SPONSORED WELCOMING DANCE**

Enjoy an evening of 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.

8:30–10:30 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
California West and East  
Second Floor

10:30 p.m.–1:00 a.m.  
**WESTIN ST. FRANCIS HOTEL**  
Grand Ballroom  
Mezzanine Floor

## DAY AT A GLANCE ■ SATURDAY, MAY 31

<b>7:30–8:00 a.m.</b>	GREETING THE NEW DAY ..... 102
<b>9:00–10:15 a.m.</b>	<ul style="list-style-type: none"> <li>■ Preparing the Next Generation of Faculty: The Rice University Model of the Mellon Minority Undergraduate Fellows Program ..... 102</li> <li>■ Asian Pacific Americans, Leadership Development, and Social Change: Effectively Serving Students on College Campuses ..... 102</li> <li>■ Racial Inclusion or Diversity of Ethnic-Cultural Perspectives: The Politics of Affirmative Hiring and Retention in Small Selective Institutions With Modest Budgets and Endowments ..... 103</li> <li>■ Tracking Foreign Students: The Impact of the New INS Regulations on Illegal Latino Students in American Universities ..... 103</li> <li>■ Teaching Diversity, Living Diversity ..... 103</li> <li>■ Real-Life Retention: Giving Voice to Students of Color in Photos and Discourse ..... 104</li> <li>■ Creating Welcoming Spaces for Diverse Students, Faculty, and Staff ..... 104</li> <li>■ Stories as Medicine: Transformation and Healing Among Students, Faculty, Community, and Local Government Institutions ..... 104</li> <li>■ Diversity Flashpoints: Understanding the Topography of Difficult Interpersonal Situations Grounded in Identity Differences ..... 105</li> <li>■ Teach For America Alumni Panel: What Will it Take to Help More Minority Students Attend College? ..... 105</li> <li>■ Using the Internet to Enhance Teaching and Learning in a Culturally Diverse Classroom ..... 105</li> </ul>
<b>9:00 a.m.–noon</b>	<ul style="list-style-type: none"> <li>■ <b>Major Workshop 32:</b> Personal Narrative: Tapping the Voice Within You ..... 106</li> <li>■ <b>Major Workshop 33:</b> Model Programs for Achieving Campus Diversity ..... 106</li> <li>■ <b>Major Workshop 34:</b> Bridging the Gap: Summer Bridging Programs That Work for Native American Students ..... 106</li> <li>■ <b>Major Workshop 35:</b> New Generation of Latinos Entering College: An Overview of First Generation Latino/a Students at Predominantly White Institutions ..... 107</li> <li>■ <b>Major Workshop 36:</b> Part 1– Prejudice Reduction Workshop ..... 107</li> </ul> <div style="background-color: #cccccc; padding: 5px; margin-top: 5px;"> <p><b>DIALOGUE SESSIONS</b></p> <ul style="list-style-type: none"> <li>■ Affirmative Regression: Questioning How Colleges and Universities Might Sabotage the Best Qualified ..... 108</li> <li>■ Arabs and Muslims in America and the World: Culture, Politics and Current World Crisis ..... 108</li> <li>■ Part I– The “Real” Minority Meets the “Model” Minority: A Black-Asian Dialogue Across Color, Class, and Religion ..... 108</li> </ul> </div>
<b>9:30–11:30 a.m.</b>	<ul style="list-style-type: none"> <li>■ A New Leadership Model for Women of Color: Cultural Identity as a Tool ..... 109</li> <li>■ Race, Ethnicity, and Privilege: Their Affect on Diversity in American Higher Education ..... 109</li> <li>■ Navigating Our Sexual Identity in Critical Multicultural Teaching: The Costs of Hiding Out and Coming Out ..... 109</li> </ul>
<b>10:00 a.m.–5:00 p.m.</b>	EXHIBITOR SHOWCASE AND RESOURCE CENTER ..... 110
<b>10:30 a.m.–noon</b>	<ul style="list-style-type: none"> <li>■ On Finding God in a Sea of Whiteness ..... 110</li> <li>■ A Framework to Foster Diversity: Strategic Planning and Evaluation at Penn State ..... 110</li> <li>■ Understanding Diversity: An Online Staff Development Program ..... 110</li> <li>■ New Paradigms for Diversifying Faculty and Staff in Higher Education: Uncovering Cultural Bias in the Search and Hiring Process ..... 111</li> <li>■ Combating Broken Promises of Equity in Education With Effective Local Organizing, National Networking, and Social Justice Advocacy ..... 111</li> <li>■ Foundations of Pan-Asian American Identity Among Asian American College Student Leaders ..... 111</li> <li>■ From Cholos to Chakespeare: Learning Communities as a Ticket Out of the Barrio ..... 112</li> <li>■ The Effects of a Multicultural Education/Counseling Training Course on Public School Teachers ..... 112</li> <li>■ The Hard Question for Students: How to Respond? ..... 112</li> <li>■ Multiple Voices; Same Song ..... 113</li> <li>■ Unity Through Diversity on College Campuses ..... 113</li> <li>■ An Innovation in Academic Culture: Undergraduates Teaching Undergraduates at the University of Wisconsin-Madison ..... 114</li> <li>■ Sharing What We Have Learned in Diversity Programming: Our Model Works! ..... 114</li> </ul>

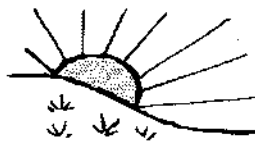
12:30–1:30 p.m.	INFORMAL NETWORKING MEETINGS	114
2:00–3:30 p.m.	<ul style="list-style-type: none"> <li>■ Racial and Ethnic Conflicts in Schools: A Collegiate Model of Student Development in Post-Apartheid South Africa</li> <li>■ Overcoming Negative Perceptions of Career Planning and Placement Services: A Proactive Approach</li> <li>■ A Holistic Approach to Building Cultural Diversity in Higher Education</li> <li>■ Strengthening the University Through Staff Collaboration: The Black Faculty, Staff, and Administrators Association at Boston College</li> <li>■ Learning From Immigrants and Refugees About Negotiation of Borders and Boundaries: The Call for Educational Transformation</li> <li>■ Image Theater: Critical Pedagogy and the Effective Delivery of Diversity Education</li> <li>■ Appreciative Inquiry—An Inclusive Process for Launching/Re-Energizing Your Diversity Efforts</li> <li>■ The Community Scholar Program at Texas Christian University</li> </ul>	115 115 115 116 116 116 117 117
2:00–4:00 p.m.	<ul style="list-style-type: none"> <li>■ Will the Real Affirmative Action Please Stand UP?</li> <li>■ Waking Up to Privilege Systems: Using Critical Autobiography to Expose the Hidden Benefits of Race, Gender, and Sexual Identity Dominance</li> </ul>	117 118
2:00–5:00 p.m.	<ul style="list-style-type: none"> <li>■ <b>Major Workshop 36:</b> Part II—Prejudice Reduction Workshop</li> <li>■ <b>Major Workshop 37:</b> Teaching, Research, Service—and Diversity: Developing and Implementing a University Plan to Increase Faculty, Staff, and Student Diversity</li> <li>■ <b>Major Workshop 38:</b> Men’s Work: Gender, Race, and Sexism</li> </ul>	118 118 119
	<b>DIALOGUE SESSIONS</b>	
	<ul style="list-style-type: none"> <li>■ Part II—The “Real” Minority Meets the “Model” Minority: A Black-Asian Dialogue Across Color, Class, and Religion</li> <li>■ Building Inclusive Communities Through Dialogue and Action—Student Dialogue</li> <li>■ Talking Stones: Sharing Our Asian American and Pacific Islander Experiences</li> <li>■ Being White Allies on Predominantly White Campuses: Let’s Talk About Motivations, Presumptions, Guilt, and Responsibility</li> </ul>	119 119 119 120
	<ul style="list-style-type: none"> <li>■ Bringing in the New: Finding and Adapting Innovative Diversity Exercises for Your Campus</li> <li>■ Nourishing Our Souls: Developing Authentic Relationships Across Race and Gender</li> </ul>	120 120
2:00–5:30 p.m.	<ul style="list-style-type: none"> <li>■ Got Dialogue? Frameworks and Tools for Inter-/Intragroup Interaction on Campus</li> </ul>	121
6:00 p.m.	DINNER	121
6:00–6:20 p.m.	BOOK SIGNING— <i>Jefferson’s Pillow: The Founding Fathers and the Dilemma of Black Patriotism</i> by Roger Wood Wilkins	121
7:15–8:00 p.m.	CONFERENCE CLOSING PLENARY SESSION—Keynote Address by: Dr. Roger Wood Wilkins	122
8:00 p.m.	CLOSING CELEBRATION	122

## SATURDAY, MAY 31, 2003

7:30–8:00 a.m.

For location, please check with  
Registration staff

### GREETING THE NEW DAY



Join members of the American Indian Networking Group in a brief ceremony to welcome the new day. Begun at NCORE '99, this event is becoming an NCORE tradition that fosters a sense of community by sharing a dimension of spirituality.

9:00–10:15 a.m.

9:00–10:15 a.m.

**WESTIN ST. FRANCIS HOTEL**  
Elizabethan A  
Second Floor

**Level of Experience:** All

### 75-MINUTE CONCURRENT SESSIONS

#### **Preparing the Next Generation of Faculty: The Rice University Model of the Mellon Minority Undergraduate Fellows Program**

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

This session will provide a panel discussion on the history, development, and success of Rice University's participation in a national program that addresses the historical absence of racial minorities in Ph.D. programs in the sciences, engineering, social sciences, and humanities. Despite the current national debate on affirmative action in admissions for both private and public colleges and universities, institutions across the country remain committed to culturally diverse student bodies. The framework of the program, developed in response to the 1996 decision of the Fifth District Federal Court of Appeals in *Hopwood vs. Texas*, may be of value to conference participants from other campuses. This session should particularly benefit academic administrators, faculty members, department chairs, deans and others actively engaged in preparing today's undergraduates to pursue academic careers and mentor the diverse college student bodies of the future.

**Dr. José F. Aranda Jr.**, Associate Professor, Chicano Literature, and Co-Coordinator, Undergraduate Mellon Program, Rice University—Houston, Texas

**Dr. Roland B. Smith Jr.**, Associate Provost, and Adjunct Professor of Education, Rice University—Houston, Texas

9:00–10:15 a.m.

**HILTON HOTEL**  
Lombard  
Sixth Floor

**Level of Experience:**  
Novice and Intermediate

#### **Asian Pacific Americans, Leadership Development, and Social Change: Effectively Serving Students on College Campuses**

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

This session introduces an emerging perspective to address the needs of Asian Pacific American (APA) college students and the effectiveness of prevailing leadership development interventions. The commitment to leadership skills development is becoming more prevalent in higher education. Presenters will outline an approach based on a forthcoming publication on APAs and leadership development, and share salient findings from this work. The session will offer insights on how this model may apply to particular settings. Participants will have an opportunity to engage in discussion about how to maximize the effectiveness of this approach to leadership development and social change. This session should particularly benefit those who directly serve APA college students in a variety of capacities, and those interested in learning more about the relevant issues that may influence the leadership development of APA college students, and/or those responsible for designing structured opportunities that target leadership development and social change.

**Mr. Daniello G. Balón**, Doctoral Student, Department of Education Policy and Leadership; Coordinator, Diversity Evaluation and Assessment, Office of Human Relations Programs, University of Maryland—College Park, Maryland

**Mr. Gregory J. Toya**, Interim Director, Cross Cultural Center (CCC) and Lesbian, Gay, Bisexual and Transgender Resource Center, University of California—Davis, California

9:00-10:15 a.m.  
**WESTIN ST. FRANCIS HOTEL**  
Tower A and B  
Lobby Level

**Level of Experience:**  
Intermediate and Advanced

**Racial Inclusion or Diversity of Ethnic-Cultural Perspectives: The Politics of Affirmative Hiring and Retention in Small Selective Institutions With Modest Budgets and Endowments**

◆◆ Policy Issues ◆◆

The primary purpose of this session is to raise complicated questions embedded in the uneasy connection between diversity and Affirmative Action. It will bring to focus the difficulties of justifying affirmative hires under the rubric of ethnic-cultural diversity; and it will also articulate how "elitist" assumptions at small, selective colleges operate as barriers to affirmative hiring. The session will discuss the ideas and suggestions about cultural change in the academy from a systemic perspective. Actual case studies will be used to illustrate both the cultural and structural barriers to the successful hiring and retention of scholars of color. This session should particularly benefit those involved with or interested in the issues of diversity and affirmative faculty hiring (scholars of color interested in employment, administrators, faculty members, students, and staff).

**Dr. Jack Tak Fok Ling**, Director, Diversity and Affirmative Action, Skidmore College—Saratoga Springs, New York

9:00-10:15 a.m.  
**WESTIN ST. FRANCIS HOTEL**  
Borgia  
Mezzanine Floor

**Level of Experience:**  
Intermediate

**Tracking Foreign Students: The Impact of the New INS Regulations on Illegal Latino Students in American Universities**

◆◆ Case Studies/Model Programs ◆◆

This session will address the issue of how to build capacity to overcome racism and other forms of bias. After September 11, the Immigration and Naturalization Service implemented in American colleges and universities new policies such as the Student and Exchange Visitor and Information Systems (SEVIS) and other regulations that mainly affect illegal Latino students and their families. Hispanics have been one of the minority groups more socially segregated in the U.S., thus already suffering isolation, despair and rejection. This group will now also feel the impact of the new regulations implemented by the INS to prevent terrorist threats. This session should particularly benefit those interested in developing strategies to detect, prevent, and minimize the negative effects of these new regulations in cognitive, affective patterns, achievement and academic performance of these illegal Latino students registered in American institutions.

**Dr. Augusto J. Rojas**, Assistant Professor, Department of Teacher Development, St. Cloud State University—St. Cloud, Minnesota

9:00-10:15 a.m.  
**HILTON HOTEL**  
Union Square 21  
Fourth Floor

**Level of Experience:**  
Novice and Intermediate

**Teaching Diversity, Living Diversity**

◆◆ Curricular/Pedagogical Models ◆◆

This session analyzes the tensions between theory and practice in the multicultural college classroom. The presenter uses her contrasting experiences in two courses—"Culture Matters," a multidisciplinary core course that focuses on issues of identity, race, gender, and voice; and "Expository Writing," a freshman composition course. The session will examine the pedagogical strategies and aims of two courses, designed to challenge students' assumptions about their identities, their surroundings, and their cultures. Some of the questions this session will address include the following: How might an interdisciplinary approach in a course enhance classroom practice? What is the relationship between form and content? How does the ethnic, racial, and class identity of students influence course content? Such issues take on increasing importance as general education programs move in the direction of adopting a multicultural curriculum. This session should particularly benefit those who teach issues of diversity, work with diverse student bodies, or teach composition, multicultural literature, and theory.

**Dr. Angelique M. Davi**, Lecturer, English Department, Bentley College—Waltham, Massachusetts



9:00–10:15 a.m.

**WESTIN ST. FRANCIS HOTEL**

**Olympic**

Second Floor

**Level of Experience:** All

**Real-Life Retention: Giving Voice to Students of Color in Photos and Discourse**

◆◆ Research/Assessment/Evaluation ◆◆

This session reports on interviews with students and educators which conducted to identify concrete strategies for increasing retention of students of color on predominantly white institutions. Ethnographic and photographic data on the experiences of the students are used to identify stressors facing students of color, and coping mechanisms used in the college environment. Presenters will discuss the implications of the data, as well as real-life strategies for immediate application to college classrooms and the campus community. This session should particularly benefit students, faculty members, staff, and administrators responsible for diversity initiatives, retention, developing/implementing change, and maintaining a welcoming environment/community. Participants will receive a packet summarizing the data collected and presented.

**Ms. Barbara M. Taliaferro**, Assistant to the President for Human Diversity, Kutztown University—Kutztown, Pennsylvania

**Ms. Shannon A. Wyffels**, Secondary Math Education Student and Photographer, Temple University—Philadelphia, Pennsylvania

**Ms. Wanda K. Wyffels**, Sociology Instructor, Northampton Community College—Philadelphia, Pennsylvania

9:00–10:15 a.m.

**HILTON HOTEL**

**Powell**

Sixth Floor

**Level of Experience:** All

**Creating Welcoming Spaces for Diverse Students, Faculty, and Staff**

◆◆ Case Studies/Model Programs ◆◆

This session will share case studies gathered from General College at University of Minnesota. Analyzing these case studies taken from our own community has assisted in opening a discussion designed to understand issues of race, ethnicity, class, gender, disability, and sexual orientation. Participants will have an opportunity to work on case studies created from actual experiences from our staff, students, and faculty. The session will explain a theoretical model of Multicultural Education based on the work of James Banks, and then participants will engage in small-group discussions to process the case studies, which follows with large-group discussion on possible solutions to these case studies. Participants can take this case studies method to their own institutions as a way to open up dialogue on their own specific issues. This session should particularly benefit those interested in institutional change.

**Ms. Lizette Bartholdi**, Assistant Counselor Advocate, General College Student Services, University of Minnesota—Minneapolis, Minnesota

**Dr. Megumi Yamasaki**, Counselor Advocate, General College Student Services, University of Minnesota—Minneapolis, Minnesota

9:00–10:15 a.m.

**WESTIN ST. FRANCIS HOTEL**

**Victorian**

Second Floor

**Level of Experience:** Novice

**Stories as Medicine: Transformation and Healing Among Students, Faculty, Community, and Local Government Institutions**

◆◆ Curricular/Pedagogical Models ◆◆

This session will present the pedagogy and curricular design that embraced “what’s real” for the diversity of students, i.e., their human and civil rights at Sonoma State. The focus of this session is a student driven research project that resulted from the killing of a former Sonoma State University Asian student by local law enforcement officers. Presenters will describe the history and development of curriculum and pedagogy that supported students in an American Multicultural Studies class by building relationships with the local Central, East, South, and Southeast Asian Pacific Islander and Pilipino communities using oral history, dialogue and traditions as research methodologies. This session should particularly benefit those instructors and students who are working to recruit and retain students of color in order to promote intellectual rigor: a diversity of epistemologies at their academic institution.

**Dr. Jean Ishibashi**, Lecturer, Department of American Multicultural Studies, Sonoma State University—Rohnert Park, California

**Mr. Timothy Sean Chiu**, Undergraduate Student and Research Assistant, Department of American Multicultural Studies, Sonoma State University—Rohnert Park, California

9:00–10:15 a.m.

**HILTON HOTEL**

Mason

Sixth Floor

**Level of Experience:** All

**Diversity Flashpoints: Understanding the Topography of Difficult Interpersonal Situations Grounded in Identity Differences**

◆◆ Theoretical Models ◆◆

The session reports on a study aimed at discovering the nature of issues and contexts in which difficult interpersonal incidents originating in identity difference occur in the lives of students. Data obtained from interviews of thirty-four student affairs' professionals from ten universities yielded one hundred fifty-five "diversity flashpoints." These flashpoint incidents were analyzed, sorted and put into a conceptual framework that describes the nature and the settings of these incidents. The session will describe the study methods and results, and will discuss the possible implications for theoretical development and practical campus diversity work. This session should particularly benefit anyone interested in developing a broad understanding of the nature of diversity flashpoint incidents from a scholarly and practical perspective, as well as those interested in developing policy and practice related to faculty and staff development.

**Ms. Vickie L. Farmer**, Doctoral Student, Educational Leadership and Policy Studies, University of Washington—Seattle, Washington

**Dr. Joseph E. Garcia**, Professor of Management, and Director, Center for Excellence in Management

Education, College of Business and Economics, Western Washington University—Bellingham, Washington

**Dr. Karen J. Hoelscher**, Professor of Elementary Education, College of Education, Western Washington University—Bellingham, Washington

9:00–10:15 a.m.

**HILTON HOTEL**

Union Square 25

Fourth Floor

**Level of Experience:** All

**Teach For America Alumni Panel: What Will it Take to Help More Minority Students Attend College?**

◆◆ Case Studies/Model Programs ◆◆

The nation is in desperate need to increase the diversity of educational leaders who will relentlessly advocate for a public school system that works for *all* children. For thirteen years, "Teach For America" has successfully assembled nearly 9,000 promising leaders to teach for two years in urban and rural areas in the U.S., to make an immediate impact in the classroom, while gaining the understanding, credibility, and network to affect long term systemic changes in our educational systems. This session will feature a panel of "Teach For America" alumni (who currently work in fields of law, public policy, higher education, communications, and public school administration) to discuss the question, "What will it take to increase the diversity of student populations in colleges and universities?" This session should particularly benefit individuals who want to hear what changes in educational policies and strategies may be effective in diversifying a student body. In addition, student leaders who want to learn how they can make an immediate impact and long-term systemic changes to rectify the unequal educational opportunities for everyone in the U.S. will benefit from this session.

**Ms. Kristina Byrd**, Alumni (Phoenix), Teach For America—New York, New York

**Mr. Matthew de Ferranti**, Alumni (Houston), Teach For America—New York, New York

**Ms. Talitha Green**, Alumni (Baltimore), Teach For America—New York, New York

**Ms. Esther Son Young Hahn**, Director of Outreach, Teach For America—New York, New York

**Mr. David Ling**, Alumni (Baltimore), Teach For America—New York, New York

**Ms. Sehba Zhumkhawala**, Alumni (Houston), Teach For America—New York, New York

9:00–10:15 a.m.

**WESTIN ST. FRANCIS HOTEL**

Oxford

Second Floor

**Level of Experience:**

Novice and Intermediate

**Using the Internet to Enhance Teaching and Learning in a Culturally Diverse Classroom**

◆◆ Curricular/Pedagogical Models ◆◆

This session discusses the various methods of delivering education via the online environment, and how such a mode of delivery is leveling the playing field among different sections of the population. Geography, income levels, race, and culture become less potent as barriers to a culturally diverse classroom. The presenter draws upon his teaching experience in the online environment, existing business models of online education, as well as current research on the effectiveness of online education. This session should particularly benefit those involved in policy making at the legislative level and those in higher education institutions, practitioners involved in online education, as well as those involved in achieving diversity in culture, race, ethnicity, national origin in higher education.

**Dr. Prakash L. Dheeriyia**, Professor of Finance, California State University-Dominguez Hills—Rancho Palos Verdes, California

9:00 a.m.–noon  
WESTIN ST. FRANCIS HOTEL  
Elizabethan D  
Second Floor

### MAJOR WORKSHOP 32

#### **Personal Narrative: Tapping the Voice Within You**

By focusing on personal narrative, this session includes activities designed to tap into personal histories and experiences as resources for making art, as well as building confidence and achieving self-empowerment. Based upon the Fulbeck's extensive teaching experience with children, graduate students, "at-risk" teens, and recovering substance abusers, the presenter will emphasize the need for personal grounding and reliance upon one's own experiences for support in both the workplace and educational environments (particularly for members of underrepresented communities). Participants will create short narratives with emphasis on spoken word, humor, and risk.

**Kip Fulbeck**, Professor of Art and Asian American Studies, University of California—Santa Barbara, California

9:00 a.m.–noon  
WESTIN ST. FRANCIS HOTEL  
California East  
Second Floor

### MAJOR WORKSHOP 33

#### **Model Programs for Achieving Campus Diversity**

The National Campus Diversity Project (NCDP) will present preliminary research findings that examine programs promoting racial and ethnic diversity; and attracting, retaining and promoting the achievement of underrepresented students at 50 American postsecondary institutions. NCDP is expanding on current research, to offer institutions an opportunity to reflect on current practices and incorporate best practices inherent at all levels of college life—institutional commitment, pedagogy, student interaction, and program development—into their ongoing activities. The research supports scholarship that: (1) increasing diverse groups on campus is essential to improving campus climates; (2) diverse student bodies have positive impacts on cognitive development and critical thinking; and (3) diversity enhances classroom experiences by introducing broader varieties of experiences and perspectives. The goal of the sessions is to engage participants in a discussion about this research that seeks to identify model undergraduate campus diversity programs.

**Mr. Richard Reddick**, Doctoral Student, Graduate School of Education, and Research Assistant, National Campus Diversity Project, Harvard University—Cambridge, Massachusetts

**Mr. Frank A. Tuitt**, Doctoral Candidate, Graduate School of Education, Co-Chair, Harvard Educational Review, and Research Assistant, National Campus Diversity Project, Harvard University—Cambridge, Massachusetts

9:00 a.m.–noon  
HILTON HOTEL  
Union Square 1 and 2  
Fourth Floor

### MAJOR WORKSHOP 34

#### **Bridging the Gap: Summer Bridging Programs That Work for Native American Students**

This session is designed to help participants examine, and to create on campus summer bridging programs. A model with proven track records at Montana State University, Bozeman. These programs focus on the recruitment, retention, and matriculation of the middle, and high school aged Native American students through the higher education pipeline. The session will highlight culturally-based models that promote career goals in science, math, and the health sciences. Outlines for process of building partnerships between institutions of higher education, tribal groups, public schools, students, retention and recruitment practitioners, administrators, and policy makers will be presented.

**Ms. Franci Taylor**, Adjunct Professor, Native American Studies, Montana State University—Bozeman, Montana

9:00 a.m.-noon  
**HILTON HOTEL**  
Union Square 3 and 4  
Fourth Floor

### MAJOR WORKSHOP 35

#### **New Generation of Latinos Entering College: An Overview of First Generation Latino/a Students at Predominantly White Institutions**

This session is designed to develop, enhance and create interactions among administrators who work with first generation Latino/a students at predominantly white institutions. The session will highlight data collected from thirty, first-generation Latino/a students at public and private four-year predominantly white institutions. The first part of the session will examine academic, social and family concerns first generation Latino/a students face. The second part will discuss outcomes that foster a positive environment for first generation Latino/a students who are having a difficult time making the transition while in college. The third part will focus on creating a safe space where administrators/faculty can interact in an open dialogue and share experiences in working with first generation Latino/a students. Presenters will provide participants with strategies, tools, and programs that can be used to assist first generation students succeed on their campuses.

**Ms. Anamaria Cobo de Paci**, Director, Center for Hispanic Excellence, University of Pennsylvania Philadelphia, Pennsylvania

**Ms. Guadalupe R. Corona**, Director, United Front Multicultural Center- San Diego, California

### MAJOR WORKSHOP 36

#### **Prejudice Reduction Workshop**

This daylong session is developed by the National Coalition Building Institute (NCBI), consists of a series of interactive activities that can empower individuals to build inclusive communities. Objectives include the recognition of misinformation that people have learned about various groups, and learning hands-on tools for dealing effectively with bigoted comments and behaviors. The morning session focuses on how we internalize stereotypes about ourselves, as well as about others. The afternoon session focuses on experiences that help us understand the effect of stereotypes on all of us, both as members of groups, and as individuals. The session ends with the demonstration and practice of a strategy for dealing with inappropriate behaviors. The philosophy underlying this workshop is based on the following elements: individual stories help change attitudes by personalizing discrimination; skills-training empowers people to combat discrimination; and discrimination can be based on a range of issues. This session is intended for both faculty and administrators.

**Dr. A. M. Ulana Klymyshyn**, Director, Multicultural Education Center, Central Michigan University—Mount Pleasant, Michigan

**Ms. Lisa Tiger**, Director, Native American Programs, Central Michigan University—Mount Pleasant, Michigan

Part I  
9:00 a.m.-noon  
**WESTIN ST. FRANCIS HOTEL**  
Elizabethan C  
Second Floor

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

For an overview of Dialogue sessions, see page 4

## DIALOGUE SESSIONS

Dialogue sessions are designed to provide conference attendees with genuine opportunities for dialogue and exchange. These sessions will be facilitated by persons with expertise and experience in each topic area. Facilitators will provide a suitable structure and ground rules for discussion and will encourage constructive dialogue, exchange, sharing, and learning around the session topic.

9:00 a.m.—noon  
**WESTIN ST. FRANCIS HOTEL**  
California West  
Second Floor

### **Affirmative Regression: Questioning How Colleges and Universities Might Sabotage the Best Qualified**

For more than 30 years, civil rights laws and affirmative action guidelines have attempted to eliminate the racism, sexism, and other forms of discrimination that prevented qualified women, people of color, and others from access to employment and education. Yet, as we entered the 21st century, we find that colleges and universities often use complex strategies to prevent the best qualified from succeeding. The convening panel for this dialogue session, seek to explore participants' experiences with this kind of regressive practice. The framework will be to explore the experiences of panelists and participants in these areas, identify the strategies that colleges and universities have used to avoid hiring or promoting the best qualified, and look at the indicators that such sabotage was occurring. The goal is that participants in this dialogue to educate each other, not just about the destructive patterns they have experienced, but also about effective strategies. While we all continue to work toward change, we must avoid unconscious collusion with these patterns.

**The Honorable Cynthia D. Carlson**, Judge, Lane County Circuit Court—Eugene, Oregon

**Dr. Cristine Clifford Cullinan**, Training and Development Administrator, Human Resources, University of Oregon—Eugene, Oregon

**Dr. Carla Gary**, University Advocate and Director, Office of Multicultural Affairs, University of Oregon—Eugene, Oregon

**Dr. Evelyn Hu-DeHart**, Professor of History, and Director, Center for the Study of Race and Ethnicity in America, Brown University—Providence, Rhode Island

**Dr. Tim McMahon**, Faculty Development Consultant, Academic Learning Services, University of Oregon—Eugene, Oregon

9:00 a.m.—noon  
**HILTON HOTEL**  
Union Square 5 and 6  
Fourth Floor

### **Arabs and Muslims in America and the World: Culture, Politics and Current World Crisis**

Through a multimedia presentation and dialogue, this session will discuss such topics as: Islam, the relevant political issues up to the most current world crisis, and highlights of Arab/Islamic culture, which sits on highly desired natural riches and which has continued for thousands of years from the point of the origin of world civilization until today. A packet of materials to guide teachers will be distributed.

**Dr. Fadwa El Guindi**, Professor of Anthropology, University of Southern California—Los Angeles, California

Part I  
9:00 a.m.—noon  
**HILTON HOTEL**  
Union Square 17 and 18  
Fourth Floor

### **The "Real" Minority Meets the "Model" Minority: A Black-Asian Dialogue Across Color, Class, and Religion**

In this experiential dialogue, we encourage members of the African, African American, Black, Asian-American, and Asian Pacific Islander identity groups to come together for honest discussions about our similarities, differences, and the possibilities for coalition and alliance. We will examine how stereotypes of both groups held by the dominant culture create divisions which obscure our commonalities. Using a combination of identity-based "caucus" groups and inter-group dialogues, we will explore these and other questions such as: (1) what are the sources of tension and difference between Blacks and Asians, (2) how can issues of class, color and religion be a bridge between these two groups, (3) what do we need to know about each others' histories in order to come to better understanding, and (4) how can we work together on issues of reparations for slavery, economic justice, religious freedom, and liberation? Participants will receive resources which will help them to develop future dialogues. This dialogue will be useful to those who want to develop resources on ethnic group relations, dialogue facilitation, and coalition building.

**Ms. Nancy Cha**, Coordinator of Residential Education, Colleges Nine & Ten, University of California—Santa Cruz, California

**Ms. V. Robin Grice**, Information Resource Coordinator, Afro-American and African Studies Library, University of Michigan—Ann Arbor, Michigan

**Ms. Andrea Monroe**, Manager of Co-Curricular Programs, College Nine: Global and International Perspectives, University of California—Santa Cruz, California

**Dr. Pamela Motoike**, Coordinator, Introduction to Service Learning Instruction, Service Learning Institute, California State University—Monterey Bay, California

Part II continues  
2:00—5:00 p.m.

**Dr. Biren (Ratnesh) Nagda**, Assistant Professor, School of Social Work, and Director, Intergroup Dialogue, Education and Action (IDEA), Training & Resource Institute, University of Washington—Seattle, Washington  
**Mr. Eric Polite**, Director of Diversity, The Gordon School—East Providence, Rhode Island

9:30–11:30 a.m.

9:30–11:30 a.m.

**WESTIN ST. FRANCIS HOTEL**

**Elizabethan B**

Second Floor

**Level of Experience:** All

## 2-HOUR CONCURRENT SESSIONS

### **A New Leadership Model for Women of Color: Cultural Identity as a Tool**

◆◆ Interactive Training ◆◆

This session focuses on and validates how cultural attributes have contributed to shaping our professional roles, and how we negotiate the academy. All too often the characteristics of leadership are promoted in a very traditional model without regard for the contributions of culture as a tool for being an effective leader. While European-American women have achieved some measure of numerical success as leaders, women of color still contend with issues of invisibility and isolation and continue to be underrepresented in key leadership positions in the academy. Few of the women of color would survive without a strong sense of self that is embedded in our cultural/racial identities. Presenters will assist in developing a personal cultural tool kit that will corroborate and empower the cultural skills brought to the academy. This session will discuss how to work across differences so that diverse cultural attributes are valued and promoted as important tools for success. This session should particularly benefit those who struggle with the conflict of “other’s” misinterpretation of leadership approaches.

**Dr. Nancy “Rusty” Barceló**, Vice President, Minority Affairs, University of Washington—Seattle, Washington

**Ms. Patricia M. Lowrie**, Director, Women’s Resource Center, Michigan State University—East Lansing, Michigan

9:30–11:30 a.m.

**HILTON HOTEL**

**Union Square 15 and 16**

Fourth Floor

**Level of Experience:** All

### **Race, Ethnicity, and Privilege: Their Affect on Diversity in American Higher Education**

◆◆ Interactive Training ◆◆

This session aims to deepen our understanding and appreciation of ways in which race and ethnicity has shaped American culture, social thought, social institutions, intergroup relationships from the colonial era to the present, and subsequently diversity. In American society, race and ethnicity are unavoidable categorizations that affect all groups, as well as the individuals that comprise those groups. The session will address the consequence of these categorizations that is the production of privilege, especially in discussions on diversity. The primary focus will be on underrepresented people with issues of race and ethnicity examined across different ethno-cultural traditions in order to interweave diverse experiences into a larger synthesis relative to the meaning and interpretation of race and ethnicity in American life. This session should particularly benefit practitioners who provide direct service to minority groups, those who are involved in policy making in higher education, and those who would like to better understand power, privilege, and oppression.

**Dr. Darrell Cleveland**, Assistant Professor, Holy Family College—Philadelphia, Pennsylvania

**Mr. J. W. Wiley**, Doctoral Candidate, Philosophy and Cultural Studies, Claremont Graduate University—California; Director, Center for Diversity, Pluralism and Inclusion, State University of New York—Plattsburgh, New York

9:30–11:30 a.m.

**WESTIN ST. FRANCIS HOTEL**

**Georgian**

Mezzanine Floor

**Level of Experience:** All

### **Navigating Our Sexual Identity in Critical Multicultural Teaching: The Costs of Hiding Out and Coming Out**

◆◆ Curricular/Pedagogical Models ◆◆

This session takes a close look at strategies regarding sexual identity declaration, and the implications for both students and educators. There are very real obstacles to coming out at work and managing the tension between teaching about identity, community, and culture and not feeling free to personally acknowledge cultural identities. This session will explore the role of race, ethnicity, and gender in resolving this tension. Systems of oppression and identity development within those systems involve personal risks within potentially transformative academic endeavors. Participants will examine their own experiences in the classroom to explore the benefits and disadvantages of self disclosure. Presenters will also theorize on the impact of their decisions to disclose or not, with particular attention to its importance for gay, lesbian, bisexual, and questioning students of specific races and ethnicities. This session should particularly benefit gay, lesbian, and bisexual educators and students and their allies who are eager to co-create knowledge about navigating sexual identity in higher education.

**Ms. Judy Helfand**, Lecturer, Sonoma State University, and Director, IMPACT Training, Lippin & Associates—Rohnert Park, California

**Dr. Laurie B. Lippin**, Instructor, Community and Regional Development, University of California—Davis, and CEO, Lippin & Associates—Rohnert Park, California

10:00 a.m.–5:00 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Colonial  
Mezzanine Floor

## EXHIBITOR SHOWCASE AND RESOURCE CENTER

10:30 a.m.–noon

## 90-MINUTE CONCURRENT SESSIONS

10:30 a.m.–noon  
**WESTIN ST. FRANCIS HOTEL**  
Tower A and B  
Lobby Level

### **On Finding God in a Sea of Whiteness**

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

This session reports on a pilot program initiated to meet the religious and spiritual needs of those students, faculties, staff and community members who identify with and worship in an African American tradition. Data from our Office of Institutional Research reveals that African American students on our campus identify themselves as actively religious more than white students do. The St. Lawrence University is located in a rural town in upstate New York with Protestant churches, Catholic churches, a synagogue, and even a mosque in the immediate area, but there is no Black church. The university instituted this program as a response to students, faculties, staff, and community members who expressed a sincere desire to have a Black church experience. This session should particularly benefit those who seek innovative ways not only to recruit and retain minority students, but also to improve their quality of life on a predominantly white campus in a predominantly white region.

**Dr. Margaret Kent Bass**, Associate Professor of English, Co-Coordinator, Outreach Program, and Member, Diversity Task Force, St. Lawrence University—Canton, New York

**The Reverend Richard O. Bass Sr.**, Retired Bishop, Christian Methodist Episcopal Church, and Associate Chaplain, Outreach to Minority Students, St. Lawrence University—Canton, New York

**The Reverend Kathleen Buckley**, University Chaplain, and Co-Coordinator of Program, St. Lawrence University—Canton, New York

**Level of Experience:** All

10:30 a.m.–noon  
**HILTON HOTEL**  
Union Square 21  
Fourth Floor

### **A Framework to Foster Diversity: Strategic Planning and Evaluation at Penn State**

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

This session profiles the development, implementation, and assessment of a strategic plan for diversity "A Framework to Foster Diversity at Penn State: 1998-2003." Following a brief history of the context from which the Framework arose, this session will focus on seven challenges and the concrete action plans to help academic and administrative units meet them. The session will discuss the mid-point progress assessment including the resulting best practices, paradigm for diversity, and recommendations and observations, that lead to the end-point evaluations process, projected outcomes, and future diversity strategic planning. This session should particularly benefit those who have approached diversity initiatives in an ad-hoc manner, those considering diversity initiatives within an overall strategic planning context, and those responsible for assessing the impact of diversity planning.

**Dr. Michael H. Blanco**, Senior Diversity Planning Analyst, Office of the Vice Provost for Educational Equity, Pennsylvania State University—University Park, Pennsylvania

**Dr. Thomas G. Poole**, Associate Vice Provost, Educational Equity, Pennsylvania State University—University Park, Pennsylvania

**Dr. Victoria E. Sanchez**, Senior Diversity Planning Analyst, Office of the Vice Provost for Educational Equity, Pennsylvania State University—University Park, Pennsylvania

**Level of Experience:**  
Intermediate and Advanced

10:30 a.m.–noon  
**WESTIN ST. FRANCIS HOTEL**  
Borgia  
Mezzanine Floor

### **Understanding Diversity: An Online Staff Development Program**

#### ◆◆ Training of Trainers ◆◆

This session presents a model for diversity education in an online format for staff and faculty. Presenters created this program in response to the need for more accessible ways to participate in diversity training. The six-week staff development course is developed around six modules which focus on the intersections of cultural identities, gender, race/ethnicity, sexual orientation, and religion/spirituality. The model blends the best of face-to-face diversity education with the flexibility of online instruction, utilizing interactive exercises, readings and dialogue, all within an online environment. In this session, participants will be provided with the conceptual framework of the course, critical components of online education, and suggestions for replicating a similar program at their institutions. This session should particularly benefit those who are involved in diversity education, training, and/or teaching.

**Ms. Karen Roth**, Coordinator, Diversity Education Program, University of California—Davis, California

**Ms. Chris Rubio**, Co-Director, Center for Teaching and Learning, American River College—Sacramento, California

**Level of Experience:**  
Intermediate and Advanced



10:30 a.m. - noon  
WESTIN ST. FRANCIS HOTEL  
Elizabethan A  
Second Floor

**Level of Experience:** All

**New Paradigms for Diversifying Faculty and Staff in Higher Education: Uncovering Cultural Bias in the Search and Hiring Process**

◆◆ Case Studies/Model Programs ◆◆

This session describes a model professional development program on diverse hiring for predominantly white colleges and universities. Since what is often overlooked in the diverse hiring conundrum is the crucial role that search committees and institutional culture play in the recruitment and retention of diverse faculty and staff, this model program has three main purposes: (1) to analyze how the culture of an institution and/or a department could be creating a hostile and exclusionary climate for diverse faculty and staff; (2) to identify cultural biases in the search and hiring process that might be discouraging or excluding diverse candidates; and (3) to create new paradigms, strategies, resources, and practices for recruiting, hiring, and retaining a diverse faculty and staff. This session should particularly benefit those in predominantly white colleges and universities who are not only frustrated by the lack of progress on diverse hiring on their campuses, but also searching for new strategies to increase recruitment, hiring, and retention of diverse candidates.

**Ms. Pauline E. Kayes**, President, DiversityWorks, Inc.—Champaign, Illinois

**Ms. Yvonne Singley**, Doctoral Student, Higher Education Administration, Illinois State University-Normal; Vice President, DiversityWorks, Inc.—Champaign, Illinois

10:30 a.m.—noon  
WESTIN ST. FRANCIS HOTEL  
Olympic  
Second Floor

**Level of Experience:** Novice

**Combating Broken Promises of Equity in Education With Effective Local Organizing, National Networking, and Social Justice Advocacy**

◆◆ Long- and Short-Range Planning ◆◆

This interactive session begins with dialogue on how to effectively take back our educational institutions (K-16) by utilizing local organizing and national networking to activate empowerment within marginalized communities. Hawai'i is made up of minorities, reflected in UH's student body (85% people of color), yet UH decision-makers and faculty are dominated by White males. UH is designing and partnering with the DOE and the private sector to implement institutional changes through a continuum of empowerment. Utilizing service learning, alternative dispute resolution and legitimate civil rights curriculum, UH is developing a system of requirement and accountability. The 21st century students become mentors/mentored, tutors/tutored, mediators/mediated and empowering/empowered on academic issues, social justice issues and civic responsibility. This session should particularly benefit those who are committed to creating fundamental change in education.

**Dr. Beverly A. McCreary**, Gender Equity Counselor, University of Hawaii—Honolulu, Hawaii

**Ms. Jill Leilani Nunokawa**, Civil Right Counselor, University of Hawaii—Honolulu, Hawaii

10:30 a.m. - noon  
WESTIN ST. FRANCIS HOTEL  
Yorkshire  
Second Floor

**Level of Experience:** All

**Foundations of Pan-Asian American Identity Among Asian American College Student Leaders**

◆◆ Research/Assessment/Evaluation ◆◆

This session will provide insight into Pan-Asian identity development among Asian American student leaders on a predominantly white campus. Research was conducted with Asian American students who had chosen to take on leadership roles on a campus where the group makes up approximately 6 percent of the student population. The majority of the students who participated in the study are first- or second-generation Asian Americans, and their identity development is of special importance as they represent the current wave of Asian American activists on college campuses. The presenter will share an overview of the research project, and a summary of the results. Participants will have an opportunity to discuss the implications for working with today's Asian American student leaders on predominantly white campuses. This session should particularly benefit those interested in an aspect of Asian American identity development which is constantly changing—that of the development of a Pan-Asian identity among Asian American college students.

**Dr. Janet S. Nishihara**, Assistant Professor, Educational Opportunities Program, Oregon State University—Corvallis, Oregon

10:30 a.m.–noon

**WESTIN ST. FRANCIS HOTEL**

Essex

Second Floor

**Level of Experience:** All

**From Cholos to Chakespeare: Learning Communities as a Ticket Out of the Barrio**

◆◆ Case Studies/Model Programs ◆◆

This interactive session will provide insight on a model program to address the unique challenges that confront students and institutions when extending educational opportunities to non-traditional college students. The Bridge Program is a learning communities model that recruit and embrace most at risk students. This program is created by faculty and staff at Mt. San Antonio College. The statistics of the Bridge Program demonstrate that at risk students can succeed at a higher rate than all other college students if their educational and psychosocial needs are appropriately addressed. This program takes “cholos” out of the “barrio” and transforms them into successful college students who go on to study higher math and “Chakespeare.” Participants will have an opportunity to explore the specific aspects of developing such an effort on their college campuses.

**Mr. Victor Carrillo**, Undergraduate Student, Psychology Major, Mt. San Antonio College—Walnut, California

**Ms. Patricia Maestro**, Faculty Coordinator for Student Success, Mt. San Antonio College—Walnut, California

**Mr. Phillip Maynard**, Professor, Speech Communication, and Diversity Trainer, Mt. San Antonio College—Walnut, California

**Dr. Audrey Yamagata-Noji**, Vice President, Student Services, Mt. San Antonio College—Walnut, California

10:30 a.m.–noon

**WESTIN ST. FRANCIS HOTEL**

Victorian

Second Floor

**Level of Experience:** All

**The Effects of a Multicultural Education/Counseling Training Course on Public School Teachers**

◆◆ Research/Assessment/Evaluation ◆◆

This session presents information on a successful multicultural education/counseling training course for pre-service and current public school teachers in the College of Education and Behavioral Sciences at the University of Tennessee at Martin. Research findings will be presented to show how successful the training course has been in getting Caucasian public school teachers to have high expectations for all students, to use innovative teaching techniques in the classroom for culturally diverse students, and how to mentor students. Recommendations from Caucasian educators concerning what needs to be done to maintain sustained positive changes following training in multicultural education will be discussed. This session should particularly benefit those who are engaged in multicultural education training for P-12 schools, or those who would like to know the impact of multicultural education training on Caucasians public schools teachers.

**Dr. Ann Duncan**, Assistant Professor of Counseling, and Officer, Equity and Diversity, University of Tennessee—Martin, Tennessee

10:30 a.m.–noon

**WESTIN ST. FRANCIS HOTEL**

Oxford

Second Floor

**Level of Experience:**

Novice and Intermediate

**The Hard Question for Students: How to Respond?**

◆◆ Case Studies/Model Programs ◆◆

This interactive session emerges from the needs and experiences of students involved in planning diversity activities and programs on campus, especially responding to hate incidents. The session will introduce racial identity development theory. Participants will have an opportunity to apply this theory, and work in small groups with case studies of actual incidents to develop responses consistent with racial identity development theory, and practice assessing the needs of their audience through this model. This session should particularly benefit those who are in positions of responding to campus intolerance and building awareness among members of their campus community.

**Mr. Jesse Drews**, Undergraduate Student, Economics Major, Hamline University—St. Paul, Minnesota

**Ms. Kristin Fleischmann**, Undergraduate Student, Social Studies Major, Hamline University—St. Paul, Minnesota

**Mr. Peter Johnson**, Undergraduate Student, English Major, Hamline University—St. Paul, Minnesota

**Ms. Lauri Munoz**, Undergraduate Student, Sociology and Psychology Major, Hamline University—St. Paul, Minnesota

10:30 a.m.–noon

**HILTON HOTEL**

**Mason**

Sixth Floor

**Level of Experience:**

Intermediate and Advanced

**Multiple Voices; Same Song**

◆◆ Long- and Short-Range Planning ◆◆

The Faculty Coalition to Achieve Pluralism (FCAP) is a fourth generation effort of a group of the faculty of color (African American, Asian American, and Latino) and others, to advance cultural pluralism goals on a majority white campus in the Pacific Northwest. This session examines and reports on past and current work within the organizational academic unit to (1) enhance leadership; (2) provide faculty retention through communication, publication and research; (3) connect and maintain connections with ethnic/racial communities; (4) enhance resource development through funded programs and resource leverage opportunities; (5) build on and enhance efforts to increase local social capital; (6) leverage organizational change through strategic action; and (7) develop the linkages of international work with diversity. This session should particularly benefit those who are developing or researching culturally plural strategies to affect change in higher education.

**Ms. Julie Esparza Brown**, Director, Bilingual Teacher Pathways Project, Department of Curriculum and Instruction, Graduate School of Education, Portland State University—Portland, Oregon

**Dr. Samuel D. Henry**, Chairperson, Department of Curriculum and Instruction and, Associate Professor of Education, Graduate School of Education, Portland State University—Portland, Oregon

**Dr. Swapna Mukopadhyay**, Assistant Professor, Mathematics Education, Department of Curriculum and Instruction, Graduate School of Education, Portland State University—Portland, Oregon

**Dr. Xiaoqin Sun-Irminger**, Assistant Professor, Literacy and Language Education, Department of Curriculum and Instruction, Graduate School of Education, Portland State University—Portland, Oregon

**Dr. Jacqueline B. Temple**, Assistant Professor, Multicultural and Special Education, Department of Curriculum and Instruction, Graduate School of Education, Portland State University—Portland, Oregon

**Dr. Yer Thao**, Assistant Professor, Literacy and Language Education, Department of Curriculum and Instruction, Graduate School of Education, Portland State University—Portland, Oregon

**Unity Through Diversity on College Campuses**

◆◆ Case Studies/Model Programs ◆◆

This session will discuss a new program, designed to share the importance of diversity and inclusiveness on a college campus. The Inclusiveness Task Force (ITF) was developed by a group of students at Texas Christian University. This grassroots organization strives to promote inclusiveness by making presentations to student organizations and encouraging them to create programs across lines that historically have never been crossed. The ITF goals are to develop and implement a campaign that results in inclusion of diversity in the curriculum with emphasis on faculty members who are developing courses for the new CORE, encouraging organizers to become more inclusive in their programming, and building a cadre of individuals who will impact our global society. Presenters will provide an in-depth look at the ITF and discuss its organization and activities. Participants will have an opportunity to critically analyze the approach. This session should particularly benefit those involved with the student led initiatives that address campus wide diversity and inclusiveness.

**Ms. Kellen Correia**, Undergraduate Student, Sociology Major, Texas Christian University—Fort Worth, Texas

**Mr. Terry James**, Undergraduate Student, Political Science Major, Texas Christian University—Fort Worth, Texas

**Ms. Maya Pouncy**, Undergraduate Student, Sociology and Spanish Major, Texas Christian University—Fort Worth, Texas

**Ms. Ebony Russo**, Undergraduate Student, Sociology Major, Texas Christian University—Fort Worth, Texas

10:30 a.m.–noon

**HILTON HOTEL**

**Powell**

Sixth Floor

**Level of Experience:** All

10:30 a.m.–noon  
HILTON HOTEL  
Lombard  
Sixth Floor

**Level of Experience:** Novice

### **An Innovation in Academic Culture: Undergraduates Teaching Undergraduates at the University of Wisconsin-Madison**

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

This session reports on the Research Fellows of the Undergraduate Research Scholars program (URS) at the University of Wisconsin. This program connects first- and second-year students, mostly from historically underrepresented groups, to the university's research mission. Research Fellows are juniors and seniors who lead weekly small group meetings designed to foster the development of academic communities amongst the younger students conducting research. Presenters will discuss designing a course syllabus, planning activities, and creating an academic community. The session will also include information on the program's retention efforts aimed at historically underrepresented groups like students of color, first generation college students and women in science. This session should particularly benefit those who work on diversity efforts, especially in the area of recruitment and retention, and those interested in promoting student leadership amongst students from historically underrepresented groups.

**Ms. Lynn Au**, Undergraduate Student, Psychology and Spanish Major, Research Fellow, Undergraduate Research Scholars Program, University of Wisconsin—Madison, Wisconsin

**Mr. Andy DeClercq**, Undergraduate Student, Afro-American Studies Major, Research Fellow, Undergraduate Research Scholars Program, University of Wisconsin—Madison, Wisconsin

**Ms. Emilie Hofacker**, Undergraduate Student, Genetics Science Major, Research Fellow, Undergraduate Research Scholars Program, University of Wisconsin—Madison, Wisconsin

**Ms. Frances Liu**, Research Fellow, Undergraduate Research Scholars Program, University of Wisconsin—Madison, Wisconsin

**Ms. Nonso Njokanma**, Undergraduate Student, Biological Science Major, Research Fellow, Undergraduate Research Scholars Program, University of Wisconsin—Madison, Wisconsin

**Ms. Ify Ofor**, Undergraduate Student, Legal Studies Major, Research Fellow, Undergraduate Research Scholars Program, University of Wisconsin—Madison, Wisconsin

**Dr. Akua Sarr**, Assistant Dean, College of Letters and Science, and Director, Undergraduate Research Scholars Program, University of Wisconsin—Madison, Wisconsin

**Ms. Tyina Steptoe**, Graduate Assistant, History Department, Project Assistant, Undergraduate Research Scholars Program, University of Wisconsin—Madison, Wisconsin

10:30 a.m. noon  
HILTON HOTEL  
Union Square 25  
Fourth Floor

**Level of Experience:**  
Novice and Intermediate

### **Sharing What We Have Learned in Diversity Programming: Our Model Works!**

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

This interactive session will present examples of model university/community projects that were implemented over the past four years at Bowie State University in three Maryland Counties. The W. K. Kellogg Foundation provided funding to support these projects. Presenters will provide information on steps taken to implement the model programs. A "Step by Step Guide" for undertaking similar efforts on large and small campuses will be provided to each attendee. This session should particularly benefit those interested in expanding their diversity initiatives into the community, and those who are beginning or enhancing institutional community diversity partnership initiatives.

**Dr. Zola E. Boone**, Director, Institute for Diversity and Multicultural Affairs, Bowie State University—Bowie, Maryland

**Ms. Anne Landavere**, Community Program Specialist, Institute for Diversity and Multicultural Affairs, Bowie State University—Bowie, Maryland

**Ms. Mildred Linzy**, Community Program Specialist, Institute for Diversity and Multicultural Affairs, Bowie State University—Bowie, Maryland

12:30–1:30 p.m.

### **INFORMAL NETWORKING MEETINGS**

(For description and information, see page 21)

2:00–3:30 p.m.

## 90-MINUTE CONCURRENT SESSIONS

2:00–3:30 p.m.

**WESTIN ST. FRANCIS HOTEL**

**Oxford**

Second Floor

### **Level of Experience:**

Intermediate

### **Racial and Ethnic Conflicts in Schools: A Collegiate Model of Student Development in Post-Apartheid South Africa**

◆◆ Case Studies/Model Programs ◆◆

The Hope Project is a collegiate model of student development in post apartheid South Africa. In an attempt to create global partnerships, this project fosters student, administrative, and faculty exchanges that enhance positive outcomes of educational and ethnic diversity on campus. This session will describe the Hope Project Model of student development, and how recent trips by Senior Student Affairs Administrators to five higher educational institutions in the Western Cape Province of South Africa helped to shape the program components. This session should particularly benefit those who are interested in global exchange opportunities and partnerships, and program development, as well as higher education administrators and faculty and practitioners involved in multi-culturalism and diversity training.

**Dr. Loveness Kaunda**, Dean of Students, University of Capetown—Capetown, South Africa

**Dr. Judy Rashid**, Dean of Students, North Carolina A&T State University—Greensboro, North Carolina

**Dr. Roselle Wilson**, Vice Chancellor, Student Affairs, North Carolina A&I State University—Greensboro, North Carolina

2:00–3:30 p.m.

**HILTON HOTEL**

**Mason**

Sixth Floor

### **Level of Experience:** All

### **Overcoming Negative Perceptions of Career Planning and Placement Services: A Proactive Approach**

◆◆ Case Studies/Model Programs ◆◆

This interactive session reports on research to increase minority student use of college career planning and placement services. Research findings were initially presented at NCORE 2002. This session focuses on solutions to the problems/challenges evidenced in that research. Presenters will discuss the implications for methods and procedures, policies, and programs at the institutional level and recommendations for strategies and approaches to enhance the usage experience for students of color. Participants will have an opportunity to discuss recommendations and share thoughts on implementing identified solutions at their campuses and formulating best practice models. This session should particularly benefit those involved in policy making at the institutional level, practitioners who provide career services to students of various ethnic groups, and those who have an interest in the success of minority students.

**Dr. Sylvia R. Carey**, Dean of Honors, Dillard University—New Orleans, Louisiana

**Mr. Charles W. Richardson Jr.**, Doctoral Student, Marketing and International Business, Lubin School of Business, Pace University—Montclair, New Jersey

2:00–3:30 p.m.

**HILTON HOTEL**

**Union Square 25**

Fourth Floor

### **Level of Experience:** All

### **A Holistic Approach to Building Cultural Diversity in Higher Education**

◆◆ Long- and Short-Range Planning ◆◆

This session will present a model for administrators, faculty, students and community leaders interested in enhancing cultural diversity in a college environment. Emphasis will be on collaborative program development that focuses on providing quality education, professional growth, and respect for cultural perspectives on a predominantly white college campus. Presenters will provide data that demonstrates the collaboration, creativity, organization, and structure needed to motivate and engage others in a joint effort that reflects the view "It Takes a Village to Raise a Child." This session should particularly benefit those involved in developing programs through their campus Multicultural Center, Diversity Specialists who are interested in building diversity on campus, Career Development Specialist, Alumni Coordinators, Fundraising Coordinators, and those interested in innovative ways to provide enriching experiences that build awareness, educate, and facilitate change.

**Ms. Velda McRae**, Doctoral Candidate, Institutionalizing Diversity: Transforming Higher Education, Union Institute & University-Cincinnati; Human Resources Business Partner, Bentley College—Waltham, Massachusetts

**Ms. Claudia Salguero**, Doctoral Student, Higher Education Administration, University of Massachusetts-Boston; Assistant Director, Multicultural Center, Bentley College—Waltham, Massachusetts

2:00–3:30 p.m.  
**HILTON HOTEL**  
Union Square 5 and 6  
Fourth Floor

**Level of Experience:** All

**Strengthening the University Through Staff Collaboration: The Black Faculty, Staff, and Administrators Association at Boston College**

◆◆ Case Studies/Model Programs ◆◆

This session will describe the development of a campus wide organization which brings together Black staff, faculty, and administrators to advocate on behalf of staff concerns and student issues. The organization raises the bar on the university's commitment to diversity and helps to inform members of universitywide issues, as well as create a conduit for information on access to upward mobility. This session should particularly benefit those who want to learn how to develop and implement an effective organization that is concerned with improving the quality of life for Black persons (or other cultural groups) working or matriculating at predominantly white colleges and universities.

**Ms. Paulette Durrett**, Assistant Dean, Student Development, Boston College—Chestnut Hill, Massachusetts  
**Ms. Carolyn Jupiter-McIntosh**, Documents Services Specialist, O'Neill Library, Boston College—Chestnut Hill, Massachusetts

2:00–3:30 p.m.  
**HILTON HOTEL**  
Union Square 21  
Fourth Floor

**Level of Experience:** All

**Learning From Immigrants and Refugees About Negotiation of Borders and Boundaries: The Call for Educational Transformation**

◆◆ Theoretical Models ◆◆

This session presents reflections derived from a three-year FIPSE grant project in a community college. Focused on expanding opportunities for immigrants and refugees and promoting recognition of their contributions to campus and community, this project generated a multidimensional model for addressing the complex issues involved. The session discusses the deeper systemic issues revealed in this kind of change effort, because of the unique issues and experiences of immigrants and refugees and their particular "in between" positions, challenging many existing borders, boundaries, and multicultural frameworks. Resource materials will be shared, and some of the transformative implications will be considered. This session should particularly benefit those who teach and provide services to immigrants and refugee students, faculty involved in multicultural education, and administrators interested in campus-wide diversity efforts and institutional change.

**Dr. Alexandra Hepburn**, Project Director, Faces of Our Community, E.I.P.S.E. Grant Project, Shoreline Community College—Seattle, Washington  
**Ms. Venus Gomez-Deming**, Faculty, Dietetic Technology/Nutrition, Shoreline Community College—Seattle, Washington  
**Ms. Victoria Lauber**, Program Manager, Faces of Our Community, E.I.P.S.E. Grant Project, Shoreline Community College—Seattle, Washington

2:00–3:30 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Victorian  
Second Floor

**Level of Experience:**  
Novice and Intermediate

**Image Theater: Critical Pedagogy and the Effective Delivery of Diversity Education**

◆◆ Interactive Training ◆◆

The purpose of this session is to challenge, and encourage human relations trainers in the area of non-traditional multicultural and diversity instruction delivery. The session explores the teachings of Paulo Freire and Augusto Boal in relation to social justice issues. Participants will have an opportunity to examine the importance of verbal and nonverbal miscommunications. Special emphasis is placed on the usage of Forum Theater and Image Theater in the classroom. Participatory activities gleaned from other academic disciplines are also included. It is hoped that participants will share their collective voice and expertise in this exchange. This session should particularly benefit educators, counselors, and community activists who wish to go beyond the traditional curriculum in order to enhance the staying power of student learning that takes place in the classroom.

**Dr. Franklin T. Thompson**, Assistant Professor, College of Teacher Education, University of Nebraska-Omaha, Nebraska

2:00–3:30 p.m.

**WESTIN ST. FRANCIS HOTEL**

**Yorkshire**

Second Floor

**Level of Experience:**

Novice and Intermediate

**Appreciative Inquiry—An Inclusive Process for Launching/Re-Energizing Your Diversity Efforts**

◆◆ Long- and Short-Range Planning ◆◆

This session explores the Appreciative Inquiry (AI) process in the context of campus diversity efforts. A strategy for purposeful change, Appreciative Inquiry is a cooperative search for strengths within individuals and the system. Rather than focusing on what is wrong with the minimalist goal of reversal and prevention, AI seeks out what is right in order to energize people toward articulating, developing, and working toward the ideal. Participants will engage in an interactive experience using the Discovery phase of AI, and will leave with resources and a sample template for applying AI to their own campus diversity efforts. This session will also showcase how the AI process was used in the launch of Anoka-Ramsey Community College's Diversity Committee and their development of a campus-wide diversity action plan. This session should particularly benefit both those who are launching new diversity initiatives, and those who desire to breathe new life into current strategies.

**Ms. Stacy McCaskill**, Dean, Educational Services, Anoka-Ramsey Community College—Coon Rapids, Minnesota

**Ms. Lynn Olson**, Facilitator, Appreciative Inquiry—St. Paul, Minnesota

2:00–3:30 p.m.

**WESTIN ST. FRANCIS HOTEL**

**Essex**

Second Floor

**Level of Experience:** All

**The Community Scholar Program at Texas Christian University**

◆◆ Case Studies/Model Programs ◆◆

The session will provide an in-depth look at the Community Scholar Program at Texas Christian University. Presenters will discuss how the university recruited over the past three years, and to this point, retained all student scholars. The session will provide insight on the program's initial struggles and its growth. Participants will have an opportunity to critically analyze this unique approach to increase the number of students of color on campus, and to create a campus environment that empowers all students to become prepared for the global community.

**Dr. Cornell Thomas**, Professor and Special Assistant to the Chancellor for Diversity and Community, Texas Christian University—Fort Worth, Texas

**Ms. Aisha Torrey-Sawyer**, Admission Counselor, Texas Christian University—Fort Worth, Texas

**Mr. Darron Turner**, Assistant Dean, Student Affairs, and Director, Intercultural Education and Services, Texas Christian University—Fort Worth, Texas

2:00–4:00 p.m.

**2-HOUR CONCURRENT SESSIONS**

2:00–4:00 p.m.

**WESTIN ST. FRANCIS HOTEL**

**Olympic**

Second Floor

**Level of Experience:**

Intermediate

**Will the Real Affirmative Action Please Stand UP?**

◆◆ Policy Issues ◆◆

Affirmative action is the nation's most ambitious attempt to redress its long history of racial and sexual discrimination. But these days it seems to incite, rather than ease, the nation's internal divisions. Presenters will report on recent court cases, initiatives, and President Bush's anti-affirmative action position. The session will examine through the use of research studies, scholarly journals and anecdotal evidence the importance and significance of the presence of Affirmative Action in higher education, especially on predominantly white campuses. On December 2, 2002, the U.S. Supreme Court agreed to review two civil rights cases challenging the discriminatory admissions policies at the University of Michigan's law school and undergraduate programs. Pacific Legal Foundation urged the High Court to grant review in both cases and will be arguing further that both programs should be struck down as unconstitutional. The essential issue in both cases is whether public universities can use race as a factor in college admissions. This session should particularly benefit those involved in policy making at the institutional level, and those concerned about issues of diversity, campus climate, and recruitment/retention of under-represented populations.

**Ms. Matsimele Changa "MC" Diop**, Doctoral Candidate, Research Methodologies; Assistant to the Vice President, Student and Outreach Services, and Director, Multicultural Student Services, University of North Dakota—Grand Forks, North Dakota

**Dr. Cheryl E. Saunders**, Director, University Learning Center, University of North Dakota—Grand Forks, North Dakota



2:00–4:00 p.m.  
WESTIN ST. FRANCIS HOTEL  
Tower A and B  
Lobby Level

**Level of Experience:**  
Intermediate

### **Waking Up to Privilege Systems: Using Critical Autobiography to Expose the Hidden Benefits of Race, Gender, and Sexual Identity Dominance**

#### ◆◆ Theoretical Models ◆◆

This session explores multiple and intersecting oppressions through the theoretical lens of privilege. The session will critically examine the privilege systems of race/ethnicity, gender, and sexual orientation as “critical beneficiaries” of these systems of institutionalized inequality. Using an autobiographical forensics approach, the presenters report on what they learned about the nature of privilege and the developmental process by which each came to understand that they benefited from unearned and previously unknown advantages resulting from social oppression. Participants will learn to identify privilege within and across identities and strata of society, to interrogate the common features that can be found in all privilege systems, deepen understanding about how and why privilege remains invisible to those whom it benefits, and to identify specific ways each of us can use our unearned advantages to weaken systems of unearned advantage. The session will provide several strategies for constructively interrogating social privilege as a community of learners. This session should particularly benefit administrators and policy makers, classroom teachers, human resource officers in charge of student and faculty diversity recruitment and/or retention programs, curriculum designers, and individuals seeking a deeper understanding of the intersections of multiple privilege systems.

**Mr. Victor Lee Lewis**, Co-Director and Founder, Center for Diversity Leadership—Berkeley, California

**Dr. Peggy McIntosh**, Associate Director, Center for Research on Women, Wellesley College—Wellesley, Massachusetts

**Mr. Hugh Vasquez**, Co-Director, Center for Diversity Leadership, Founder, TODOS Institute—Walnut Creek, California

Part II  
2:00–5:00 p.m.  
WESTIN ST. FRANCIS HOTEL  
Elizabethan C  
Second Floor

### **MAJOR WORKSHOP 36**

**Prejudice Reduction Workshop**  
(For workshop description, see page 107)

2:00–5:00 p.m.  
WESTIN ST. FRANCIS HOTEL  
Elizabethan D  
Second Floor

### **MAJOR WORKSHOP 37**

**Teaching, Research, Service—and Diversity: Developing and Implementing a University Plan to Increase Faculty, Staff, and Student Diversity**

This session presents a comprehensive Diversity Plan that addressed four barriers to the creation of an academic and social environment from which faculty, students and staff from diverse groups derive equal benefits, and in which all feel equally “at home.” In 1999–2000, the University of Louisville, College of Arts and Sciences implemented this plan which emphasizes on employee diversity; faculty satisfaction and retention; student diversity, retention and graduation; and programmatic diversity (i.e., curriculum and racial climate). To date, implementation of the plan has produced the following outcomes: an increase of African American faculty and administrators; diversity and retention plans at the academic department level; on-going diversity education workshop series for faculty and staff; a cultural diversity core curriculum requirement; the creation of a student services unit in the college; administrative internships for faculty of color; and a special research fund for African American faculty. In February, 2002, the University President adopted the college plan as the model for the development of a comprehensive university diversity plan. The session will examine the development, major components, and implementation of the university plan.

**Dr. J. Blaine Hudson**, Associate Professor and Chair, Department of Pan-African Studies; Associate Dean, College of Arts and Sciences, University of Louisville—Louisville, Kentucky

2:00–5:00 p.m.  
**HILTON HOTEL**  
Union Square 15 and 16  
Fourth Floor

### MAJOR WORKSHOP 38

#### Men's Work: Gender, Race, and Sexism

This session should particularly benefit those who are interested in learning more about their individual reactions and responses to the multiple layers of oppression inherent in racism and sexism. Presenters, a Euro-American and an African-American male will provide an opportunity for an in-depth exploration of how men can challenge, and heal the wounds of racism and sexism. The session presents theoretical foundations, which engage participants in dialogue, experiential activities, and reflection, allowing them to examine the pervasive effects of racism and sexism upon our lives, and the role power plays in its perpetuation. The session will also explore the ways men are harmed by sexism, and how understanding racism can lend clarity to understanding sexism. This session is intended to offer support to men, who want to become better allies, and individuals who work with men who want to do more effective work on building multi-cultural organizations.

**Dr. Paul Kivel**, Violence Prevention Educator and Writer, Todos Institute—Oakland, California

**Mr. Rodney S. Patterson**, Doctoral Student, Education Administration, Assistant to the Vice President, Student Affairs and Services, and Director, Racial Ethnic Student Affairs, Michigan State University—East Lansing, Michigan

For an overview of Dialogue sessions, see page 4

### DIALOGUE SESSIONS

Dialogue sessions are designed to provide conference attendees with genuine opportunities for dialogue and exchange. These sessions will be facilitated by persons with expertise and experience in each topic area. Facilitators will provide a suitable structure and ground rules for discussion and will encourage constructive dialogue, exchange, sharing, and learning around the session topic.

Part II  
2:00–5:00 p.m.  
**HILTON HOTEL**  
Union Square 17 and 18  
Fourth Floor

#### The "Real" Minority Meets the "Model" Minority: A Black-Asian Dialogue Across Color, Class, and Religion

(For dialogue description, see page 108)

2:00–5:00 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Elizabethan B  
Second Floor

#### Building Inclusive Communities Through Dialogue and Action—Student Dialogue

Students who attend this highly interactive session will come away with skills for building a community that includes people from a variety of races, beliefs, ethnic backgrounds, and other ways in which we identify ourselves. Participants will learn how to address issues and develop strategies for individual, cultural, and institutional change while engaging in an open and honest dialogue with other delegates. We will have one-on-one conversations, as well as small- and large-group experiences in this fun, eye-opening, and very involved session led by experienced professionals with a life-long commitment to issues of justice and inclusion. This dialogue session should particularly benefit students interested in developing a support network with students from other campuses to share successes and challenges with after you leaving the conference.

**Ms. Doris A. Kratt**, Faculty Associate, Claremont Graduate University—Claremont, California

**Mr. William E. Kratt**, Associate Director, Office of Student Life and Cultural Centers, California State Polytechnic University—Pomona, California

2:00–5:00 p.m.  
**WESTIN ST. FRANCIS HOTEL**  
Elizabethan A  
Second Floor

#### Talking Stories: Sharing Our Asian American and Pacific Islander Experiences

This interactive session is designed to focus on the unique experiences and voices of our Asian and Pacific Islander colleagues. Please join us to share your personal and family experiences, narratives, and stories! Our goal is to share and celebrate our Asian and Pacific Islander identities through oral tradition. We hope that by voicing our narratives from childhood, or of present day experience, we will weave ourselves into a stronger and more unified group at NCORE. These narratives are an integral part of who we are as Asian and Pacific Islanders and often drive us to join in the fight against racism. Our goals for this dialogue include: (1) building a vocal and visible API community supportive of NCORE, (2) creating regional and national networking opportunities for API caucus members, (3) celebrating the diversity among API identities and experiences, (4) increasing understanding of our own and other cultures, (5) combating stereotypes and anti-Asian racism, and (6) encouraging coalition building across ethnicities and races.

**Mr. Jason Minh Alt**, Residence Coordinator and Coordinator, Human Intercultural Relations, State University of New York-Purchase College—Purchase, New York

**Ms. Pamela Huang Chao**, Professor, Sociology, American River College—Sacramento, California

**Ms. Lorraine Chow**, Professor, Early Childhood Education, American River College—Sacramento, California

2:00–5:00 p.m.

**WESTIN ST. FRANCIS HOTEL**

**Georgian**

Mezzanine Floor

**Being White Allies on Predominantly White Campuses: Let's Talk About Motivations, Presumptions, Guilt, and Responsibility**

This is a straight forward dialogue on being appropriate allies. Issues to be discussed will include misconceptions about being allies, common mistakes made by the well meaning, the need for examining your motivations, and the necessity of working with rather than doing for members of allied groups. Facilitators will speak from their own experiences in attempting to work for change, with others and with one another, and invite individuals to join the conversation, who would like to explore these issues and discuss how they work on their own campuses.

**Dr. Cristine Clifford Cullinan**, Training and Development Administrator, Human Resources, University of Oregon—Eugene, Oregon

**Dr. Carla Gary**, University Advocate and Director, Office of Multicultural Affairs, University of Oregon—Eugene, Oregon

**Dr. Robin Holmes**, Director, Counseling and Testing Center, University of Oregon—Eugene, Oregon

**Ms. Gwen Jansen**, Coordinator, Bias Response Team Advocacy, and Assistant to Director, University Counseling and Testing Center, University of Oregon—Eugene, Oregon

**Dr. Tim McMahon**, Faculty Development Consultant, Academic Learning Services, University of Oregon—Eugene, Oregon

**Ms. Consuela Zumwalt**, Academic Advisor, Office of Multicultural Affairs, University of Oregon—Eugene, Oregon

2:00–5:00 p.m.

2:00–5:00 p.m.

**WESTIN ST. FRANCIS HOTEL**

**Borgia**

Mezzanine Floor

**3-HOUR CONCURRENT SESSIONS**

**Bringing in the New: Finding and Adapting Innovative Diversity Exercises for Your Campus**

◆◆ Training of Trainers ◆◆

While diversity continues to be a topic of conversation on college campuses, facilitating that discourse in innovative and effective ways has been the cause of much consternation. Those whose job it has become to engage constituencies in workshops, training sessions, and other programming that foster an understanding of differences have found that their resources are few and in need of modification. For many years, for-profit consulting firms and publishing companies have developed a number of innovating tools that are readily transferable to the campus community. This hands-on session will teach participants the six essential areas to consider when adapting training activities. Participants will practice utilizing the five components by adapting a number of activities for different constituents. This session should particularly benefit experienced trainers who are looking for innovative ways to engage their various constituents in discussions about diversity.

**Mr. Moacir "MO" Barbosa**, Project Coordinator, Boston BEST Initiative, The Media Foundation—Boston, Massachusetts

**Ms. Colette M. Cummings**, Associate Dean of Students, Webster University—St. Louis, Missouri

2:00–5:00 p.m.

**HILTON HOTEL**

**Union Square 3 and 4**

Fourth Floor

**Nourishing Our Souls: Developing Authentic Relationships Across Race and Gender**

◆◆ Training of Trainers ◆◆

This session explores the importance of authentic relationships across difference in social justice education. Developing authentic relationships that are grounded in trust, respects for differences, intentional dialogue and mutual support are key factors to an effective diversity facilitator team. This session addresses the ongoing process of creating a co-facilitator and curriculum development team committed to raising self-awareness, applying new information and ideas, and leading an organizational change process focused on dismantling multiple forms of oppression. Participants will be engaged in an adult learner centered and interactive exercises to practice the process of intentional dialogues across racial and gender differences. The session will provide approaches to authentic and ally relationships applicable across numerous areas of difference. Participants will also be exposed to barriers for effective and supportive communications across racial and gender differences, and strategies for multicultural self development for continued personal and interpersonal growth. This session should particularly benefit those who are providing leadership to diversity/multicultural initiatives and training programs, human resource professionals, and those interested in development of a multicultural training curriculum.

**Ms. Karen Pace**, Program Leader, Diversity and Multicultural Education, Michigan State University Extension—East Lansing, Michigan

**Mr. Dionardo Pizaña**, Interim Diversity and Personnel Specialist, Michigan State University Extension—East Lansing, Michigan

For an overview of Dialogue sessions, see page 4

## DIALOGUE SESSIONS

Dialogue sessions are designed to provide conference attendees with genuine opportunities for dialogue and exchange. These sessions will be facilitated by persons with expertise and experience in each topic area. Facilitators will provide a suitable structure and ground rules for discussion and will encourage constructive dialogue, exchange, sharing, and learning around the session topic.

2:00–5:30 p.m.

**HILTON HOTEL**

**Union Square 1 and 2**

Fourth Floor

### **Got Dialogue? Frameworks and Tools for Inter/Intragroup Interaction on Campus**

This interactive session will discuss the framework of using intergroup and intragroup dialogue on college campuses to promote understanding of intergroup relations and social justice education. This session will incorporate both presentation of theoretical material and interactive participation through relevant exercises. Participants will gain an understanding of how to use an anti-oppression model of dialogue, and will learn tools for using this model in their work with college students.

**Dr. Kelly E. Maxwell**, Associate Director, The Program on Intergroup Relations, University of Michigan—Ann Arbor, Michigan

**Ms. Monifa C. Thompson**, Co-Director, The Program on Intergroup Relations, University of Michigan—Ann Arbor, Michigan

6:00 p.m.

**HILTON HOTEL**

**Continental Ballroom**

Ballroom Level

## DINNER

6:00–6:20 p.m.

**HILTON HOTEL**

**Continental Ballroom**

Ballroom Level

### **BOOK SIGNING—*Jefferson's Pillow: The Founding Fathers and the Dilemma of Black Patriotism***

Dr. Roger Wood Wilkins

7:15-8:00 p.m.

**HILTON HOTEL**

**Continental Ballroom**  
Ballroom Level

For book signing of *Jefferson's Pillow: The Founding Fathers and the Dilemma of Black Patriotism*, see page 121

## CONFERENCE CLOSING PLENARY SESSION



**Keynote Address:**

**DIVERSITY: EDUCATION FOR AN EMERGING AMERICA**

**Dr. Roger Wood Wilkins** is a Clarence J. Robinson Professor of History and American Culture at George Mason University in Fairfax, Virginia. A distinguished author, scholar, and public servant, he served as an Assistant Attorney General during the Johnson Administration. As the President of the student chapter of the NAACP at the University of Michigan in the early 1950s, he personally petitioned the Regents on behalf of the three professors who are honored by the Annual Lecture on Academic and Intellectual Freedom. As a journalist, he has written for the *New York Times*, *The Washington Post*, and *The Washington Star*. While on the editorial staff of the *Post*, he earned a Pulitzer Prize in 1972, which he shared with Woodward, Bernstein, and Herblock, for the Watergate coverage. A past chairman of the Pulitzer Prize Board, he currently serves as Chair of the Board of Trustees of the African American Institute and is a Co-Vice Chair of the Board for the NAACP Legal Defense Fund. He is the author of *A Man's Life* (1982) and editor with former Senator Fred R. Harris of *Quiet Riots: Race and Poverty in the United States*. Among his many awards are NAACP Legal Defense Fund Pro Bono Award; New York Civil Liberties Union, Roger Baldwin Career Service Award; Los Angeles NAACP, Roy Wilkins Career Civil Rights Contributions Award; WHMM - TV: Host of Interview Series "Washington's Leaders" (1989-1993); and George Mason University Distinguished Faculty Member of the Year (1990-91); as well as seventeen honorary degrees. His most recent book *Jefferson's Pillow: The Founding Fathers and the Dilemma of Black Patriotism* (2001) published by Beacon Press.

8:00 p.m.

**HILTON HOTEL**

**Continental Ballroom**  
Ballroom Level

## CLOSING CELEBRATION

## SUNDAY, JUNE 1, 2003

8:30 a.m.-12:30 p.m.

The cost of the tour is \$25 per person. Make payment at conference registration desk

Each bus tour is limited to 55 persons

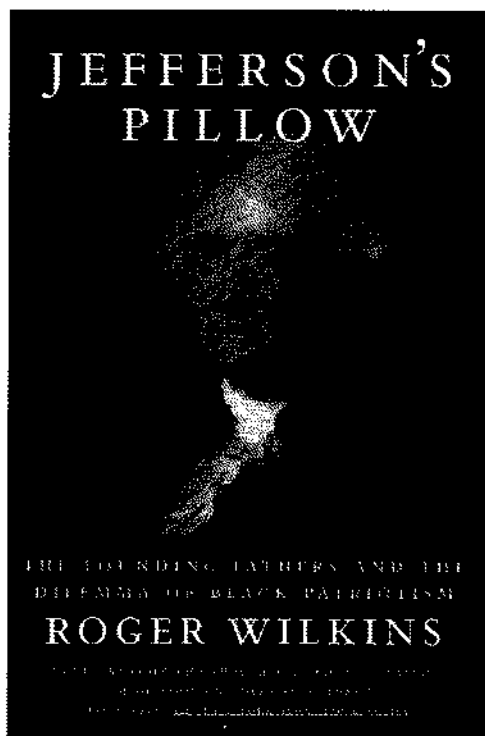
For departure information check with the conference registration desk

## POST-CONFERENCE TOUR

**The Communities and Neighborhoods of San Francisco: The New American Tapestry**  
(For tour description, see page 5)

**"An extraordinarily thoughtful and illuminating meditation on American history."**

**—Ira Berlin, *The New York Times Book Review***



\$14.00 / paperback

"Astonishing. . . Wilkins provides a brief, but tremendously incisive demythologizing of four Virginian founders."

**—*Publishers Weekly* (starred review)**

"Brilliant. . . In its persuasive blend of logic and lyricism, Wilkins's language at its most potent is positively . . . Jeffersonian. His infinitely readable prose and powerful reasoning would doubtless have astounded the sage of Monticello."

**—Jabari Asim, *The Washington Post***

"Wilkins explores with great eloquence and passion the ultimate contradiction of our society—between being a free American, a descendant of slavery, and the beneficiary of those who went before him."

**—David Halberstam, author of *War in a Time of Peace***

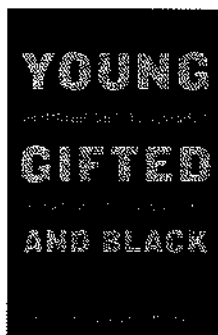
An outspoken participant in the civil rights movement, the assistant attorney general during the Johnson administration, and a Pulitzer Prize notable for his Watergate editorials, Roger Wilkins explores the lives of our founding fathers, focusing on how race and slavery still impede our progress.

## ALSO AVAILABLE FROM BEACON PRESS

**YOUNG, GIFTED, AND BLACK**  
*Promoting High Achievement among African-American Students*  
Theresa Perry, Claude Steele, and Asa Hilliard III

"I am awed by the lucidity and careful crafting of these essays. The authors—all scholars of impeccable credentials in their respective fields—capture with unprecedented cogency the real issues surrounding the so-called 'achievement gap.'"

**—Lisa Delpit, author of *Other People's Children***



\$25.00 / hardcover



\$16.00 / paperback

**Radical Equations**  
*Civil Rights from Mississippi to the Algebra Project*

Robert P. Moses and Charles E. Cobb, Jr.

"This is the definitive book on one of the most important projects of youth empowerment and citizenship of our times."

**—Cornel West**

**Available in bookstores everywhere**

# The University of Oklahoma is the proud home of the Southwest Center for Human Relations Studies, host of the National Conference on Race and Ethnicity

- OU is in the top two public universities in the nation in the number of National Merit Scholars enrolled per capita, and in the top 10 of all public and private institutions in the number of freshman National Merit Scholars enrolled.

- OU is in the top five in the nation among all comprehensive public universities in the graduation of Rhodes Scholars.

- A diverse student community is a priority at OU. OU ranks number one in the Big 12 in Native American enrollment and continues to be one of the leaders in enrollment of Hispanic, Asian American and African American students.

- OU ranks first in the Big 12 and at the top in the nation in international exchange agreements with countries around the world. The university has 135 student exchange agreements with universities in 50 countries. Students from over 100 countries are enrolled on OU's Norman campus.

- The OU Cousins program matches U.S. and international students to share informal and social experiences. Students may volunteer to live on international floors with half of the residents from the United States and half from other countries.

- More Native American languages are taught for college credit at OU than at any other university in the world.

- For the ninth consecutive year, the University of Oklahoma broke all previous fund-raising records, making the total raised during that time more than \$706 million, including the 1995-2000 Reach for Excellence Campaign, which raised \$514 million and closed as the fourth-largest public university fund-raising campaign in U.S. history. During this same time period, OU's donor base has expanded from 17,000 to 80,000.

- Due to OU's increased private support during the past eight years, the number of endowed faculty positions has tripled from 100 to 340.

- OU's private endowment has almost tripled since 1994, growing from \$204 million to over \$570 million.

- This year OU enrolled the highest ranked freshman class ever enrolled at a public university in state history.



Allan Houser's "May We Have Peace" welcomes visitors to the University of Oklahoma's North Oval.

- OU ranks first among the Big 12 universities in the growth of federal research funding. OU's research and training programs have grown twice as fast as the national average over a 10-year period, according to a survey by the National Science Foundation.

- A major \$17.8 million renovation of the Norman campus student union includes a new student leadership wing, allowing all student organizations to have offices side-by-side and enhancing opportunities for cooperation and teamwork. It is open 24 hours a day.

- This fall OU dedicated the Henderson-Tolson Cultural Center, which houses many of the organizations that support the social and cultural needs of black students at OU. The center honors two of the university's most outstanding black faculty members, George Henderson, director of Advanced Studies Programs for the Master of Human Relations Degree, former Liberal Studies dean and a nationally recognized civil rights scholar and lecturer, and Melvin B. Tolson Jr., professor emeritus of modern languages, literatures and linguistics and the first full-time black faculty member at OU.

- OU has won awards for new initiatives to create a sense of family and community on campus. OU is one of the very few public universities to twice receive the Templeton Foundation Award as a "Character Building College" for stressing the value of community.

- OU has one of the most diverse student bodies among full-time students of any school in the Big 12 conference.

- *The Oklahoma Daily*, OU's student newspaper and the *Sooner* yearbook are consistently ranked among the best in the country. The 2002 *Sooner* won The Apple Award for Best of Show and the Columbia Student Press Association's Gold Crown, one of only three awarded. The 2001 *Sooner* was the first book ever to win the yearbook triple crown: a CSPA Gold Crown, the Associated Collegiate Press Best of Show and the ACP Pacemaker. The book also won the College of Media Advisers 2001 Diversity Award, given to the yearbook that best represents in coverage and staffing the diverse nature of campus populations.

*The University of Oklahoma is an equal opportunity institution.*

## OU - A Pacesetter For Excellence





# The University of Oklahoma OUTREACH

## Transforming People in The Knowledge Era

Outreach consists of the College of Continuing Education (CCE) and the College of Liberal Studies (CLS) at the University of Oklahoma. University Outreach has been helping individuals, groups, organizations, and adult learners transform themselves through learning since 1913.

We are a learning organization with a rich array of resources on which to draw. University Outreach annually offers some 2,000 courses and activities to more than 175,000 non-traditional adult learners in Oklahoma and throughout the world.



James P. Pappas, Ph.D.  
Vice President for University Outreach  
Dean of the College of Liberal Studies

## Programs

- College of Liberal Studies
- Advanced Programs
- American Indian Institute
- Architecture Programs
- Arts and Sciences Programs
- Aviation Department
- Center for Business and Economic Development
- Center for Child and Family Development
- Center for Early Childhood Professional Development
- Center for Effective Schools
- Center for English as a Second Language
- Center for Grant and Contract Studies
- Center for Independent and Distance Learning
- Center for Institutional Data Exchange
- Center for Public Management
- Center for the Study of Small/Rural Schools
- Continuing Legal Education
- Corrections and Public Safety Programs
- Education Programs
- Educational Training, Evaluation, Assessment, and Measurement
- Engineering/Geosciences Programs
- Executive Training and Team Quest
- Federal Aviation Administration Programs
- Fine Arts Programs
- Health Promotion Programs
- Health Sciences Programs
- Intercession
- KGOU-KROU Radio
- Medieval Fair
- National Center for Disability Education and Training
- National Conference Logistics Center
- National Resource Center for Youth Services
- Oklahoma Community Awareness Programs
- Precollegiate Programs
- Region VII Comprehensive Center
- Senior Adult Services
- Sooner Flight Academy
- Southwest Center for Human Relations Studies
- Southwest Prevention Center
- Training and Research Center
- USPS Advanced Leadership Program
- USPS National Center for Educational Development Contract
- Workforce Oklahoma Training Institute

*To learn more about educational opportunities offered by the College of Continuing Education, visit our web site at [www.occe.ou.edu](http://www.occe.ou.edu).*



The University of Oklahoma is an equal opportunity institution.



---

**NOTES**



**NOTES**

# NCORE 2003

## STUDENT SCHOLARSHIP RECIPIENTS

Currently in its 10th year, the Student Leadership Development Conference Scholarship Program supports a paid conference registration for each student recipient. Both undergraduate and graduate students were eligible, and application information was contained in the conference Announcement and Call for Presentations. It is hoped that the scholarship awards will serve as an incentive for higher education institutions to support student participation in the conference. NCORE would like to acknowledge the contributions to support Student Scholarships by the California Council of Cultural Centers in Higher Education (CaCCCHE), and the Executive Committee Members of the Southwest Center for Human Relations Studies. These contributions will allow NCORE to offer the opportunity for greater number of student scholars to attend this unique national conference. NCORE 2003 Student Scholars and their institutions are listed below:

**Ms. Melissa K. Ariate**  
Undergraduate Student  
Industrial and Labor Relations  
Major  
Cornell University  
Ithaca, New York

**Mr. Thomas H. Bell III**  
Undergraduate Student  
Group Social Studies Major  
Grand Valley State University  
Allendale, Michigan

**Ms. Benita Big Foot**  
Undergraduate Student  
Psychology Major  
The University of Oklahoma  
Norman, Oklahoma

**Mr. Timothy Sean H. Chiu**  
Undergraduate Student  
American Multicultural Studies  
Sonoma State University  
Rohnert Park, California

**Mr. Jonathan D. Clahan**  
Undergraduate Student  
Communication Studies Major  
Indiana University Purdue  
University  
Indianapolis, Indiana

**Mr. Brandon James Cutler**  
Undergraduate Student  
Agricultural Studies Major  
Iowa State University  
Ames, Iowa

**Ms. Darlene Espinóza Dadrás**  
Undergraduate Student  
Theater Arts & Interdisciplinary  
Studies Major  
University of Oregon  
Eugene, Oregon

**Ms. Nicole Renée Edmond**  
Undergraduate Student  
Biology Major  
Iowa State University  
Ames, Iowa

**Ms. Sharkirah E. Foote-Hayes**  
Undergraduate Student  
Information Systems Major  
Rutgers, State University of New  
Jersey  
Newark, New Jersey

**Mr. James Thomas Gordon**  
Undergraduate Student  
Business Management &  
Marketing Major  
The University of Oklahoma  
Norman, Oklahoma

**Ms. Akeia Meshall Haddox**  
Undergraduate Student  
Hotel and Restaurant  
Management Major  
Kansas State University  
Manhattan, Kansas

**Ms. Anna Rose Haskins**  
Undergraduate Student  
School of Education  
University of Michigan  
Ann Arbor, Michigan

**Ms. Toniette Nicole Haynes**  
Undergraduate Student  
Communication Studies Major  
University of Texas  
Austin, Texas

**Mr. Nikolas A. Howard**  
Graduate Student  
U.S. Race Relations History  
University of Oregon  
Eugene, Oregon

**Ms. Kasey A. Jernigan**  
Undergraduate Student  
Communication Studies Major  
University of Texas  
Austin, Texas

**Ms. Fatima Jimenez**  
Undergraduate Student  
English Major  
Foothill College  
Los Altos Hills, California

**Mr. Todd K. Kaleo**  
Undergraduate Student  
English Major  
Edmonds Community College  
Lynnwood, Washington

**Ms. Abolade Olukemi Majekobaje**  
Undergraduate Student  
Biology Major  
University of Oregon  
Eugene, Oregon

**Mr. Mark Tanachai Paduongpatt**  
Undergraduate Student  
Ethnic Studies & History Major  
University of Oregon  
Eugene, Oregon

**Ms. Mischa Plunkett**  
Undergraduate Student  
Psychology Major  
University of California  
Santa Cruz, California

**Ms. Alisha Johana Ross**  
Undergraduate Student  
Childhood Education Major  
The University of Oklahoma  
Norman, Oklahoma

**Mr. Anthony D. Stepter**  
Undergraduate Student  
Group Social Studies for  
Secondary Education Major  
Grand Valley State University  
Allendale, Michigan

**Ms. Jasmin Thana**  
Undergraduate Student  
History & Ethnic Studies Major  
University of Oregon  
Eugene, Oregon

**Ms. Latoria Q. Thomas**  
Graduate Student  
Student Affairs Leadership  
Grand Valley State University  
Allendale, Michigan

**Mr. Joshua Anthony Toro**  
Undergraduate Student  
Foreign Politics and Policy Major  
University of Wisconsin  
Madison, Wisconsin

**Ms. Hannah Tran**  
Undergraduate Student  
Sociology Major  
Columbia University  
New York, New York

**Mr. Christopher Van Lê**  
Undergraduate Student  
Architecture Major  
The University of Oklahoma  
Norman, Oklahoma

**Ms. Guadalupe Vera**  
Undergraduate Student  
Mechanical Engineering Major  
Iowa State University  
Ames, Iowa

**Mr. Ikramul Wadud**  
Undergraduate Student  
Applied Mathematics Major  
Rutgers, State University of New  
Jersey  
Newark, New Jersey

**Ms. Robin Starr Williams**  
Graduate Student  
Human Relations Program  
The University of Oklahoma  
Norman, Oklahoma

## 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.

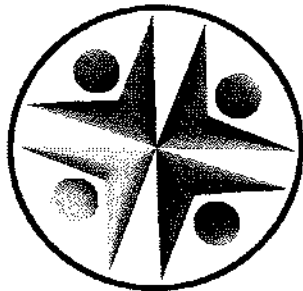
**CASE STUDIES/MODEL PROGRAMS:** Sessions that describe and analyze the development, substance, and/or response to specific situations, incidents, and programs. Examples might include situations of campus bigotry-motivated violence, freshman orientation programs, faculty mentorship programs, or student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



*The*  
*Southwest Center*  
FOR  
HUMAN  
RELATIONS  
STUDIES

---

The Southwest Center for Human Relations Studies  
Public and Community Services Division  
College of Continuing Education  
The University of Oklahoma  
2350 McKown Drive  
Norman, Oklahoma 73072-6678

---

The University of Oklahoma is an  
equal opportunity institution.  
Accommodations on the basis of  
disability are available by calling  
(405) 292-4172.